

EYFS Curriculum links to KS1

KS1 Subject	EYFS Area	EYFS	Link to KS1 NC
<u>Geography</u>	<u>Understanding the World</u>	<p><u>Know that Bury is the village in which our school is located and England is the county is we live in</u></p> <ul style="list-style-type: none"> • ‘Brilliant Bury’ – focus on the school, village, church and farms • Local walks to village, church, farms etc • Discussion of different towns/cities we live in • Discussion of London – capital city <p><u>Recognise similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which we live.</u></p> <ul style="list-style-type: none"> • Various fiction/non-fiction books • Topics – ‘All about me’, ‘Celebrations and Festivals’, ‘Amazing Africa’ and ‘The Big Blue’ • Comparison with life in the UK to life in Africa • Where have we been on holiday? • Where does our food come from? 	<p><u>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</u></p> <ul style="list-style-type: none"> • ‘Brilliant Bury’ – focus on the school, village, church and farms <p><u>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</u></p> <ul style="list-style-type: none"> • Would you prefer to live in Rome or Bury? • Why could a Giraffe and Polar Bear never meet?

		<p><u>Understand the effect of changing seasons on the natural world around us.</u> <u>Explore the natural world around us and make observations.</u></p> <ul style="list-style-type: none"> • Bury Rangers • Daily weather/season update • Daily observations and discussions <p><u>Draw information from a simple map, follow maps and begin to draw our own maps</u></p> <ul style="list-style-type: none"> • Locating Bury and England on a map and globe • Locating important places to us (where we live, holidays, families live etc) • ‘Traditional tales’ – designing our own maps • ‘The Big Blue’ – pirate/treasure maps • Use language such as: near, far, here, there, next to, above, closer to etc 	<p><u>Identify seasonal and daily weather patterns in the United Kingdom.</u></p> <ul style="list-style-type: none"> • Bury Rangers <p><u>Devise a simple map.</u> <u>Use world maps, atlases and globes to identify the United Kingdom and its countries.</u></p> <ul style="list-style-type: none"> • Bury Rangers
<p><u>History</u></p>	<p><u>Understanding the World</u></p>	<p><u>Talk about the lives of people around them and their roles in society</u></p> <ul style="list-style-type: none"> • ‘All about me’ – family members • Visits from ‘people who help us’ – Firefighters, RNLI, Police officers, Nurse etc 	<p><u>Pupils should be taught about significant people in their own locality</u></p> <ul style="list-style-type: none"> • Brilliant Bury

		<p><u>Know some similarities and differences between things in the past and now</u></p> <ul style="list-style-type: none"> • ‘All about me’ – How have I changed since I was a baby? How was life different for my parents and grandparents? • ‘Brilliant Bury’ – How has my school changed? What is still the same? • Toys past and present at Christmas • The seaside long ago <p><u>Understand the past through settings, characters and events encountered in books</u></p> <ul style="list-style-type: none"> • Bonfire night – what it remembers • Remembrance day • Nativity • Easter • Dinosaurs and fossils • Queen Elizabeth 2nd and King Charles 3rd 	<p><u>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time</u></p> <ul style="list-style-type: none"> • Brilliant Bury <p><u>Pupils should develop an awareness of the past, using parts of stories and other sources to show that they know and understand key features of events</u></p> <ul style="list-style-type: none"> • Significant individuals' comparison • Guy Fawkes
<p><u>Science</u></p>	<p><u>Understanding the World</u></p>	<p><u>Explore the natural world around them making observations and drawings of plants and animals</u></p> <ul style="list-style-type: none"> • Bury Rangers • Observational drawings of plants and minibeasts • Begin to identify some animal groups e.g. fish, insects, mammals 	<p><u>Pupils should be taught to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Pupils should be taught to identify and name a variety of common animals</u></p>

