

Reception to Year 1 Curriculum links

	Text/Curriculum links (where appropriate)	Reception end point	Year 1 knowledge and skills link	Year 1 vocabulary	Concept link (where appropriate)
Literacy					
Reception/Year 1: Reading Comprehension		<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • 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. 	<ul style="list-style-type: none"> • Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • Explain clearly what is being read to them • Discuss word meanings, linking new meanings to those already known • Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics • Draw on what they already know or on background information and vocabulary provided by the teacher • Discuss word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> • Fiction • Non-fiction • Explain • Traditional tales • Fairy stories • Discuss • Vocabulary • Poetry • Genre 	
Reception/Year 1: Word reading		<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs; 	<ul style="list-style-type: none"> • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 	<ul style="list-style-type: none"> • Blend • Decode • Grapheme • Phoneme 	

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		<ul style="list-style-type: none"> • 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. 	<p>40+ phonemes, including, where applicable, alternative sounds.</p> <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words 	<ul style="list-style-type: none"> • Unfamiliar • Alternative pronunciation • Alternative spelling 	
Reception/Year 1: Writing		<ul style="list-style-type: none"> • 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. 	<p>Handwriting:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 	<ul style="list-style-type: none"> • Word • Sentence • Capital letter • Punctuation • Finger spaces • Lower case 	

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			<ul style="list-style-type: none">• understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. Spell: <ul style="list-style-type: none">• words containing each of the 40+ phonemes already taught• common exception words• the days of the week Write sentences by: <ul style="list-style-type: none">• saying out loud what they are going to write about• composing a sentence orally before writing it• sequencing sentences to form short narratives• re-reading what they have written to check that it makes sense• discuss what they have written with the teacher or other pupils• read aloud their writing clearly enough to be		

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			heard by their peers and the teacher		
Maths					
Reception/Year 1: Maths (Number)		<ul style="list-style-type: none"> • 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 or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. 	<ul style="list-style-type: none"> • given a number, identify one more and one less • read and write numbers from 1 to 20 in numerals and words • represent and use number bonds and related subtraction facts within 20 (addition and subtraction) • read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs 	<ul style="list-style-type: none"> • 	
Reception: Numerical Patterns Year 1: Links with Number		<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 	<ul style="list-style-type: none"> • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 100 in numerals; count in 		

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		greater than, less than or the same as the other quantity; - <ul style="list-style-type: none"> • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	multiples of twos, fives and tens <ul style="list-style-type: none"> • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least 		
Reception: Understanding the World Year 1: History	Reception: Dinosaurs- ‘Are dinosaurs still alive?’ Life Cycles- ‘How have we changed?’ Occupations- How have firefighters changed over time? Year 1: Animals including humans – how have we changed overtime (incidental) Houses and homes – walk in the local area	<ul style="list-style-type: none"> • Children will begin to develop an understanding of the past • Children will be able to organise events using basic chronology, recognising that things happened before they were born • Children will be able to talk about experiences that are familiar to them now and how these have changed. • Children will be able to sort pictures explaining similarities and differences 	<ul style="list-style-type: none"> • Through investigating the past, children will be able to ask basic questions about the past and use pictures and stories to find out about past. • Through simple chronology, children will be able to sequence pictures in order to show the past is different from today • Through communicating historically, children will show an awareness of the past and orally give a recount how the past is different 	<ul style="list-style-type: none"> • Community • Continuity and Change 	<ul style="list-style-type: none"> • Community Continuity and Change

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<p>Reception: Understanding the World</p> <p>Year 1: Geography</p>	<p>Reception: 'The Naughty Bus'- Literacy focus text</p> <p>'We are going on a bear hunt'- Literacy focus text</p> <p>Rosie's Walk- incidental text used in maths</p> <p>Bears topic</p> <p>Handa's Surprise (Yr1 transition text)</p> <p>Year 1:</p> <p>A walk in London</p> <p>Katie In London</p> <p>The Town mouse and the country mouse</p> <p>Poles apart</p> <p>Maths/ computing (positional language)</p>	<ul style="list-style-type: none"> • Children will draw information from a simple map • Children will look at aerial views of the school setting, commenting on what they notice • Children will be able to draw a simple map drawing on their experiences, either from their immediate environment or a from a story. • Children will recognise that some environments are different to the one they live • Children will be able to locate Antarctic/Arctic on a world map/globe • Children will recognise some similarities and differences between life in this country and life in other countries 	<ul style="list-style-type: none"> • Through the use secondary sources such as pictures, photos, stories and film's they will find out about a place with support. • Using basic geographical vocabulary they will be able to describe basic human/physical features needed on their map • Discuss a locality in simple terms. • Use globes and world maps to locate key continents which they are studying • To use basic compass directions to locate key continents 	<ul style="list-style-type: none"> • Map • Location • Route • Atlas • Globe • Continents • North Pole • South Pole • Arctic • Antarctic 	

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<p>Reception: Understanding of the world.</p> <p>Year 1: Science</p>	<p>Reception: Seasonal work</p> <p>Forest schools</p> <p>Outdoor provision</p> <p>Animals that hibernate.</p> <p>Life Cycles</p> <p>Bear topic, linking in with South and North Pole</p> <p>Year 1: Seasonal walk</p> <p>Seasonal diaries</p> <p>Exploration of the human body parts – animal links</p> <p>Simple experiments linked to materials</p> <p>Identification keys/ data collection</p>	<ul style="list-style-type: none"> • Children will observe and explore the natural world around them and observe how animals and plants behave differently as the seasons change • Know similarities and differences between the natural world around them and contrasting environments. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<ul style="list-style-type: none"> • Observe changes across the four seasons • Identify and describe the basic structure of a variety of common flowering plants 	<ul style="list-style-type: none"> • Autumn • Winter • Spring • Summer • Petal • Leaf • Stem • Flower • Root 	<p>Seasons</p> <p>Weather</p>

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<p>Reception: Physical Development (and Outdoor Provision)</p> <p>Year 1: Physical Education</p>	<p>‘We’re going on a bear hunt’- using different actions and movements to re-enact the story</p> <p>Rosie’s Walk- prepositions, linking in with obstacle making</p> <p>Dinosaurs- moving in different ways</p> <p>Real PE lessons, focusing on fundamental skills</p>	<ul style="list-style-type: none"> • Children will be able to negotiate space and obstacles safely, with consideration for themselves and others • They will be able to demonstrate strength, balance and coordination when playing • They will be able to move energetically, such as running, jumping, dancing, hopping, skipping and climbing 	<ul style="list-style-type: none"> • Master basic movements (run, jump, catch, throw) • To become increasingly competent and confident in their body strength, co-ordination, balance and agility skills. • Apply these skills through other physical disciplines including invasion games and field games • To move in different ways, showing clear transitions between movements and direction • Keep balance travelling in a range of ways • Perform dances using simple patterns • To link combinations of movements and shapes with control • Climb safely, showing some shapes and balances when climbing • Participate in team games and master basic sending and receiving skills within ball skills 	<ul style="list-style-type: none"> • Sequence • Performance • Shapes • Attack • Defend • Co-ordination • Accuracy 	