

EYFS to National Curriculum transition map 2023-24

Area of learning	Reception	Year 1	Year 2
UTW- The Natural World People, Culture & Communities Geography	<p>Year 1 and 2 link: local area (geography), seasons (science) Why are the leaves changing colour? Changes that happen during the seasons – Local Area walk to Lammas Park including map study</p> <p>Year 2 link: oceans of the world Who would you meet in the deep blue sea? Oceans and seas around the world. Similarities and difference to animals. Where animals live around the world. Looking after and caring for animals</p> <p>Year 2 link: continents Who would you invite to the animal picnic? Continents around the world. Similarities and difference to animals. Where animals live around the world. Looking after and caring for animals.</p> <p>Year 1 link: local area Forest Schools (weekly sessions) Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.</p>	<p>Year R link: local area and United Kingdom Where is my school located? Landmarks Maps Physical/human features Field work – Walpole Park Locational and directional language</p> <p>Year 2 link: comparing locations (countries of the UK) What is the United Kingdom? Name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding areas. Identify seasonal and daily weather patterns in the United Kingdom. Use locational and directional language [for example, near and far; left and right], to describe the location of features on a map Use simple compass directions (North, South, East and West) to describe location of features on a map</p>	<p>Year R and Year 1 link: comparing locations Does everyone live in the same place? Use maps, photographs to identify features and compare locations. Use a simple key. Use directional and locational language to describe location of features and routes on a map Compare lives in a non-European region to that of life in the UK (Brazil - link to music and PE).</p> <p>Year R link: continents What are the seven continents and five oceans of the world? Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans around the world</p>
UTW – The Natural World People, Cultures & Communities Science	<p>Year 1 and 2 link: seasons and plants Why are the leaves changing colours? Changes that happen during the seasons. What happens to the trees in Autumn – why do the leaves change colour? What happens to wildlife during Autumn?</p> <p>Year 1 link: seasons Why is it so cold in Winter? Changes that happen during the seasons. What happens to the trees in Autumn – why are there no leaves on the trees? What happens to wildlife during Winter? Maintaining the environment.</p> <p>Year 1 and 2 link: everyday materials Who would you meet in the deep blue sea? Features of a boat and design their own boats linked to floating and sinking.</p> <p>Year 1 and 2 link: animals including humans Who would you invite to the animal picnic? Similarities and difference to animals. Where animals live around the world. Differences and similarities between their environment and others.</p>	<p>Year R and Year 2 link: everyday materials What material is this? - Everyday materials</p> <p>Year R and Year 2 link: seasons and plants (gardening) How do leaves change across the year? How do the changing seasons affect me? What garden plants can we find around our school? - Seasons - Plants</p> <p>Year R and Year 2 link: Forest School and animals including humans Who's who in the animal world? Is everyone's body the same? - Animals including humans</p>	<p>Year R and Year 1 link: everyday materials What is the best material to make a catapult? - Everyday materials</p> <p>Year R and Year 1 link: animals including humans What do babies need to grow? What do I need to grow? - Animals including humans</p> <p>Year R link: Forest School What lives in our forest? - Living things and their habitats - Animals including humans</p> <p>Year R link: Forest School What do plants need to grow? - Plants</p>

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	<p>Year 1 and 2 link: seasons, plants, animals, habitats Forest Schools (weekly sessions) Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.</p>		
