

## How our EYFS Curriculum achieves Year 1 readiness

Reading	
Relevant ELG	<p><b>ELG: word reading</b></p> <ul style="list-style-type: none"> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>- Anticipate – where appropriate – key events in stories;</li> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>- Read words consistent with their phonic knowledge by sound-blending;</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>ELG: Language and communication</b></p> <ul style="list-style-type: none"> <li>- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions</li> </ul> <p><b>ELG: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> </ul> <p><b>ELG: Past and present</b></p> <ul style="list-style-type: none"> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul> <p><b>ELG: Being imaginative and expressive</b></p> <ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives with peers and their teachers.</li> </ul>
How it achieves Year 1 readiness	<ul style="list-style-type: none"> <li>- Developing knowledge of the monster phonics programme and applying the skills to decode familiar and unfamiliar words.</li> <li>- Starting to read simple common exception words.</li> <li>- Recognises some graphemes speedily.</li> <li>- Reading simple CVC words quickly and confidently, and starting to read more complex words and sentences.</li> <li>- Retelling familiar stories confidently and discussing them in detail and joining in with predictable/familiar phrases.</li> <li>- Developing comprehension skills, answering questions about what we have read and linking it to our own experiences.</li> <li>- Realising that books and stories may transport them to fantastical settings filled with excitement and adventure, reading is for pleasure.</li> <li>- Discussing stories read, what they like/don't like, how they make them feel, what do they think will happen.</li> <li>- Learning new vocabulary in stories that they can use in their own communication/writing.</li> </ul>

Writing	
Relevant ELG	<p><b>ELG: Writing</b></p> <ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed</li> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>- Write simple phrases and sentences that can be read by others</li> <li>- Write simple phrases and sentences that can be read by others</li> </ul> <p><b>ELG: Speaking</b></p> <ul style="list-style-type: none"> <li>- Express their ideas and feelings about their experiences using full sentences, including the use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>

	<ul style="list-style-type: none"> <li>- Write simple phrases and sentences that can be read by others</li> </ul> <p><b>ELG: Fine Motor</b></p> <ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>- Use a range of small tools, including scissors, paintbrushes and cutlery; Begin to show accuracy and care when drawing.</li> </ul>
How it achieves Year 1 readiness	<ul style="list-style-type: none"> <li>- Holds pens, pencils and other mark making tools correctly with a dominant hand.</li> <li>- Has increasing control over their mark making and can write most lower case letters.</li> <li>- Starting to write simple sentences that can be read by themselves and others.</li> <li>- Applying phonetic knowledge to write simple words, captions and sentences.</li> <li>- Children are given the chance to make marks in a variety of ways about things that inspire them.</li> </ul>

Maths	
Relevant ELG	<p><b>ELG: Number</b></p> <ul style="list-style-type: none"> <li>- Have a deep understanding of number to 10, including the composition of each number</li> <li>- Subitise (recognise quantities without counting) up to 5</li> <li>- Automatically recall (without reference to rhymes, counting and other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts</li> </ul> <p><b>ELG: Number patterns</b></p> <ul style="list-style-type: none"> <li>- Verbally count beyond 20, recognising the pattern of the counting system</li> <li>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</li> <li>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> </ul>
How it achieves Year 1 readiness	<ul style="list-style-type: none"> <li>- Can confidently count beyond 20 and demonstrate a thorough understanding of numbers up to 10.</li> <li>- Adds groups to find a total and is starting to experiment with writing number sentences including symbols.</li> <li>- Subitises numbers up to 5.</li> <li>- Knows that numbers are made up of other numbers and explores the composition of numbers, particularly 5 and 10.</li> <li>- Recognises patterns in numbers and is interested in exploring them.</li> <li>- Names 2D and some 3D shapes and knows shapes can be made up of other shapes.</li> <li>- Uses some directional language accurately.</li> <li>- Uses appropriate mathematical vocabulary.</li> <li>- Measuring weight, capacity, height using a mixture of standard and non-standard units.</li> <li>- Begins to order and sequence events using everyday language related to time.</li> <li>- Explores how various measuring devices are used in everyday life and in play.</li> </ul>

Science	
Relevant ELG	<p><b><u>Working Scientifically</u></b></p> <p><b>ELG: Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>- Make comments about what they have heard and ask questions to clarify their understanding.</li> </ul> <p><b>ELG: Speaking</b></p> <ul style="list-style-type: none"> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> </ul> <p><b>ELG: Fine motor skills</b></p>

