



Linking the EYFS Curriculum progression of knowledge and vocabulary to the requirements for teaching in Year 1



Vocabulary	Autumn	Spring	Summer
Skills			
Leading into Year 1			
Knowledge and Understanding of the world: <i>Past and Present (History)</i>	Sequence own chronology and understand chronology of family i.e., grandparents. <i>Yesterday, today, tomorrow, baby, nursery, school, long time ago, past, present, future, family, memory, old, new, famous.</i>	Know similarities and differences to now and the lives of grandparents. Create a chronological timeline with artifacts/ pictures. <i>Artifacts, Precious, old, memories, timeline, past, now</i>	Talk about the lives of people around them and their roles and how they can help us. <i>Jobs, nurse, hospital, vet, police officer, building, catering, important person,</i>
Knowledge and Understanding of the world: <i>People Cultures and Communities (Geography)</i>	Follow a simple map around school. Create a map. <i>Map, charts, globe, country, sea, world, land, island, transport, fieldwork, know own address.</i>	Identify similarities and difference between own and contracting locations. <i>Village, town, city, same and different, culture and community, weather (link to seasons)</i>	To talk directly about features of their environment <i>Wood, bricks, metal, straight, curved, rough, smooth, cold</i>
Knowledge and Understanding of the world: <i>People Cultures and Communities (RE)</i>	<i>Celebrations, festival, traditions</i>	<i>Culture, difference, traditions, around the world</i>	<i>Religion, faith, beliefs</i>
Knowledge and Understanding of the world: <i>The Natural World (Science)</i>	Know the difference between natural and man-made. Know the difference between farm/ zoo/ pet animals. Know natural/ man-made features of the environment. Identify habitats and features of animals. <i>Soft, hard, rough, smooth, natural, man-made, living, alive, legs, ears, fur, teeth, tail, predator, food, water, shelter, habitats, body parts, senses.</i>	Know that living things change over time i.e., growing / lifecycles. To know how natural features change with seasons i.e., trees To link how we changes over time and grow. <i>Autumn, summer, spring and winter, season, year, month, week, day changes, reversible, irreversible, tree trunk, branches, leaves and roots,</i>	To know that we need to look after our environment and how we can do this. <i>Mountains, rivers, seaside, dessert, rocky grassy, sandy, pollution, recycle, re-use, planting, living, non-living, float, sink</i>
Personal Social and Emotional Development: <i>Self-Regulation, Managing Self and Building Relationships (PSED)</i>	Follow the classroom rules Use please and thank you <i>Family, differences, respect Feelings - sad, angry, happy Sharing, taking turns.</i>	Identify impact of actions Participate in conflict resolutions <i>I am happy/ scared because Excuse me, well done</i>	Solving own problems and supporting others to do the same To prepare and make food (cooking links) <i>Healthy food compromise</i>

Physical Development <i>Gross Motor (PE)</i>	Move safely in a large space Stop on command, Alter speed and movements, How the body changes during exercise Safety checks, exercise is healthy, hot, heartbeat, sweaty, tired.	Change direction, jump 2 feet to 2 feet, Push and throw a ball Use balance bikes Balance, balance bike, push, throw	Navigate obstacles safely Over, under, around, through Sun safety and shade, hydration, and dehydration
Characteristics of Effective Learning (Technology)	Turn a device on / off CD player, tablet, Interactive whiteboard, tills, medical equipment, computers	Swipe and access an App. E-safety Swipe, select	Simple coding using scratch Instructions, coding, scratch, sequence
Expressive Arts and Design <i>Creating with Materials</i> (Art and DT)	Select materials to create independently Use equipment safely with confidence inc. scissors Mix power-paints and select materials appropriately including creating various skin tones to represent multiplex nature of society Power paint, glue, pots, mix, pour, primary and secondary colour names, dark, darker, light, lighter.	Confidently explain choices of materials Join with stapler, tape, hole-punch, and treasury tags (see Skills Development sheets) Rough, smooth, bobbly, fuzzy, lumpy, texture, join	Make props for characters and stories in role-play Design, texture, function, famous artists, collage
Expressive Arts and Design <i>Being Imaginative and Expressive</i> (Music)	Respond to music moving according to volume, mood, and tempo Move, loud, quiet, speed, mood, feelings.	Respond to music with quick/ slow movements To express how music makes them feel / likes/dislikes Excited, scared / fearful, energy, expressing, feelings, shuffle, wiggle, bounce, opinions	Give simple movement instructions to guide others Perform songs, rhymes, and poems Respond with movement appropriate to music Volume, perform, confident, proud

EYFS will additionally be following the Religious Education program from the Lincolnshire Diocese; Jigsaw PSHE program; Lincolnshire Charanga Music scheme; Read Write Inc synthetic phonics All of these schemes are designed to deliver progressive skills and vocabulary leading from EYFS into Year 1.