<p>UTW – Past & Present</p> <p>History</p>	<p>Year 2 link: understanding the past (timelines) What can I tell my new teacher about me? The history of their own lives, when they were born, young – past to now the present.</p> <p>Year 1 link: transport Who would you meet in the deep blue sea? Transport – explore boats as a form of transport</p> <p>Year 1 and 2 link: significant people Significant people that they have learnt about through books Talk about who was important, recognise why people did things</p> <p>Neil Armstrong – Space challenge</p> <p>Musicians/ Composers: Tchaikovsky – ‘The Nutcracker’ ‘Sleeping Beauty’, Vivaldi ‘The four seasons’, David Bowie ‘Changes’ Camille Saint-Saens ‘Carnival of the animals’ The Beatles – ‘Yellow Submarine’</p> <p>Artists: Vincent Van Gogh – Starry Night, Kandinsky ‘Winter Landscape’ Matisse ‘The Snail’ Frida Kahlo – Collection of self-portraits, Sir George Frampton - ‘Peter Pan statue’ Andy Goldsworthy – natural material statues</p>	<p>Year R link: transport How has London transport changed? Identify different ways in which the past is represented Identify similarities and differences between ways of life at different times Make simple observations about different periods of time Trip - London Transport museum</p> <p>Year R and Year 2 link: significant people Who is David Attenborough and why is he significant? Who is David Attenborough, his early life, how does he help other people, animals, the world and the environment Understand how a significant individual in living memory has contributed to our lives Learn about a significant person in their own locality Disciplinary knowledge: chronology, think critically, form arguments, develop perspective</p>	<p>Year R link: understanding the past (timelines) What did we learn from the Great Fire of London? Exploring the use of historical sources (diary) Understanding how and why things happened in the past Identify different ways the past is represented Timelines</p> <p>Year R and Year 1 link: significant people How did Rosa Parks and Nelson Mandela make the world a better place? Talk about who was important, recognise why people did things Compare aspects of life in different periods Make simple observations and recognise why people did things and what happened as a result</p>
<p>UTW – Gardening/ Forest Schools</p>	<p>Year 1 and 2 link: gardening and cooking Forest Schools throughout the year Plant and maintain plants, observing changes Create a bug hotel – looking after living things Handling and use tools safely Observe seasonal changes throughout the year</p>	<p>Year R link: Forest schools/cooking Where does my food come from? Throughout the year Explore soil types, Re-using waste water Measure and observe changes throughout the year (temperature) Plant and maintain plants, observing changes. Question changes. Show care and compassion for other living things.</p>	
<p>EYFS – Technology opportunities</p>	<p>Year 1 link: logging on to a computer What can I tell my new teacher about me? Promoted Activity: Safely open the laptop and logon.</p> <p>Year 1 link: creating and saving a picture Throughout the year</p>	<p>Year R link: logging on and creating and saving a picture 1. How can I find data that I have created? (1.1) 2. What is technology? (1.9) 3. What does a pictogram do? (1.3)</p>	<p>Year R and Year 1 link: online safety 1. How can I keep myself safe online? (2.2) 2. How can I make finding information easier? (2.5) 3. How can I use a graph in a spreadsheet? (2.3)</p>

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<p>provided through provision</p> <p>Computing</p>	<p>Promoted activity: Planned opportunities throughout the year using the purple mash/mini mash programme. Pupils to open and use a simple programme. Pupils learn how to save their picture and print.</p> <p>Year 1 and Year 2 link: coding Throughout the year Planned activity each half term: Control the movement of a programmable toy - bee bot.</p>	<p>1. Log on using to the computer and Purple Mash, using their own passwords. Use technology safely and respectfully, keeping personal information private (passwords). Save work into the My Work folder.</p> <p>2. Explain what is meant by 'technology' and give examples of this.</p> <p>3. Discuss and illustrate the modes of transport used for school commute. Create a simple pictogram.</p> <p>Year R and Year 2 link: coding 4. What is a spreadsheet? (1.8) 5. What happens when instructions are not in the right order? (1.4) 6. How does code help me to create a game? (1.7)</p> <p>4. Insert images into cells, move and lock cells. Give images values to allow the spreadsheet to count.</p> <p>5. compare the effects of adhering strictly to instructions to completing tasks without complete instructions; to consider how the order of instructions affects the result.</p> <p>6. Children know that instructions can be shown as code. They know how to use this to create a scene using objects.</p>	<p>1. Read and respond to emails, thinking carefully about the content; identify examples of positive and negative things that may form part of a digital footprint.</p> <p>2. Identify the basic parts of a search engine; read a web page for the answer to a question, search the internet for the answer to a question</p> <p>3. Use copy and paste in spreadsheets. Create totals in rows and columns and use this to solve puzzles/problems. Create block graphs, using their data.