	<ul style="list-style-type: none"> <li>- Use a range of small tools, including scissors, paint brushes and cutlery.</li> </ul> <p><b>ELG: The Natural World</b></p> <ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of plants and animals.</li> <li>- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>- Understand some important processes and changes in the natural world, including the seasons and changing states of matter.</li> </ul>
How it achieves Year 1 readiness	<ul style="list-style-type: none"> <li>- Confidently asks and answers a variety of questions about the objects, plants, animals and natural world they observe.</li> <li>- Discusses similarities and differences between many objects in their environment.</li> <li>- Asks questions about the world around them, and tries to find their own answers.</li> <li>- Talks about some of the changes that occur throughout the four seasons and what they may observe.</li> <li>- Names some everyday materials and describes how they look/feel.</li> <li>- Observes plants and animals in their natural environment.</li> <li>- Confidently names some of the parts of animals, plants and humans.</li> <li>- Enthusiastically takes part in scientific investigations and starts to use relevant scientific vocabulary.</li> </ul>

Computing	
Relevant ELG	N/A
How it achieves Year 1 readiness	<ul style="list-style-type: none"> <li>- Aware of a variety of technologies inside and outside of school.</li> <li>- Expresses themselves creatively and productively using technology.</li> <li>- Knows how to keep themselves safe online.</li> </ul>

Design and Technology	
Relevant ELG	<p><b>ELG: Creating with Materials</b></p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>- Share their creations, explaining the process they have used.</li> </ul> <p><b>ELG: Managing self</b></p> <ul style="list-style-type: none"> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>- Understands the importance of making healthy food choices.</li> </ul> <p><b>ELG: Fine motor skills</b></p> <ul style="list-style-type: none"> <li>- Use a range of small tools, including scissors, paintbrushes and cutlery.</li> </ul>
How it achieves Year 1 readiness	<ul style="list-style-type: none"> <li>- Constructs meaningfully with a clear direction of what they want to make/build/construct, who for and why.</li> <li>- Makes or build structures using a variety of materials in accordance with a design brief that they have been given or created.</li> <li>- Uses a variety of materials to construct/build/make and can join materials together in a variety of ways.</li> <li>- Talks about how they made their end products, what they like about their end product, what could be better and if it fits the purpose they wanted.</li> </ul>

	<ul style="list-style-type: none"> <li>- Is imaginative and creative in their ideas, using a variety of materials and tools.</li> <li>- Recognises which foods are healthy and which are not.</li> <li>- Confidently uses basic cutlery.</li> </ul>
Art and Design	
Relevant ELG	<p><b>ELG: Fine motor skills</b></p> <ul style="list-style-type: none"> <li>- Use a range of small tools, including scissors, paint brushes and cutlery</li> <li>- Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases</li> <li>- Begin to show accuracy and care when drawing</li> </ul> <p><b>ELG: Creating with materials</b></p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function</li> <li>- Share their creations, explaining the process they have used</li> </ul>
How it achieves Year 1 readiness	<ul style="list-style-type: none"> <li>- Holds objects with increased precision, such as scissors, paintbrushes, and pencils, and uses them safely.</li> <li>- Experiments with many every day and artistic materials to investigate colour and texture.</li> <li>- Uses drawing, painting, and sculpture as a way to express their thoughts and imagination.</li> <li>- Identifies and investigates the colour, patterns, and shapes used by other artists.</li> <li>- Talks about their creations and shares their work with others.</li> <li>- Experiments with colour mixing.</li> <li>- Experiments with a variety of methods of painting, drawing, printing, and sculpting in order to make art.</li> </ul>

Music	
Relevant ELG	<p><b>ELG: Being imaginative and expressive</b></p> <ul style="list-style-type: none"> <li>- Sing a range of well-known nursery rhymes and songs.</li> </ul> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with the music</p> <p><b>ELG: Gross motor skills</b></p> <ul style="list-style-type: none"> <li>- Demonstrate strength, balance and coordination when playing</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>
How it achieves Year 1 readiness	<ul style="list-style-type: none"> <li>- Joins in with singing familiar songs and rhymes and makes up their own.</li> <li>- Matches the pitch of the music they are singing with their own voice.</li> <li>- Have been exposed to a variety of genres of music, lyrics, rhymes and instruments.</li> <li>- Talks about the emotions and images that various types of music evoke.</li> <li>- Dances and moves to a range of songs, synchronising his or her steps to the rhythm and rhymes of the music.</li> <li>- Uses a variety of instruments to enhance songs and rhymes and can use the correct names for some.</li> <li>- Investigates a variety of sounds created by various instruments.</li> </ul>

