

EYFS to KS1 Bridge

	Relevant Early Learning Goals	KS1 Readiness Objectives	Key Texts
Reading	<u>Comprehension</u> <ul style="list-style-type: none"> Anticipate- where appropriate - key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. 	<u>Comprehension</u> <ul style="list-style-type: none"> 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. 	
	<u>Word Reading</u> <ul style="list-style-type: none"> 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 	<u>Word Reading</u> <ul style="list-style-type: none"> Developing phonemic knowledge through Read Write Inc and other phonic opportunities. Developing a knowledge of stories including rhyme and identifies the rhyming words within them. Reading at Green/Purple Stage in RWI or above. 	
Writing	<u>Physical Development - Fine Motor</u> <ul style="list-style-type: none"> Writes recognisable letters, most of which are correctly formed. 	<u>Physical Development - Handwriting</u> <ul style="list-style-type: none"> Holds pencils and other mark making tools with correct grip to make controlled marks and writes most letters correctly. 	
	<u>Writing</u> <ul style="list-style-type: none"> Spell words by identifying sounds and representing them with a letter or letters. Write simple phrases and sentences that can be read by others. 	<u>Writing</u> <ul style="list-style-type: none"> Writes words and simple sentences. Is beginning to use finger spaces Is beginning to use full stops and some capital letters 	
	<u>Speaking</u> <ul style="list-style-type: none"> Express 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. 	<u>Speaking</u> <ul style="list-style-type: none"> Explores new vocabulary from topics and texts and uses new words correctly. Can compose a sentence and keep it in their head to write (Hold a sentence) 	

	Relevant Early Learning Goals	KS1 Readiness Objectives	Key Vocabulary
Mathematics	<u>Number</u> <ul style="list-style-type: none"> Have a deep understanding of numbers to 10, including the composition of each number. Subitise to 5 Automatically recall number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts. 	<ul style="list-style-type: none"> Can count aloud confidently Shows a deep understanding of numbers to 5 Is beginning to show a deep understanding of numbers to 10 Shows an awareness that numbers are made up of smaller numbers and can explore partitioning in different ways. Can add and subtract one easily in practical activities Knows double facts to 10 Is beginning to say if a number is odd or even 	<div> <div>count</div> <div>subitise</div> <div>add</div> <div>subtract</div> <div>minus</div> <div>is equal to</div> <div>makes</div> <div>altogether</div> <div>five frame</div> <div>ten frame</div> <div>fives pattern</div> <div>twos pattern</div> <div>five and a bit</div> <div>STEM SENTENCES</div> </div> <div> <div>double</div> <div>odd/even</div> <div>plus</div> <div>take away</div> </div>
	<u>Number Patterns</u> <ul style="list-style-type: none"> 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. 		
	<u>Measurement, Shape and Geometry - no ELG</u> <ul style="list-style-type: none"> To compare objects of different length, weight and capacity and use comparative language. To explore the use of different measuring tools in everyday experiences and play. To begin to order and sequence events using everyday language related to time Begins to use both informal and mathematical language to describe the shapes around them 		