</p> <p>Year R and Year 1 link: creating and saving a picture and coding 4. What tools on 2Paint help me to create images in the styles of different artists? (2.6) 5. How can code help me stop making things bump into each other? (2.1) 6. How can code help me stop making things bump into each other? (2.1)</p> <p>4. Click and drag to draw a rectangle to replicate Mondrian's style or art, changing its colour as required. Change the size and colour of the 'brush' to create a pointillist piece. Use 2Paint to create a repeating pattern, inspired by William Morris.</p> <p>5/6. To understand what an algorithm is; to create a computer program using an algorithm; to create a program using a given design; to understand the collision detection event; to understand that algorithms follow a sequence; to design an algorithm that follows a timed sequence; to understand that different objects have different properties; to understand what different events do in code; to understand the function of buttons in a program; to understand and debug simple programs.</p>
<p>EAD – Creating with Materials</p> <p>DT (including cooking)</p>	<p>Year 1 and Year 2 link: designing, making, evaluating Who are the famous characters in our books? Features of a castle and design and make their own castle. Who would you meet in the deep blue sea? Features of a boat and design their own boats linked to floating and sinking.</p> <p>Year 1 and Year 2 link: gardening and cooking Cooking (throughout the year) How to handle tools safely Talk about healthy choices Prepare and make a range of foods linked to our challenges</p> <p>DT opportunities are planned in daily for pupils to access and construct driven by their interests.</p>	<p>Year R and Year 2 link: designing, making, evaluating How do the wheels on a bus turn? To explore wheels and axles and know how to make wheels turn in two different ways: wheel fixed to axle and moving wheel To evaluate and explore a range of existing products To generate ideas for design To know how to combine materials To use tools safely To evaluate their ideas and products against design criteria</p> <p>Year R link: cooking Cooking – linked to challenges throughout the year Recognise and name a basic range of ingredients Give examples of ingredients that come from shops markets and can be grown at home/school Give examples of how ingredients need to be prepared before they are eaten Make a simple dish with support Name and use a range of base cooking skills with support</p>	<p>Year R and Year 1 link: designing, making, evaluating How do I make my structure more stable? Generate ideas for design Evaluate and explore a range of existing products Evaluate their ideas and products against design criteria Join materials in order to strengthen, stiffen and reinforce a free standing structure Select and use tools safely</p> <p>Year R link: cooking Cooking – linked to challenges throughout the year Recognise and name a basic range of ingredients Give examples of ingredients that come from shops markets and can be grown at home/school Give examples of how ingredients need to be prepared before they are eaten Make a simple dish with support Name and use a range of base cooking skills with support</p>

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<p>EAD – Creating with Materials</p> <p>Being Imaginative and Expressive</p> <p>Art</p>	<p>Year 1 and Year 2 link: using different media, colour mixing Twinkle, Twinkle little star how I wonder what you are Vincent Van Gogh – Starry Night Explore the use of movement within the painting. Create simple representations of events, people and objects. Choose colours to use for a purpose. Understands that different media can be combined to create new effects. Experiments to create different textures.</p> <p>Year 1 and Year 2 link: exploring different artists and their techniques Kandinsky – exploring the abstract art movement and how artwork can be a form of expression. Choosing colour for a purpose.</p> <p>Sir George Frampton – Peter Pan statue & Matisse and Andy Goldsworthy natural materials used to create statues – understanding that art can be in different forms other than paintings.</p> <p>Art opportunities are planned in daily for pupils to access and create art driven by their interests.