		<ul style="list-style-type: none"> • Know the names of baby animals – farm visit • Identify some outdoor plants in our school setting • Begin to use language to describe plants such as: root, stem, leaf • Planting throughout the year <p><u>Know some similarities and differences between the natural world around them and contrasting environments</u></p> <ul style="list-style-type: none"> • Through ‘Amazing Africa’ and ‘The Big Blue’ topics • Explore different materials, developing ideas about how to use them – building dens, craft materials, costumes etc • Discussion of material properties • Trips <p><u>Understand important processes and changes in the natural world around them, including the seasons and changes in states of matter</u></p> <ul style="list-style-type: none"> • Talk about seasonal change and weather – daily and in Bury Rangers • States of matter – melting chocolate and ice <p><u>Know and understand importance of making healthy choices and discuss basic body parts</u></p> <ul style="list-style-type: none"> • Rhymes e.g. head, shoulders, knees and toes 	<p><u>including fish, amphibians, reptiles, birds and mammals</u></p> <ul style="list-style-type: none"> • Bury Rangers – living things <p><u>Describe the simple physical properties of a variety of everyday materials</u></p> <ul style="list-style-type: none"> • Bury Rangers – materials linked to shelters. <p><u>Pupils should be taught to observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies</u></p> <ul style="list-style-type: none"> • Bury Rangers <p><u>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</u></p>
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<u>RE</u>	<u>Understanding the World</u>	<p><u>Know some similarities and differences between different religious and cultural communities</u></p> <ul style="list-style-type: none"> • Why is the word God so important to Christians? • Why do Christians perform Nativity plays at Christmas? • How can we help others when they need it? • Why do Christians put a cross in an Easter garden? • What makes every single person unique and precious? • How can we care for our wonderful world? 	<ul style="list-style-type: none"> • What do Christians believe that God is like? • Why does Christmas matter to Christians? • Why is learning to do good deeds so important to Jewish people? • Why does Easter matter to Christians? • What is important for Muslim children? • Who made the world?
<u>Music</u>	<u>Expressive Arts and Design</u>	<u>Sing a range of well-known nursery rhymes and songs and try to move in time with the music</u>	<u>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes</u>

		<ul style="list-style-type: none"> • Nursery rhymes • Music and movement – playground singing games to support pulse/rhythm/do-so pitch 	<ul style="list-style-type: none"> • Music and movement – playground singing games to support pulse/rhythm/do-so pitch
<u>Art and DT</u>	<u>Expressive Arts and Design</u>	<p><u>Use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</u></p> <ul style="list-style-type: none"> • Colour mixing • Joining different materials together • Drawing with detail <p><u>Share creations explaining the process they have used</u></p>	<p><u>Use a range of materials creatively to design and make products and develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</u></p> <p><u>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</u></p> <p><u>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</u></p> <p><u>Design, make, evaluate and have technical knowledge</u></p> <ul style="list-style-type: none"> • Cooking • Building shelters • Wooden pendants • Whittling • Bird feeders • Bug hotels
<u>Computing</u>	<u>Understanding the World</u>	<u>Understanding of our culturally, socially, technologically and ecologically diverse world</u>	<p><u>Pupils should be taught to:</u></p> <ul style="list-style-type: none"> • <u>understand what algorithms are; how they are implemented as</u>

		<ul style="list-style-type: none"> • Understand simple algorithm instructions • Introduction of using iPads – logging in and accessing apps • Codapillar – basic programming • Beebots – basic programming 	<p><u>programs on digital devices; and that programs execute by following precise and unambiguous instructions</u></p> <ul style="list-style-type: none"> • <u>create and debug simple programs</u> • <u>use logical reasoning to predict the behaviour of simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school</u> • <u>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</u>
<u>PE</u>	<u>Physical Development</u>	<p><u>Gross Motor Skills</u></p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely • Demonstrate strength, balance and co-ordination when playing • Move energetically such as running, jumping, dancing, hopping, skipping and climbing 	<p><u>Pupils should be taught to:</u></p> <ul style="list-style-type: none"> • <u>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</u> • <u>participate in team games, developing simple tactics for attacking and defending</u>

			<ul style="list-style-type: none"> • <u>Perform dances using simple movement patterns.</u>
<u>PSHE</u>	<u>Personal, Social and Emotional Development</u>	<p><u>Self-Regulation</u></p> <p><u>Managing self</u></p> <p><u>Building relationships</u></p>	<p><u>Physical health and well-being</u></p> <p><u>Emotional health and well-being</u></p> <p><u>Relationships and sex education</u></p> <p><u>Digital and media literacy</u></p>