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Science	<u>Listening, Attention and understanding</u> <ul style="list-style-type: none"> Make comments about what they have heard and ask questions to clarify their understanding 	<u>Working Scientifically</u> <ul style="list-style-type: none"> Feels confident to answer simple questions about observable properties and features of objects, plants, animals and people around them Can compare objects, plants, animals and people in their environment and talk about similarities and differences Ask questions about the world around them and is beginning to seek to find their own answers 	Drawings of plants, frogs, robins Equipment for catching and observing minibeasts
	<u>Speaking</u> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas using recently introduced vocabulary. 		
	<u>Physical Development - Fine Motor</u> <ul style="list-style-type: none"> Use a range of small tools, including scissors, paintbrushes and cutlery 		
	<u>The Natural World</u> <ul style="list-style-type: none"> 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 of what has been read in class. 	<u>Plants</u> <ul style="list-style-type: none"> Knows what a plant is Can name key features of a plant Can say what a plant needs to grow in simple terms 	<div> <div>plant</div> <div>flower</div> <div>root</div> <div>stem</div> <div>leaf</div> </div> <div> <div>seed</div> <div>sunlight</div> <div>water</div> </div> Planting cress, beans, sunflowers Plant lifecycle - seed, shoot, plant, fruit/seed
		<u>Animals including humans</u> <ul style="list-style-type: none"> Knows what an animal is Recognises and can name a variety of animals Knows the names of different body parts of humans and animals 	<u>Animals and babies</u> <div> <div>cow/calf</div> <div>sheep/lamb</div> <div>duck/duckling</div> <div>dog/puppy</div> </div> <div> <div>pig/piglet</div> <div>goat/kid</div> <div>hen/chick</div> <div>cat/kitten</div> </div> <u>British Wildlife</u> <div> <div>fox</div> <div>badger</div> <div>squirrel</div> <div>crow</div> <div>starling</div> <div>hibernate</div> <div>nocturnal</div> </div> <div> <div>hedgehog</div> <div>deer</div> <div>bat</div> <div>sparrow</div> <div>robin</div> </div> <u>Arctic/Antarctic</u> Polar bears live in the Arctic

			<p>Penguins live in the Antarctic camouflage</p> <p><u>African Animals</u></p> <table><tr><td>elephant</td><td>giraffe</td></tr><tr><td>lion</td><td>cheetah</td></tr><tr><td>gazelle</td><td>hippopotamus</td></tr><tr><td>rhinoceros</td><td>ostrich</td></tr><tr><td>parrot</td><td></td></tr></table> <p>carnivore herbivore</p> <p>camouflage</p> <p><u>Lifecycles</u></p> <p>Frogs - frogspawn, tadpole, froglet, frog</p> <p>Butterflies - egg, caterpillar, cocoon, butterfly</p> <p>metamorphosis</p>	elephant	giraffe	lion	cheetah	gazelle	hippopotamus	rhinoceros	ostrich	parrot		
elephant	giraffe													
lion	cheetah													
gazelle	hippopotamus													
rhinoceros	ostrich													
parrot														
<p><u>The Natural World</u></p> <p>Understand some important processes and changes in the natural world, including the seasons and changing states of matter</p>	<p><u>Everyday Materials</u></p> <ul style="list-style-type: none">• Recognises that everyday objects are made from different materials• Describes how different objects look and feel• Beginning to understand some simple concepts e.g. floating/sinking• Beginning to understand that humans can effect change e.g. melt chocolate, bread to toast• Beginning to see changes of state in nature e.g water to ice	<table><tr><td>wood</td><td>brick</td></tr><tr><td>glass</td><td>plastic</td></tr><tr><td>rough</td><td>smooth</td></tr><tr><td>slippery</td><td>hard</td></tr><tr><td>soft</td><td>sticky</td></tr><tr><td>spiky</td><td></td></tr></table> <p>The 3 Pigs/ building houses</p>	wood	brick	glass	plastic	rough	smooth	slippery	hard	soft	sticky	spiky	
	wood	brick												
glass	plastic													
rough	smooth													
slippery	hard													
soft	sticky													
spiky														
	<p><u>Seasonal Change</u></p> <ul style="list-style-type: none">• Knows about different types of weather• Observes changes in trees and plants as the seasons progress.	<p>Spring, Summer, Autumn, Winter</p> <p>Temperature - hot, cold, warm</p> <p>Water - rain, the water cycle</p> <p>ice, snow, melt, freeze</p> <p>Wind, fog, storm</p> <p>Plant bulbs/ veg</p> <p>Collect leaves</p>												

