

# Macaulay Primary Academy

## Reception to Year 1 Curriculum Transition Document



Science	Everyday Materials	Seasonal Changes	Animals including Humans	Plants
<b>Foundation Stage</b>	<p>Exploring media and materials is a key focus across EYFS as part of continuous provision. A mud kitchen allows opportunities for creating mixtures whilst developing being imaginative. Deconstructive play area and construction area contain non-fiction fact books on materials for objects in the environments such as; buildings, cars and ships.</p> <p>Den building indoors and outdoors.</p> <p>Investigation tuff trays.</p>	<p>Seasons planned into EYFS long term planning with themed displays, non-fiction books and season related stories.</p> <p>Key focus on changes in the weather and environment is developed in investigation work and exploring media and materials.</p> <p>Exploring changes of states as part of UW and giving opportunities to explain changes in the environment. For example – ice in the water tray and snow exploration.</p> <p>Mini beast all year round in the outdoor provision.</p>	<p>EYFS investigation area set up. Sensory play though out the year developed as enhancements through continuous provision.</p> <p>Phase 1 phonics focuses on sound discrimination and tuning into sounds.</p> <p>Exploring media and materials gives opportunities to explore a range of sensory and malleable materials such as play dough, clay, mud, salt dough, baking and gloop.</p>	<p>Planting and growing activities Indoors and outdoors (Oliver's Vegetables) all year round.</p> <p>Non fiction texts.</p> <p>Visits linked to natural environment.</p> <p>Gardening equipment available outdoor all year round.</p> <p>Taking care of living things. Naming parts of a plant. Transient art.</p> <p>Outdoor investigation science shed.</p> <p>Sensory plant garden in FS garden.</p> <p>Observation paintings.</p>
<b>Year 1</b>	<p>To identify that objects of all kinds are made of very different materials - plastic, glass, rubber, wood, stone or rock, paper, and metal.</p> <p>To explain that the materials from which objects are made have different properties.</p> <p>To explain that objects are made from different materials because of their properties and that they are suited to doing a specific job</p> <p>To understand that water can change to form ice and may be used differently when it is like this.</p> <p>To work out whether materials are hard or soft, bendy, or stiff, rough, or smooth, shiny, or dull, see-through or non see-through, waterproof or absorbent</p> <p>To explain why some objects have been made from certain materials</p> <p>To begin to sort materials into different groups depending on their properties</p>	<p>To I can name the 4 seasons and understand which months fall into the different seasons</p> <p>To explain how the weather changes over the 4 seasons To describe that the day changes in length depending on which season we are in</p>	<p>To identify and name common animals that are fish, amphibians, reptiles, birds, and mammals e.g., dogs cats, goldfish, dolphins, crocodiles, snakes, frogs, toads, blackbirds, parrots ü To see that there are similarities between them all but that there are many differences</p> <p>To know what a carnivore is and name some examples</p> <p>To know what a herbivore is and can name some examples</p> <p>To know what an omnivore is, and to name some of them</p>	<p>To name some common wild and garden flowers and plants e.g., roses, daffodils, daisies, buttercups, bluebells, ivy, cherry blossom</p> <p>To name some deciduous trees e.g., oak, ash, birch, weeping willow, and evergreen trees e.g., fir, laurel, holly</p> <p>To understand the difference between wild and garden flowering plants</p> <p>To name the basic parts of a flower - stem, root, flower and leaf, petal</p> <p>To name the basic parts of a tree - root, trunk, branch, twig, leaf, and bark</p> <p>To observe how some plants change over a long period of time - some trees lose all their leaves, leaves change colour in Autumn and flowers die in the winter, In Spring some plants emerge from the ground</p>