Geography	
Relevant ELG	<p><b>ELG: People, culture and communities</b></p> <ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps</li> </ul> <p><b>ELG: The natural world</b></p> <ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of</li> </ul>

	<p>animals and plants;</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p>
How it achieves Year 1 readiness	<ul style="list-style-type: none"> <li>- knows where they live and how they travel to school.</li> <li>- Talks about some differences they notice when they are in different places.</li> <li>- Talks about places they have been and read about in stories.</li> <li>- Experiments with making and reading maps.</li> <li>- Enjoys the outside worlds and talks about what is in it.</li> </ul>

History	
Relevant ELG	<p><b>ELG: Past and present</b></p> <ul style="list-style-type: none"> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul> <p><b>ELG: People, culture and communities</b></p> <ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps.</li> </ul> <p><b>ELG: Being imaginative and expressive</b></p> <ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives and stories with peers and their teacher</li> </ul> <p><b>ELG: Speaking</b></p> <ul style="list-style-type: none"> <li>- Express their ideas and feelings about their experiences using full sentences, including the use of past, present, and future tenses and making use of conjunctions, with modelling and support from the teacher.</li> </ul>
How it achieves Year 1 readiness	<ul style="list-style-type: none"> <li>- Using vocabulary related to the past. (yesterday, last week, when I was younger)</li> <li>- Speaking in the past tense.</li> <li>- Discussed how things have changed, including themselves.</li> <li>- Talks about important events that have happened in their own lives, things that they have done and starts to put them in order.</li> <li>- Recognises language in stories that shows that the story happened in the past.</li> <li>- Knows about some events that happened in the past – e.g. Guy Fawkes and bonfire night</li> </ul>

R.E	
Relevant ELG	<p><b>ELG: people, culture and communities</b></p> <ul style="list-style-type: none"> <li>- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</li> <li>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</li> </ul>
How it achieves Year 1 readiness	<ul style="list-style-type: none"> <li>- Child know that people have different faiths and different times of celebrations.</li> <li>- Know about the similarities and differences between themselves and others, families, communities and traditions.</li> <li>- Have celebrated a variety of faiths and accept them all.</li> </ul>

PHSE	
Relevant ELG	<p><b>ELG: Building relationships</b></p> <ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others</li> </ul>

	<ul style="list-style-type: none"> <li>- Form positive attachments to adults and friendships with peers</li> <li>- Show sensitivity to their own and to others' needs</li> </ul> <p><b>ELG: Self-regulation</b></p> <ul style="list-style-type: none"> <li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>- set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> </ul> <p><b>ELG: Managing self</b></p> <ul style="list-style-type: none"> <li>- be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>- explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>- manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>
How it achieves Year 1 readiness	<ul style="list-style-type: none"> <li>- Knows what is right and wrong and can explain the importance of boundaries.</li> <li>- Takes turns and plays co-operatively with others and shows sensitivity to others feelings.</li> <li>- Manages their own personal hygiene and basic needs.</li> <li>- Understands how to stay safe in a variety of situations.</li> <li>- starts regulating their own behaviour.</li> <li>- Starts to understanding their own and others feelings.</li> <li>- Is aware of the people in the community that are there to help us.</li> <li>- Care about living things.</li> </ul>

P.E	
Relevant ELG	<p><b>ELG: Gross motor skills</b></p> <ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>- Demonstrate strength, balance and coordination when playing</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</li> </ul> <p><b>ELG: Fine motor skills</b></p> <ul style="list-style-type: none"> <li>- Use a range of small tools, including scissors, paint brushes and cutlery</li> </ul> <p><b>ELG: Self-regulation</b></p> <ul style="list-style-type: none"> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> </ul> <p><b>ELG: Building relationships</b></p> <ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others</li> </ul>
How it achieves Year 1 readiness	<ul style="list-style-type: none"> <li>- Develops body strength, co-ordination, balance and agility.</li> <li>- Uses a large range of small and large apparatus confidently and safely.</li> <li>- Negotiates spaces and obstacles safely.</li> <li>- Moves with ease and fluency and in a variety of different ways. (e.g rolling, crawling, walking, jumping, running, hopping, skipping and climbing.)</li> <li>- Develops a range of ball skills (throwing, catching, kicking, passing, batting and aiming), with precision and accuracy.</li> </ul>