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Geography	<u>The Natural World</u> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures. 	<u>Locational Knowledge</u> <ul style="list-style-type: none"> Knows where they live Knows how they travel to school 	globe	Earth
		<u>Knowledge of places</u> <ul style="list-style-type: none"> Talks about some of the differences they notice when they are in different places Talks about places when looking at books and watching film clips Talks about places they have been to Talks about places in stories Uses language/vocabulary that relates to place 	England Nottingham	United Kingdom Arnold
	<u>The Natural World</u> <ul style="list-style-type: none"> Know some similarities and differences between the natural world and contrasting environments, drawing on their experiences and what has been read in class. 	<u>Human and Physical Knowledge</u> <ul style="list-style-type: none"> Recognises elements of their environment that are manmade and natural. 	mountain river	island
	<u>People, Culture and Communities</u> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps. 	<u>Using Maps</u> <ul style="list-style-type: none"> Makes maps from stories Follows simple maps in play 	bridge road house school castle tower cars/vehicles	
			Special Buildings - church	
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History	<u>Past and Present</u> <ul style="list-style-type: none"> Knows some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (Thread that runs through all aspects) 	<u>Using Language associated with the past</u> <ul style="list-style-type: none"> Use words associated with the past including yesterday, last week, last year Use past tense when speaking about things that happened in the past 	past present future	today tomorrow yesterday
	<u>People, culture and communities</u> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, with peers and their teacher. 	<u>Remembering and discussing their own lives</u> <ul style="list-style-type: none"> Shares memories of significant events in their own lives Talk about things that have changed Begin to put events in order 	<u>Christening/naming ceremonies</u> Welcoming new babies Looking at baby photos and comparing ourselves now and then.	

	<u>Being Imaginative and Expressive</u> <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher 	<u>Talking about things they have done with people that are special to them</u> <ul style="list-style-type: none"> Share their memories of events with friends, family, classmates and teachers Begin to put events in order - Class Timeline 	<u>Comparing toys</u> old new museum
	<u>Past and Present</u> <ul style="list-style-type: none"> Understand the past through settings, characters and events encountered in books. 	<u>Recognising Chronology</u> <ul style="list-style-type: none"> Talk about the order of events in a range of familiar stories Recognises the language in stories that shows the story happened in the past. 	<u>Historical Events</u> Bonfire Night Remembrance
	Relevant Early learning Goals	KS1 Readiness Objectives	Key Vocabulary/Topics
Religious Education	<u>Listening, Attention and Understanding</u> <ul style="list-style-type: none"> 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 	<u>Believing</u> <ul style="list-style-type: none"> Knows that different people have different faiths Knows that some stories come from different holy books and expresses ideas in response to those stories 	Visit to a church linked to christenings font altar cross
	<u>Self-regulation</u> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. <u>People, Culture and Communities</u> <ul style="list-style-type: none"> Know some similarities and differences between different religions and cultural communities in this country, drawing on their experience and what is read in class. Explains 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. 	<u>Living</u> <ul style="list-style-type: none"> Knows that different people celebrate at different times Knows that different people have different ways of celebrating major events Knows that people of different faiths can and do live well alongside each other Enjoys joining in with family customs and routines and can talk about them <u>Expressing</u> Knows that different people have a range of different ways of showing their beliefs, including prayers and worship	The Nativity - birth of Jesus Easter - the crucifixion/rising Shrove Tuesday/Lent <u>Festivals</u> Harvest Diwali Chinese New Year Vaisahki Eid Holy books - Bible, Koran Stories from the Bible - Autumn: The Loaves and the Fishes Spring: Summer: Jesus Calms the Storm