History	Chronology	Significant people and events	Similarities and differences	Historical Sources	Enquiry
<b>Foundation Stage</b>	<p>All about me – baby photos – life cycles.</p> <p>Days of the week and birthdays.</p> <p>Old and new ways of farming.</p> <p>Changes in the local community – past and present – seaside.</p> <p>Jubilee – lifecycle of queen – past and present.</p> <p>Show and tell – oracy focus looking at</p>	<p>Guy Fawkes</p> <p>The Queen and the Jubilee</p> <p>Arcimboldo – artist study.</p>	<p>Comparing photographs, linking old artefacts comparing with new objects.</p> <p>Visual discrimination – talking about differences.</p> <p>Small world set ups linked to themes of REC curriculum – traditional tales.</p>	<p>Photographs of old farming equipment.</p> <p>Staff baby photo display.</p> <p>Old toys.</p> <p>Film clips/non fiction books, traditional tales.</p>	<p>Oracy focus. I wonder question linked to history. Investigation themed sets ups to promote questioning,</p>
<b>Year 1</b>	<p>To know the order of different forms of transport.</p> <p>To describe generally times in Britain when different transport was required.</p> <p>To know generally where the life of dinosaurs fits in time.</p>	<p>To know who was important in national and international travel and transport achievements.</p> <p>To suggest some reasons why certain transport is better than others.</p> <p>To understand that dinosaurs became extinct.</p>	<p>To describe things that are similar between different types of dinosaurs. To compare dinosaurs with living things in modern day.</p> <p>To describe things that are similar between different forms of transport in the past and modern day.</p> <p>To compare transport of the past with transport available in modern day.</p>	<p>To use books, images and stories to find out about the past.</p>	<p>To ask questions about life during the dinosaurs.</p> <p>To use historical sources to form questions about the past.</p> <p>To ask questions about transport in the past.</p> <p>To use historical sources to form questions about the past.</p>

Geography	Location and place	Fieldwork	Making Comparisons	Geographical Sources
Foundation Stage	<p>Our local environment, park and school grounds. SSM focus, construction and small world.</p> <p>Visitors from the local community.</p> <p>Lost and found book focus, Polar bear Polar bear and the Snow Bear – linked to Winter theme in the EYFS long term plan.</p> <p>Small world and construction building focus.</p> <p>Cultural themed days to celebrate diversity.</p>	<p>A walk around our local area to understand the location of our school. Maps made in relation to our journey to school.</p> <p>Weekend news and circle time.</p>	<p>Looking at the Artic – comparing to where we live.</p> <p>Looking at hot counties when looking at Handa’s surprise.</p> <p>Seasonal weather changes across the year.</p> <p>Outdoor environment as continuous provision all year round.</p>	<p>Maps, my first Atlas, globe, compasses, film clips, binoculars, magnifying glasses, photographs of local area.</p>
Year 1	<p>To name the world’s seven continents - Africa, Antarctica, Asia, Australia, Europe, North America, and South America.</p> <p>To name the four seasons and describe their typical seasonal and daily weather. To identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles.</p> <p>To use basic geographical vocabulary to refer to key physical features of their school.</p> <p>To use basic geographical vocabulary to refer to key physical features of their local area.</p>	<p>To observe the school environment and its grounds for human and physical features.</p> <p>To observe human and physical features in their locality.</p> <p>To sketch physical and human features of their school. To sketch physical and human features in their locality. To add labels to field sketches of their locality. To use a camera in the field to record what is seen in their school.</p> <p>To use a camera in the field to record what is seen in their locality</p> <p>To use and understand words relating to working in the field: observe, environment, camera, photograph.</p>	<p>To describe what is the same and what is different between Cleethorpes and Crabby Spit.</p> <p>To use words relating to weather to compare the four seasons.</p>	<p>To use a simple map for a route of the school. To use a simple map to identify the United Kingdom and Australia.</p> <p>To know and recognise a map.</p> <p>To recognise the equator, the North Pole and the South Pole on a globe.</p> <p>To use locational and directional language to describe routes on a map of the school (left, right, past).</p> <p>To use locational and directional language to describe the location of features on a map (up, down, near, far).</p> <p>To devise a simple map of school.</p>

