EYFS to KS1 Curriculum Bridge Document

Early Reading

Organisation of knowledge	Learning to read	Reading to learn	Reading for enjoyment
Relevant ELG	**ELG: Comprehension** - Anticipate- where appropriate – key events in stories **ELG: Word reading** - Say a sound for each letter in the alphabet and know at least 10 digraphs - Read words consistent with their phonic knowledge by sound blending - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words	**ELG: Language and communication** - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions **ELG: Comprehension** - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play	**ELG: Comprehension** - Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary **ELG: Past and present** - Understand the past through settings, characters and events encountered in books read in class and storytelling **ELG: Being imaginative and expressive** - Invent, adapt and recount narratives with peers and their teachers
KS1 readiness objectives	• Developing phonemic knowledge through Little Wandle and other phonic opportunities. • Developing a knowledge of stories including rhyme and identify the rhyming words within them. • Developing their skills and abilities to comprehend within familiar stories, and from pictures in illustrated stories.	• Developing their skills and abilities in retelling familiar stories. • Recognising that books have information that helps them to learn.	• Routinely accessing picture books and stories • Listening to others expressively tell stories. • Learning that stories and books can put them in imaginary worlds full of adventure and excitement.

Early Writing

Organisation of knowledge	Learning to write	Writing to learn	Writing for enjoyment
Relevant ELG	**ELG: Writing** - Write recognisable letters, most of which are correctly formed - Spell words by identifying sounds in them and representing the sounds with a letter or letters - Write simple phrases and sentences that can be read by others **ELG: Speaking** - 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		**ELG: Writing** - Write simple phrases and sentences that can be read by others **ELG: Speaking** - 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 **ELG: Past and present** - Talk about the lives of the people around them and their roles in society. **ELG: Being imaginative and expressive** - Invent, adapt and recount narratives with peers and their teachers
KS1 readiness objectives	• Holds pencils, pens and other marking making tools appropriately so that they can make marks in an increasingly controlled way. • To explore language and vocabulary in stories and the environment, and begin to use them accurately when talking.	• Write independently to communicate their thoughts and ideas about their lived experiences. • Write words and sentences to help them to remember what they have done.	• Have opportunities to make marks, and then to write about things in the world around them that they are inspired to write about.

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Mathematics

Organisation of knowledge	Number	Measurement	Geometry
Relevant ELG	**ELG: Number** - Have a deep understanding of number to 10, including the composition of each number - Subitise (recognise quantities without counting) up to 5 - 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. **ELG: Number patterns** - Verbally count beyond 20, recognising the pattern of the counting system - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally	-	-
KS1 readiness objectives	• To count confidently • To show a deep understanding of numbers up to 10 • To match numerals with a group of objects to show how many there are (up to 10) • To be able to identify relationships and patterns between numbers up to 10 • To show an awareness that numbers are made up of smaller numbers, exploring partitioning in different ways • To add and subtract one in practical activities	• To measure themselves and everyday objects using a mixture of non-standard and standard measurements • To develop spatial reasoning using measures • To begin to order and sequence events using everyday language related to time • To begin to measure time with timers (e.g. digital stopwatches and sand timers) and calendars • To explore the use of different measuring tools in everyday experiences and play	• To use informal language (e.g. heart-shaped, hand-shaped) and some mathematical language to describe shapes around them • To use spatial language, including following and giving directions, using relative terms • To develop spatial reasoning with shape and space • To compose and decompose shapes, and understanding which shapes can combine together to make another shape

Science

Organisation of Knowledge	Working scientifically	Plants	Animals including humans	Everyday materials	Seasonal change
Relevant ELG	**ELG: Listening, Attention and Understanding** - Make comments about what they have heard and ask questions to clarify their understanding. **ELG: Fine motor skills** - Use a range of small tools, including scissors, paint brushes and cutlery. **ELG: Building Relationships** - Work and play cooperatively and take turns with others.	**ELG: The Natural World** - Explore the natural world around them, making observations and drawing pictures of plants and animals. - 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. **ELG: Speaking** - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.		**ELG: The Natural World** - Understand some important processes and changes in the natural world, including the seasons and changing states of matter. **ELG: Speaking** - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	
KS1 readiness objectives	To feel confident to answer simple questions about observable properties of objects and people, animals and plants around them To compare objects in their environment and talk about similarities and differences To ask questions about the world around them, and seek to find their own answers	To know what a plant is To know what a flower is To know where you see plants To describe different plants and flowers	To know what an animal is To recognise and name a variety of different animals To know the names of different body parts of humans and animals they have experience of	To recognise that different everyday objects are made from different materials To describe how different objects look and feel	To know about different types of weather To observe changes in trees and plants as the seasons progress