Art and Design

	Relevant Early Learning Goals	KS1 Readiness Objectives	Key Vocabulary/Topics
Art and Design	<u>Physical Development - Fine Motor</u> <ul style="list-style-type: none"> Use a range of small tools, including scissors, paint brushes and cutlery Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases. 	<u>Using Materials</u> <ul style="list-style-type: none"> Holds tools like pencils, paint brushes, scissors with increasing precision. Experiments with using different everyday and art materials to explore colour, texture and form. 	
	<u>Physical Development - Fine Motor</u> <ul style="list-style-type: none"> Begin to show accuracy and care when drawing. <u>Creating with Materials</u> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	<u>Drawing, Painting and Sculpture</u> <ul style="list-style-type: none"> Explores their ideas and imagination by creating drawings, paintings and sculptures. Explores creating designs and art work on a range of scales. 	
	<u>Physical Development - Fine Motor</u> <ul style="list-style-type: none"> Begin to show accuracy and care when drawing. <u>Creating with Materials</u> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	<u>Exploring Techniques</u> <ul style="list-style-type: none"> Explores a range of techniques to draw, paint, print and sculpt to help them create art work. 	
	<u>Creating with Materials</u> <ul style="list-style-type: none"> Share their creations, explaining the process they have used. 	<u>Comparing and Evaluating Work</u> <ul style="list-style-type: none"> Recognises and explores the colour, patterns and shapes in other artist's work. Expresses opinions and feelings in response to their own art work and other artist's work. Shares their work with other people, talking about how they have created it. 	

Design and Technology

	Relevant Early Learning Goals	KS1 Readiness Objectives	Key Vocabulary/Topics
Design and Technology	<u>Self-regulation</u> <ul style="list-style-type: none"> Set and work towards simple goals. 	<u>Design</u> <ul style="list-style-type: none"> Describes something they want to make/build/construct. Says who they are making/building/constructing for. Talks about what materials they are going to use when making/building/constructing. 	
	<u>Creating with Materials</u> <ul style="list-style-type: none"> 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. 	<u>Make</u> <ul style="list-style-type: none"> Makes/builds/constructs objects using a variety of materials. Joins materials together when making/building/constructing. 	
	<u>Physical Development - Fine Motor</u> <ul style="list-style-type: none"> Use a range of small tools, including scissors, paintbrushes and cutlery. 		
	<u>Speaking</u> <ul style="list-style-type: none"> 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. Offer explanations for why things might happen, making use of recently introduced vocabulary. 	<u>Evaluate</u> <ul style="list-style-type: none"> Talks about their constructions/products and says what they are pleased with. Says how they could be even better. Talks about everyday objects that they like and says why they are good. 	
	<u>Creating with Materials</u> <ul style="list-style-type: none"> Share their creations, explaining the process they have used. 		
	<u>Speaking</u> <ul style="list-style-type: none"> Offer explanations for why things might happen, making use of recently introduced vocabulary. 	<u>Structures</u> <ul style="list-style-type: none"> Builds/constructs structures from a range of materials to a design brief that they have created or been given. 	

		<ul style="list-style-type: none"> Builds structures that are tall or strong. Knows that tape and glue can join materials together and can make structures stronger. 	
	<u>Managing Self</u> <ul style="list-style-type: none"> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	<u>Food</u> <ul style="list-style-type: none"> Recognises different foods as either healthy or unhealthy. Knows how to use basic cutlery and utensils to make and eat food. Follows simple instructions to make foods. Knows that when we make food for other people it needs to look appealing. 	
	Relevant Early Learning Goals	KS1 Readiness Objectives	Key Vocabulary/Topics
Music	<u>Managing Self</u> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. <u>Being Imaginative and Expressive</u> <ul style="list-style-type: none"> 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. 	<u>Vocalising and Singing</u> <ul style="list-style-type: none"> Joins in with singing familiar songs and rhymes. Makes up songs and rhymes of their own. Matches the pitch of their voice to the pitch of the song they are singing. 	
	<u>Listening, Attention and Understanding</u> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions. <u>Speaking</u> <ul style="list-style-type: none"> Express their ideas and feelings about their experiences using full sentences using full sentences, including use of past, present and 	<u>Hearing and Listening</u> <ul style="list-style-type: none"> Listens to live and recorded music, hearing lyrics, rhymes and instruments. Hears changes in tempo, rhythm and dynamics. Responds to live and recorded music, expressing how it makes them feel and what it makes them imagine. 	