Design Technology	Food and Nutrition	Mechanical Components
<b>Foundation Stage</b>	<p>Continuous provision snack area with self serve snacks and drinks</p> <p>Baking mapped out into curriculum maps</p> <p>Healthy eating during jigshaw/pshe</p> <p>Growing and planting vegetables linked to EYFS REC curriculum</p>	<p>Sand and water provision indoor and outdoor incorporates opportunities for investigation of different components.</p> <p>Woodwork area set up during Summer 2</p> <p>Floating and sinking unit linked to Mr Gumpy's outing</p> <p>Adults continually modelling in art area – how to attach objects – and discuss reasoning and thinking.</p> <p>Children given opportunities for making designs and building the construction area.</p> <p>Children are taught to use tools in Summer 2 and manage risks effectively.</p> <p>Children are provided with resources outside for den building and constructing materials.</p>
<b>Year 1</b>	<p>To understand that food comes from plants and animals.</p> <p>To sort fruits and vegetables based on colour, texture and taste.</p> <p>To understand that everyone should eat at least five portions of fruit and vegetables every day.</p> <p>To understand what a healthy meal is.</p> <p>To understand that hands and utensils need to be washed before cooking.</p> <p>To use a knife to cut fruit and vegetables into smaller pieces. To understand how to hold fruit and vegetables so that they can be cut safely.</p> <p>To use a spoon to mix.</p>	<p><b>Designing</b></p> <p>To talk about the purpose of a wheel. To talk about their own experience of vehicles with wheels. To talk about designs for vehicles to carry a toy.</p> <p>To make a drawing of a design for a four-wheel vehicle to carry a toy.</p> <p><b>Making</b></p> <p>To experiment with construction kits to make an object that moves.</p> <p>To attach wheels to a chassis using an axle with cotton reels and dowels.</p> <p>To attach wheels to a chassis using an axle with straws and paper wheels/ circles.</p> <p><b>Evaluating</b></p> <p>To suggest reasons why a wheel and axle wobbles based on hole position.</p> <p>To talk about why their vehicle moves.</p> <p>To say what is similar about their and another vehicle.</p> <p><b>Technical Knowledge</b></p> <p>To recognise the different between fixed and freely moving axles. To understand what a wheel, chassis and axle is.</p>



Art and Design	Responding to art	Sculpture and Form	Painting and Colour	Drawing line and tone	Printing, Pattern and Textiles
<b>Foundation Stage</b>	<p>To talk about their own creations and say what they are proud of and why.</p> <p>To begin to explain their choice of materials when constructing masterpieces.</p> <p>To begin to explain their likes and dislikes around artists work.</p>	<p>Clay work</p> <p>Play dough area</p> <p>Malleable materials – shaving foam, gloop</p> <p>Transient art</p> <p>Sand play – indoor and outdoor – dry and wet</p>	<p>Self serve painting area.</p> <p>A range of paints available.</p> <p>Colour mixing charts displayed.</p> <p>Fine and gross motor movement experience across EYFS provision and during focus group sessions to promote the development of early mark making skills through a range of materials both indoors and outdoors such as paint, chalk, charcoal and colour mixing.</p>	<p>Observational drawing links as part of basic skills which is progressive throughout the year.</p>	<p>Collage area, printing, fabric scraps available, weaving, mixed media.</p> <p>Tool use is modelled to children throughout provision – different ways of attaching, cutting, attaching, stitching.</p>
<b>Year 1</b>	<p><b>Sculpture &amp; Form</b></p> <p>To say what they like about the natural sculptures created by Andy Goldsworthy. To say what they like about their natural sculptures and suggest one more suitable material.</p> <p><b>Printing</b></p> <p>To say what they like about artwork created by Joan Miro. To use their opinion about the work of Joan Miro to say what they like about their printing</p>	<p>To place items into a certain position to create a natural sculpture.</p> <p>To indent and shape plasticine to create a print for printmaking.</p>	<p>To recognise primary colours.</p> <p>To experiment with mixing colours.</p> <p>To use different brushes to create different thickness of line.</p> <p>To discover the interplay between wax and watercolour.</p>	<p>To control lines when creating simple drawings from observations.</p> <p>To control lines when creating simple drawings from imagination.</p> <p>To draw different types of line (straight, wavy, zig-zag).</p> <p>To use different pressure to create a different tone (pencil and rubbings).</p> <p>To recognise that taking rubbings creates a drawing with texture.</p> <p>To use wax, graphite, felt tips, pen and chalk as different drawing materials.</p>	<p>To use plasticine to create a block printing.</p> <p>To explore printing with hard and soft materials.</p> <p>To use plasticine to make a simple block.</p> <p>To use prints to create a simple pattern.</p> <p>To use tearing, cutting and layering paper to create different effects in collage.</p>

Religious Education					
<b>Foundation Stage</b>	<b>Myself</b> introduce people who belong to a religious group	<b>Special People to me</b> Introduce people who are important to members of a religious group e.g. Jesus Prophet, Muhammad, viac, inam etc	<b>Our special things</b> Introduce objects that are important to member of a religious group, e.g. cross, beads, prayer mat etc	<b>Our special places</b> Introduce place of worship e.g church, mosque	<b>Our beautiful world</b> Introduce stories about creation and some beliefs about the natural world, e.g the duty to care for the environment
<b>EYFS Festivals</b>	Harvest Festival	Diwali Christmas	Chinese New Year	<b>Valentines Day</b>	
<b>Year 1</b>	<b>God (Christianity)</b> Pupils have the opportunity to build on learning in EYFS by exploring in detail ways in which Christians articulate their beliefs about God.	<b>Community (Chrisianity)</b> Pupils build on their learning in the previous term by exploring different ways in which Christians worship God.	<b>God (Islam)</b> Pupils build on their learning in the preovios term by exploring different ways in which Muslims workshop Allah (God).	<b>Additional Places of worship</b> Building on the learning in Autumn term, pupils broaden their understanding of different ways in which religious and non-religious people show gratitude	