Computing

Organisation of knowledge	Safe, effective and competent use of technology Personal use, devices, safety	Computer science and coding Algorithms, programming	Using information effectively Personal information, software/application knowledge
Relevant ELG	**ELG: Self-regulation** -Sensible amount of screen time. - Explain the reasons for rules, know right from wrong and try to behave accordingly. -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.		
KS1 readiness objectives	• Awareness of different technologies in and out of school • Awareness of the cause and effect of technology • Awareness of digital storage of information- photography, digital writing and research information • Awareness of input and outputs of devices • Can use technology to express creatively and constructively	• Awareness of the cause and effect of technology • Awareness of digital storage of information- photography, digital writing and research information • Awareness of input and outputs of devices • Can use technology to express creatively and constructively	• Awareness of different technologies in and out of school • Awareness of the cause and effect of technology • Awareness of digital storage of information- photography, digital writing and research information • Awareness of input and outputs of devices • Can use technology to express creatively and constructively

Design Technology

Organisation of knowledge	Design	Make	Evaluate	Structures	Food
Relevant ELG	**ELG: Listening, Attention and Understanding** - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. **ELG: Speaking** - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. **ELG: Self-Regulation** - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.	**ELG: Creating with Materials** - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. **ELG: Managing self** - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. **ELG: Fine motor skills** - Use a range of small tools, including scissors, paintbrushes and cutlery. **ELG: Creating with Materials** - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the process they have used.	**ELG: Listening, Attention and Understanding** - Hold conversation when engaged in back-and-forth exchanges with teacher/peers. **ELG: Speaking** - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; **ELG: Speaking** - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. **ELG: Managing self** - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. **ELG: Creating with Materials** - Share their creations, explaining the process they have used.		**ELG: Managing self** - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. **ELG: Fine motor skills** - Use a range of small tools, including scissors, paint brushes and cutlery;
KS1 readiness objectives	• To describe something they want to make / build / construct • To say who they are making / building / constructing for • To talk about what materials they are going to use when making / building / constructing	• To make / build / construct objects using a variety of materials • To join materials together when making / building / constructing	• To talk about their constructions / products, and what they are pleased with • To talk about their constructions and say how it could be even better • To talk about everyday objects that they like and say why they are good	• To build / construct structures from a range of materials to a design brief that they have created or been given. • To build / construct structures that are tall or strong. • To know that tape and glue can join • materials together and can make structures stronger.	• To recognise different foods as either healthy or unhealthy • To know how to use basic cutlery and utensils to make and eat food • To follow simple instructions to make different foods • To know when we make food for other people that it needs to be appealing.

Art and Design

Organisation of knowledge	Using materials	Drawing, painting and sculpture	Exploring techniques	Comparing and evaluating work
Relevant ELG	**ELG: Fine motor skills** - Use a range of small tools, including scissors, paint brushes and cutlery			**ELG: Creating with materials** - Share their creations, explaining the process they have used
	ELG: Fine motor skills - Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases	**ELG: Creating with materials** - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function **ELG: Self-regulation** - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate **ELG: Managing self** - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge		
		ELG: Fine motor skills - Begin to show accuracy and care when drawing		
KS1 readiness objectives	• Hold tools like pencils, paint brushes, scissors with increasing precision • Experiment with using different everyday and art materials to explore colour, texture and form	• To explore their ideas and imagination by creating drawings, paintings and sculptures. • To explore creating designs and art work on a range of scales.	• To explore a range techniques to draw, paint, print and sculpt to help them create art work.	• Recognising and exploring the colour, patterns and shapes in other artist's work. • Expressing opinions and feelings in response to their own art work and other artist's work. • Sharing their work with other people, talking about what they have created it.

Music

Organisation of knowledge	Vocalising and singing	Hearing and listening	Moving and dancing	Exploring and playing
Relevant ELG	**ELG: Managing self** - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge **ELG: Being imaginative and expressive** - Sing a range of well-known nursery rhymes and songs. - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with the music	**ELG: Listening, attention and understanding** - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions **ELG: Speaking** - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher	**ELG: Gross motor skills** - Demonstrate strength, balance and coordination when playing - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. **ELG: Being imaginative and expressive** - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with the music	**ELG: Building relationships** - Work and play cooperatively and take turns with others **ELG: Listening, attention and understanding** - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
KS1 readiness objectives	• To join in with singing familiar songs and rhymes. • To make up songs and rhymes of their own. • To match the pitch of their voice to the pitch of the song they are singing.	• To listen to live and recorded music, hearing lyrics, rhymes and instruments. • To listen to live and recorded music, hearing changes in tempo, rhythm and dynamics. • To respond to live and recorded music, expressing how it makes them feel, and what it makes them imagine.	• To respond to music, including individual instruments with movement and dance • To match movements to the rhythm and pulse of a piece of music	• To explore the range of sounds made by different instruments. • To use a range of percussive instruments to enhance songs and rhymes. • To know the names of instruments that they have explored and used.