</p>	<p>Year 1 and Year 2 link: using different media, colour mixing Year R and Year 2 link: exploring different artists and their techniques Year R link: seasons and plants (science) Who is Georgia O'Keefe and why is she special? Painting (trees and plants) Explore and learn about Georgia O'Keefe Knowledge of different brush strokes Name primary colours accurately Why do trees change colour (geography and science) Disciplinary knowledge: invent and create their own works of art, think critically</p> <p>Year 2 link: using different lines, patterns and texture What shapes and patterns represent London? Sculpture (collage, moulding materials) Explore and learn about London skyline and Paul Klee Understand different sculpture techniques Describe shapes and patterns Select and use appropriate colours and how colour reflects mood Investigate blending colours Disciplinary knowledge: invent and create their own works of art, how art and design both reflect and shape our history and contribute to the culture of our nation</p>	<p>Year R and Year 1 link: using different media to create lines, patterns and texture How can we depict the Great Fire of London? (Drawing/sketching) Explore how secondary pictorial sources have been used to depict the GfoL Understand how to combine colour and mediums for effect Describe how different pencil grades can be used to represent different lines and patters How colour reflects mood H pencils are hard and B pencils are soft Disciplinary knowledge: experimenting, invent and create their own works of art, know how art and design both reflect and shape our history</p> <p>Year R and Year 1 link: exploring different artists and their techniques Why is Frida Kahlo such a special person? (Painting) Self-portraits (Frida Kahlo) Explore the style and influences of artist Frida Kahlo Identify the key elements of Kahlo's portraits that relate to her feelings Self-portrait that represents personal feelings from a given time Tints and tones Primary, secondary, complimentary and opposite colours Disciplinary knowledge: experimenting invent and create their own works of art, think critically, know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation (add Frida Kahlo to History timeline to place in time)</p>
<p>EAD – Being Imaginative & Expressive</p> <p>Music</p>	<p>Year 1 and Year 2 link: explore different sounds of instruments and build a repertoire of songs Why are the leaves changing colour? Vivaldi – The four Seasons Explores the different sounds of instruments</p> <p>Why is it so cold in Winter? Tchaikovsky – The Nutcracker (Story Orchestra books) Explores the different sounds of instruments Begins to build a repertoire of songs</p> <p>Who are the famous characters in my books? Tchaikovsky – Sleeping Beauty (Story Orchestra books) Explores the different sounds of instruments Begins to build a repertoire of songs</p> <p>Who will you find in the deep, blue sea? Yellow Submarine, The Beatles Explores the different sounds of instruments Begins to build a repertoire of songs Explores a different genre of music, pop compared to classical</p>	<p>Year R and Year 2 link: explore different sounds of instruments and build a repertoire of songs What is a Christmas carol? How can you use an instrument to create a sound like the rain? Music for the weather and seasons (Vivaldi) - Climate Understand that a famous composer Vivaldi wrote music to depict the 4 seasons Name string instruments:(Violin, Viola, Cello). Name the following classroom percussion instruments: rain stick, cabasa, triangle, tambourine, African thumb piano Understanding technical terms for dynamics- piano, forte Understand how and why music is used in a Christmas events such as carol concerts/services Learn a repertoire of songs in preparation for the event Performance etiquette including singing with dynamics (piano and forte).</p> <p>What does a double bass sound like? Carnival of the animals by French composer Saesans- Climate</p>	<p>Year R and Year 1 link: explore different sounds of instruments and build a repertoire of songs How do you sing the song Zimbole? What orchestral instruments does Prokoviev use to tell the story of Peter and the Wolf?</p> <p>Let's sing for Peace (African songs link to drumming & peace songs link to yr2 history on Nelson Mandela)- Equality An introduction to the Orchestra: Peter and the wolf Understanding that the orchestra is split into 4 families: Woodwind, Brass, Strings Percussion Naming the following instruments: Double bass, Cello, Violin, Viola, Oboe, Clarinet, Flute, Bassoon, French horn, Timpani Learn a bank of songs from around the world: African songs about peace (learning about Siyahumba which was sung at Nelson Mandela's release from Prison) understanding what call & response structure is (links to SPARK African drumming) Recap performance etiquette/ dynamics from year 1 carol challenge.</p> <p>What is Elgar's Engima Variations about? Where in the world is Samba drumming from?</p>

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	<p>Who would you invite to the animal's picnic? Camille Saint-Saens – Carnival of the animals Explores the different sounds of instruments Discuss how music can provoke emotion, represent characters and actions</p>	<p>Identify the double bass as largest and lowest instrument in the string family, (recap violin, viola, cello and percussion instruments from previous challenges)</p>	<p>Drumming around the world (African & Samba drumming) - sustainability Musical Portraits and pictures (Elgar's Enigma) Recap knowledge from SPARK African drumming programme, understand how drumming styles differ in the continents: Africa and South America e.g., djembe ensembles in Africa (recap from year 1), Samba bands in South America Learn about Elgar- a British composer who wrote the famous work the Enigma Variations about his friends Name and identify a range of orchestral instruments (recap orchestra instruments learnt in Peter and the Wolf challenge)</p>