Computing						
<b>Foundation Stage</b>	<p><b>Children are introduced to online safety through our pastoral team. PANTS rule.</b></p>	<p>Children are introduced to Bee bots as an introduction for programming instructions in Year 1</p>	<p>Children record stories on the IPAD's as part of talk for writing.</p> <p>Children are given opportunities to take photographs on the ipads as part of adult focused activities.</p>	<p><b>Start EYFS purple mash in Spring 2</b></p> <p>Children to select and help print photos for learning journeys</p>	<p>Children to look at photos, images and films from past learning experiences to reconsolidate learning.</p>	<p>Children to visit the computer suite in Summer 2 and learn how to log on with their own user name.</p> <p>Children learn to identify different pieces of hardware.</p>
<b>Year 1</b>	<p><b>1.1 Online Safety and Exploring Purple Mash</b></p> <p>I can use technology safely and respectfully</p> <p>I can keep personal information private</p> <p>I know where to go for help when I am worried about something I see online</p>	<p><b>1.5 Maze Explorers</b></p> <p>I understand how to create and debug a set of instructions</p> <p>I understand how to use the direction keys</p>	<p><b>1.6 Animated Stories</b></p> <p>I can use technology to create and store digital content</p> <p>I can add animation and sound to a story</p>	<p><b>1.2 Grouping And Sorting</b></p> <p>I can use technology to organise, store and manipulate digital content</p> <p>I can sort items using a range of criteria</p>	<p><b>1.8 Spreadsheets</b></p> <p>I can use technology to organise, store, manipulate and retrieve digital content</p> <p>I can enter data into spreadsheet cells and use control tools</p>	<p><b>1.9 Technology Outside School</b></p> <p>I recognise common uses of information technology beyond school</p>



Jigsaw /SMSC						
<b>Reception</b>	<b>Being me in my world</b>  Help others to feel welcome. Making our school a safer place. Thinking about our right to learn. Caring for others. Working well with others.  All about me, talk partners.	<b>Celebrating Difference</b>  Accept that we are all different. Include others when working and playing. Know how to help other people. Try to solve problems. Use kind words. Give and receive compliments  Jubilee Handa's surprise Different cultures outlined in curriculum model.	<b>Dreams and Goals</b>  Stay motivated when doing something challenging. Keep trying even when things are tricky. Work well with a partner or a group. Have a positive attitude. Help others to achieve their goals  Key visitors.	<b>Healthy Me</b>  Make healthy choices. Eat a balance diet. Be physically active. Try to keep themselves and others safe. Know how to be a good friend and have a healthy relationship. Keep calm and deal with tricky situations.  Weekly PE sessions. PSED healthy eating inputs, continuous snack area.	<b>Relationships</b>  Know how to make friends. Try to solve friendship problems when they occur. Help others feel part of a group. Show respect when dealing with other people. Know how to help themselves and others when they feel upset. Know and show what makes a good friendship.  Friendships groups, led by pastoral team.	<b>Changing me</b>  Understand that everyone is unique and special. Can express how they feel when they are happy. Understand and respect changes which happen in them. Understand changes which happen in them. Look forward to change.  Linked to lifecycles, past and present baby photos.
<b>Year 1</b>	<b>Being me in my world</b>  Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	<b>Celebrating Difference</b>  Similarities and differences Understanding bullying and knowing how to deal with it. Making new friends Celebrating the differences in everyone	<b>Dreams and Goals</b>  Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	<b>Healthy Me</b>  Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	<b>Relationships</b>  Family members and different types of families Keeping safe and understanding appropriate greetings Understanding how to be a good friend and how to solve conflict Trust and knowing who can help at school Appreciating and celebrating special people	<b>Changing me</b>  Life cycles Growing from young to old and identifying changes Differences in female and male bodies (correct terminology) Coping with change Transition