Geography

Organisation of knowledge	Locational knowledge	Knowledge of places	Human and Physical geographical knowledge	Using maps
Relevant ELG	**ELG: The natural world** - Explore the natural world around them, making observations and drawing pictures of animals		**ELG: People, culture and communities** - Describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps **ELG: The natural world** - Know some similarities and differences between the natural world and contrasting environments, drawing on their experiences and what has been read in class.	
KS1 readiness objectives	• Know where they live • Know how they travel to school	• Talk about some of the differences they notice when they are in different places • Talk about places when looking at books and watching tv/videos • Talking about places they have been to • Talk about places in stories • Using language that relates to place	• Recognise elements of their environment that are manmade and natural	• Make maps from stories • Follow simple maps in play

History

Organisation of knowledge	Using language associated with the past	Remembering and discussing their own lives	Talking about things they have done with people that are special to them	Recognising chronology within stories
Relevant ELG	**ELG: Past and present** - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class	**ELG: People, culture and communities** - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. **ELG: Being imaginative and expressive** - Invent, adapt and recount narratives and stories with peers and their teacher **ELG: Past and present** - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class	**ELG: Listening** - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class and small group interactions. - Make comments about what they have heard and ask questions to clarify their understanding **ELG: Speaking** - 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. ELG: Past and present - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class	**ELG: Past and present** - Understand the past through settings, characters and events encountered in books read in class and storytelling
KS1 readiness objectives	• Use words associated with the past including yesterday, last week, last year • Use past tense when speaking about things that happened in the past	• Share their memories of significant events in their own lives. • Talk about things that have changed. • Begin to put these events in order	• Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers. • Begin to put events in order.	• Talk about the order of events in a range of familiar stories. • Recognise language in stories that shows the story happened in the past.

Religious Education

Organisation of knowledge	Believing	Living	Expressing
Relevant ELG	**ELG: listening, attention and understanding** - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions - Make comments about what they have heard and ask questions to clarify their understanding **ELG: self-regulation** - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly **ELG: people, culture and communities** - 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 - 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		
KS1 readiness objectives	• To know that different people have different faiths • To know that some stories come from different holy books, and to express ideas in response to those stories	• To know that different people have different times of celebration • To understand that different people have different ways of celebrating major events • To know that people of all faiths can and do live well alongside each other • To enjoy joining in with family customs and routines • To be able to express some of their own families' customs and traditions	• To know that different people have a range of different ways of showing their beliefs, including prayers and worship • To know about the similarities and differences between themselves and others, and among families, communities, cultures and traditions

PSHE / Personal Development

Organisation of knowledge	Relationships	Health & Wellbeing	Living in the wider world
Relevant ELG	**ELG: Building relationships** - Work and play cooperatively and take turns with others - Form positive attachments to adults and friendships with peers - Show sensitivity to their own and to others' needs	**ELG: Self-regulation** - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly - set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate **ELG: Managing self** - be confident to try new activities and show independence, resilience and perseverance in the face of challenge - explain the reasons for rules, know right from wrong and try to behave accordingly - manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	**ELG: People, culture and communities** - describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps - 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
	ELG: Listening, attention and understanding - make comments about what they have heard and ask questions to clarify their understanding - hold conversation when engaged in back-and-forth exchanges with their teacher and peers **ELG: Speaking** - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.		
KS1 readiness objectives	• Knows right from wrong and can explain why it is important to have boundaries and routines • Working and play co-operatively and taking turns with others • Recognise and show sensitivity to their own and others needs • Recognise similarities and differences between themselves and others	• Managing their own personal hygiene and basic needs • Shows an understanding of their own feelings; and those of others • Being to regulate their behaviour • Shows an understanding of how to stay safe in a range of common situations.	• Shows care and concern for living things. • Name and describe people who might help us in the local community (police, fire service, doctors and teachers).

Physical Education

Organisation of knowledge	Fundamentals	Ball skills	Games	Gymnastics	Dance
Relevant ELG	**ELG: Gross motor skills** - Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when playing **ELG: Fine motor skills** - Use a range of small tools, including scissors, paint brushes and cutlery **ELG: Self-regulation** - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate **ELG: Managing self** - Explain the reasons for rules, know right from wrong and try to behave accordingly **ELG: Building relationships** - Work and play cooperatively and take turns with others			**ELG: Gross motor skills** - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing **ELG: Self-regulation** - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate **ELG: Building relationships** - Work and play cooperatively and take turns with others	
KS1 readiness objectives	• To develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education. • To use their core muscle strength to achieve a good posture. • To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group	• To combine different movements with ease and fluency. • To develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	• To negotiate space and obstacles safely, with consideration for themselves and others. • To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group	• To revise and refine a range of fundamental movement skills e.g. rolling, crawling, walking, jumping, running, hopping, skipping and climbing. • To combine different movements with ease and fluency. •	• To use a more fluent style of moving, developing control and grace. • To combine different movements with ease and fluency.

Foreign Languages

Organisation of knowledge	Recognising cognates	Speaking and listening	Celebrating languages & culture
Relevant ELG	**ELG: Listening, attention and understanding** - Make comments about what they have heard and ask questions to clarify their understanding	**ELG: Speaking** - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary	**ELG: People, culture and community** - 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. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – where appropriate - maps
KS1 readiness objectives	• To know that there are words that sound familiar in English and other languages. • To have the opportunity to explore language and use known cognates in conversation.	• To be able to use words and phrases relevant to classroom experiences from a range of languages.	• To celebrate the range of languages spoken by other pupils. • To have the opportunity to listen to the spoken languages of multilingual pupils in class. • To have the opportunity to learn words and phrases from other pupils who are multilingual.