<p>PD – Gross Motor</p> <p>PE</p>	<p>Year 1 and Year 2 link: movement, co-ordination, balance, agility</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination</p>	<p>Year R and Year 2 link: movement, co-ordination, balance, agility</p> <p>1. Locomotion. Q: What is a good space? 2. Health and Fitness. Q: What does it mean to be physically active? 3. Ball skills. Q: How many different ways can you move a ball? 4. Gymnastics. Q: What shapes can you make with your body? 5. Dance. Q: What is a beat? 6. OAA. Q: What is a team?</p>	<p>Year R and Year 1 link: movement, co-ordination, balance, agility</p> <p>1. Locomotion. Q: How do you chase and evade? 2. Health and Fitness. Q: What are muscles and what do they do? 3. Ball skills. Q: What is accuracy and how do you aim? 4. Gymnastics. Q: What is a pathway and how do we make one? 5. Dance. Q: What is tempo and how does it affect the actions we use? 6. OAA. Q: How do we communicate?</p>
C&L – English	<p>Through a play-based approach pupils explore and develop language and communication skills. Through classroom discussion, play observations, show and tell, drama and story-telling pupils develop the skills to express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events using recently introduced vocabulary.</p>	<p>Language, vocabulary and communication skills developed through key texts throughout the year:</p>	<p>Language, vocabulary and communication skills developed through key texts throughout the year:</p>
C&L – Mind Up	<p>Years R, 1 and 2 work through the 15 MindUP lessons when appropriate</p> <p>MindUP Unit 1 – Getting Focused Unit 2 – Sharpening Your Senses Unit 3 – It's All About Attitude Unit 4 – Taking Action Mindfully</p>		

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C&L – Values	<p>Autumn term Respect, Empathy</p> <p>Spring term Resilience, Empathy</p> <p>Summer term Respect, Reflection</p>	<p>Autumn term Respect, Resilience, Empathy, Reflection</p> <p>Spring term Respect, Resilience, Empathy, Reflection</p> <p>Summer term Respect, Resilience, Empathy, Reflection</p>	
PSED – RSHE	<p>Year 1 and Year 2 link: health and well-being, living in the wider world and relationships</p> <p>What can I tell you about me? What makes them special Who is in their family How they are different to their friends?</p> <p>Year 2 link: relationships</p> <p>What can I tell my new teacher about me? Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</p>	<p>Year R and Year 2 link: valuing difference, self-care and relationships</p> <p>Setting a goal Practise keeping teeth clean Be equipped to be outspoken about bullying Being able to share different feelings Being able to call 999 Keeping personal information safe Being able to use Green Cross code to cross different roads in different parts of roads safely Being able to ask for help when feeling unsafe Making new friends Being able to say no when they are in an uncomfortable situation or feel unsafe Being able to compare families and find similarities and differences Identifying places and people who make them feel safe</p> <p>These skills are taught through these themes: Health and well-being – autumn Living in the wider world – spring Relationships – summer</p>	<p>Year R and Year 1 link: respecting different opinions, relationships and keeping safe</p> <p>Working towards a goal Resolving conflict Explain the risks associated with smoking Identifying what to do if they are being bullied or witnessing bullying Knowing what to do when conflict escalates and how to call childline or 999 Explaining how to keep personal information safe Identifying risks with fire Explain how to stay safe around fire Explaining and demonstrating how to escape fires safely Knowing how to keep safe near rivers and locks Explain how to call 999 and what information to give Explaining what to know if we are uncomfortable about being touched Explaining what emotions they are experiencing Naming parts of their body using correct vocabulary Comparing similarities and differences with families</p> <p>These skills are taught through these themes: Health and well-being – autumn Living in the wider world – spring Relationships – summer</p>
Literacy – English	See English progression map	See English progression map	See English progression map
Mathematics – Mathematics	See Mathematics progression map	See Mathematics progression map	See English progression map