Music (Charanga)						
	<p><b>Me</b> Nursery rhymes and action songs</p> <p>Musical instruments in continuous provision Nursery rhyme books and cds. Music listening centre indoors and outdoors. Dough disco Squiggle wiggle Stage performance areas. Singing assemblies. Regular group time sessions. Nursery rhyme of the week set up in F1 and F2.</p>	<p><b>My Stories</b> Nursery rhymes and action songs</p> <p>Sharing and performing the learning that has taken place.</p> <p>Musical instruments in continuous provision Nursery rhyme books and cds. Music listening centre indoors and outdoors. Dough disco Squiggle wiggle Stage performance areas. Singing assemblies. Regular group time sessions. Nursery rhyme of the week set up in F1 and F2.</p>	<p><b>Everyone</b> Nursery rhymes and action songs</p> <p>Musical instruments in continuous provision Nursery rhyme books and cds. Music listening centre indoors and outdoors. Dough disco Squiggle wiggle Stage performance areas. Singing assemblies. Regular group time sessions. Nursery rhyme of the week set up in F1 and F2.</p>	<p><b>Our world</b> Nursery rhymes and action songs</p> <p>Listening and responding to different styles of music from around the world.</p> <p>Musical instruments in continuous provision Nursery rhyme books and cds. Music listening centre indoors and outdoors. Dough disco Squiggle wiggle Stage performance areas. Singing assemblies. Regular group time sessions. Nursery rhyme of the week set up in F1 and F2.</p>	<p><b>Big Bear Funk</b> Nursery rhymes and action songs</p> <p>Big Bear Funk is a transition unit that prepares children for their musical learning in year 1.</p> <p>Musical instruments in continuous provision Nursery rhyme books and cds. Music listening centre indoors and outdoors. Dough disco Squiggle wiggle Stage performance areas. Singing assemblies. Regular group time sessions. Nursery rhyme of the week set up in F1 and F2.</p>	<p><b>Reflect, rewind and replay</b> Nursery rhymes and action songs</p> <p>This unit of work consolidates the learning that has occurred during the year. All the learning is focussed on revisiting chosen nursery rhymes, a context for the history of music and the very beginnings of the language of music.</p> <p>Musical instruments in continuous provision Nursery rhyme books and cds. Music listening centre indoors and outdoors. Dough disco Squiggle wiggle Stage performance areas. Singing assemblies. Regular group time sessions. Nursery rhyme of the week set up in F1 and F2.</p>
	<p><b>Hey You (Hip Hop)</b> Children to compose their own hip hop rap.</p>	<p><b>Rhythm in the way we walk (Reggae, Hip Hop)</b> Action songs that link to the foundations of music.</p>	<p><b>In the Groove (Blues, Latin, Folk and Funk)</b> Styles of music that link to history, geography, countries and cultures.</p>	<p><b>Round and Round (Latin Bosa Nova, Film Music, Big Band Jazz)</b> Music from countries around the world.</p>	<p><b>Your imagination (Pop)</b> A Whole New World from Aladdin. Daydream Believer – The Monkees.</p>	<p><b>Reflect, rewind and replay (Western Classical Music)</b> The history of music and consolidating the foundations of the language of music.</p>

Physical Education (Get set PE)						
<b>Reception</b>	<b>Introduction to PE unit 1</b>  Opportunities in continuous provision. Access to PE trolley included balls, hoops, balance mat, skipping ropes. Access to balance bikes and trim trail. Indoor and outdoor provision to focus on gross and fine motor skills which are developmentally appropriate.	<b>Fundamentals unit 2</b>  Opportunities in continuous provision. Access to PE trolley included balls, hoops, balance mat, skipping ropes. Access to balance bikes and trim trail. Indoor and outdoor provision to focus on gross and fine motor skills which are developmentally appropriate.	<b>Gymnastics unit 2</b>  Weekly PE session during Spring term to focus on gym work in the hall and different ways of moving/landing safely. Mat and bench work included with a focus on balancing skills.	<b>Balls Skills unit 2</b>  Weekly PE session to focus on the progression of throwing and catching skills as well as moving a ball on the floor.	<b>Dance unit 2</b>  Weekly PE sessions focus on different ways on moving with a focus on co-ordination and moving to different rhythmic beats.	<b>Games unit 2</b>  Outdoor field and track games linking to sports day events and teamwork skills.
Year 1	Dance	Target Games	Gymnastics	Ball Skills	Lacrosse	Athletics