	<p>future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p><u>Physical Development - Gross Motor</u></p> <ul style="list-style-type: none"> • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p><u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> • Perform songs, rhymes, poems and stories with others and, when appropriate, try to move in time with the music. 		
	<p><u>Building Relationships</u></p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. <p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions. 	<p><u>Moving and Dancing</u></p> <ul style="list-style-type: none"> • Responds to music, including individual instruments with movement and dance. • Matches movements to the rhythm and pulse of a piece of music. <p><u>Exploring and Playing</u></p> <ul style="list-style-type: none"> • Explores the range of sounds made by different instruments. • Uses a range of percussive instruments to enhance songs and rhymes. • Knows the names of instruments that they have explored and used. 	
	Relevant Early Learning Goals	KS1 Readiness Objectives	Key Vocabulary/Topics
Physical Education	<p><u>Physical Development - Gross Motor</u></p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. <p><u>Physical Development - Fine Motor</u></p> <ul style="list-style-type: none"> • Use a range of small tools, including scissors, paintbrushes and cutlery. <p><u>Self-regulation</u></p>	<p><u>Fundamentals</u></p> <ul style="list-style-type: none"> • Develops overall body strength, coordination, balance and agility needed to engage successfully with future PE lessons. • Uses core muscle strength to achieve good posture. • Confidently and safely uses a range of large and small apparatus indoors and outside, alone and in a group. 	

	<ul style="list-style-type: none"> Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. <p><u>Managing Self</u></p> <ul style="list-style-type: none"> Explain the reasons for rules, know right from wrong and try to behave accordingly. <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. 	<p><u>Ball Skills</u></p> <ul style="list-style-type: none"> Combines different movements with ease and fluency. Develops and refines a range of ball skills including throwing, catching, kicking, passing, batting and aiming. Develops confidence, competence, precision and accuracy when engaging in activities that involve a ball. 	
		<p><u>Games</u></p> <ul style="list-style-type: none"> Negotiates space and obstacles safely with consideration for themselves and others. Confidently and safely uses a range of large and small apparatus. 	
	<p><u>Physical Development - Gross Motor</u></p> <ul style="list-style-type: none"> Move energetically such as running, jumping, dancing, hopping, skipping and climbing. <p><u>Self-regulation</u></p> <ul style="list-style-type: none"> Set and work towards simple goals <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> Revises and refines a range of fundamental movement skills - rolling, crawling, walking, jumping, running, hopping, skipping and climbing. Combines different movements with ease and fluency. 	
		<p><u>Dance</u></p> <ul style="list-style-type: none"> Uses a fluent style of moving developing control and grace. Combines different movements with ease and fluency. 	
	Relevant Early Learning Goals	KS1 Readiness	Key Vocabulary/Topics
	<p><u>Building Relationships</u></p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. 	<p><u>Relationships</u></p> <ul style="list-style-type: none"> Knows right and wrong and can explain why it is important to have boundaries and routines. Works and plays cooperatively and takes turns with others. 	

	<ul style="list-style-type: none"> Show sensitivity to their own and to others' needs. 	<ul style="list-style-type: none"> Recognises and shows sensitivity to their own and others' needs. Recognises similarities and differences between themselves and others. 	
	<p><u>Self-regulation</u></p> <ul style="list-style-type: none"> 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. <p><u>Managing Self</u></p> <ul style="list-style-type: none"> 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. 	<p><u>Health and Wellbeing</u></p> <ul style="list-style-type: none"> Manages their own personal hygiene and basic needs. Shows an understanding of their own feelings and those of others. Able to regulate their behaviour. Shows an understanding of how to stay safe in a range of common situations. 	
	<p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Knows some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 	<p><u>Living in the Wider World</u></p> <ul style="list-style-type: none"> Shows care and concern for living things. Names and describes people who might help in the local community (police, fire service, doctors and teachers) 	