

Simpsons Lane Primary Academy EY- Year 1 Transition Document

Science	Everyday Materials	Seasonal Changes	Animals including Humans	Plants
<p>Foundation Stage</p>	<p>Exploring media and materials is a key focus across EYFS as part of continuous provision.</p> <p>Our mud kitchens allow opportunities for creating mixtures whilst developing being imaginative.</p> <p>Deconstructive play and construction areas contain non-fiction fact books on materials for objects in the environments such as buildings, cars and construction vehicles. Construction is available outdoors.</p> <p>Den building opportunities outdoors.</p> <p>Investigation tuff trays and curiosity cube/ objects of wonder link to topics and key themes throughout the year.</p> <p>Water and sand play offer opportunities to investigate different states and textures as well as capacity.</p> <p>Our creative area is rich in materials for creating collages, 3D models and paint. It gives opportunities to assemble, attach, connect, stick and link materials together.</p> <p>We sort our rubbish and recycle paper/ card.</p> <p>Our large light screen, sensory area and investigation station allow children to explore</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 beasts investigated all year round in the outdoor provision. Children create own bug hotels and explore the outdoor wildlife garden/ planters around school.</p> <p>Growing and planting opportunities throughout the year.</p> <p>Children encouraged to prepare themselves for the weather of the season and ‘listen’ to their body (e.g. temperature changes,</p>	<p>EYFS investigation areas set up.</p> <p>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>Children explore a variety of instruments to explore likes/ dislikes and different types of 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>Life cycle focuses with caterpillars and butterflies as a focus for Summer 1 which links to our TFW book focuses.</p> <p>A farm visit in Summer 1 to support our book focuses and knowledge about different animals.</p>	<p>Planting and growing activities indoors and outdoors.</p> <p>Non-fiction texts explored throughout the year e.g. Harvest, seasonal plants, fruits/ vegetables from around the world</p> <p>Visits linked to natural environment –local area, school site, farm, coastal town (Filey)</p> <p>Gardening equipment available outdoor all year round.</p> <p>Mud kitchen and garden.</p> <p>Taking care of living things. Naming parts of a plant. Monitors for watering plants.</p> <p>Transient art with natural objects indoors and outdoors.</p> <p>Outdoor investigation science shed.</p> <p>Observation paintings of flowers/ fruits/ plants.</p> <p>Art activities link to natural world e.g. leaf/ tree rubbings, vegetable printing</p>

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	<p>materials under different lights and explore tools (e.g. magnifying glasses/ screens, kaleidoscopes, torches).</p> <p>A black out tent and indoor/ outdoor dens link to investigating light and dark.</p>	<p>layers of clothing, thirst, sun protection/ shade.)</p>	<p>A seaside visit in Summer 2 to support our book focuses and develop knowledge of animals</p> <p>Small world supports animal categories such as farm, wild, sea, arctic animals during different times of the year.</p> <p>Patterns within animals explored in art e.g. skin texture, pattern, symmetry, specific features</p> <p>PE sessions focus on the impact on activity on the body, health and body parts.</p> <p>Visit from health care professionals to promote health (e.g. oral health)</p>	
<p>Year 1</p>	<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,</p>	<p>To 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.</p> <p>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 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 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>

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bendy, or stiff, rough, or smooth, shiny, or dull, see-through or non-see-through, waterproof or absorbent.

To explain why some objects have been made from certain materials.

To begin to sort materials into different groups depending on their properties.

To know what an omnivore is, and to name some of them.

To name the basic parts of a tree - root, trunk, branch, twig, leaf, and bark.

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

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History	Chronology	Significant people and events	Similarities and differences	Historical Sources	Enquiry
<p>Foundation Stage</p>	<p>All about me – baby photos – life cycles, family trees.</p> <p>Days of the week and birthdays.</p> <p>Times and routines of the day.</p> <p>Old and new ways of farming.</p> <p>Holidays over the years.</p> <p>Changes in the local community – past and present – old school photographs, pictures of Garforth ‘then and now’.</p> <p>Jubilee – Queen – past and present.</p> <p>Show and tell – oracy focus looking at artefacts (e.g. curiosity cube) which link to key themes across the year.</p>	<p>Guy Fawkes -Bonfire night.</p> <p>The Queen and the Jubilee.</p> <p>Famous astronauts e.g. Neil Armstrong from the moon landing.</p> <p>Special celebrations (across the year) explored through stories .</p> <p>Remembrance Day- remembering those that have died in service.</p>	<p>Comparing photographs, linking old artefacts comparing with new objects.</p> <p>Visual discrimination – talking about differences, compare and contrast activities (e.g. past and modern day holidays).</p> <p>Small world set ups linked to themes of REC curriculum – e.g. traditional tales.</p> <p>Hearing and using old-fashioned vocabulary- exploring traditional tales/ nursery rhymes</p>	<p>Photographs e.g. old farming equipment/ holiday photos from the past.</p> <p>Baby photo display.</p> <p>Old toys to explore.</p> <p>Film clips/non-fiction books, traditional tales.</p> <p>Curiosity area set up in provision.</p> <p>Grandparent visitors in to speak about life in the ‘olden days’</p>	<p>Oracy focus. “I wonder...” question linked to history.</p> <p>Investigation themed sets ups (e.g. tuff trays), to promote questioning.</p> <p>Dinosaurs set up as part of outdoor continuous provision in the small world area.</p>
<p>Year 1</p>	<p>To know the order of different forms of transport.</p>	<p>To know who was important in national and international</p>	<p>To describe things that are similar</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>

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To describe generally times in Britain when different transport was required.

To know generally where the life of dinosaurs fits in time.

travel and transport achievements.

To suggest some reasons why certain transport is better than others.

To understand that dinosaurs became extinct.

between different types of dinosaurs.

To compare dinosaurs with living things in modern day.

To describe things that are similar between different forms of transport in the past and modern day.

To compare transport of the past with transport available in modern day.

To ask questions about transport in the past.

To use historical sources to form questions about the past.

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Geography	Location and place	Fieldwork	Making Comparisons	Geographical Sources
<p>Foundation Stage</p>	<p>Our local environment and school grounds.</p> <p>Visitors from the local community.</p> <p>Walk to the local post box.</p> <p>Book focus, Polar bear Polar bear– linked to weather and seasons 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.</p> <p>Maps made in relation to our journey to school.</p> <p>Weekend news/ show and tell and circle time.</p> <p>Outdoor continuous provision all year round.</p>	<p>Looking at the Artic – comparing to where we live.</p> <p>Looking at hot counties when looking at Handa’s surprise and exploring holiday destinations/ experiences.</p> <p>Seasonal weather changes across the year.</p> <p>Outdoor environment as continuous provision all year round.</p> <p>Comparing and contrasting our local town with a coastal town (Filey).</p>	<p>Maps, my first Atlas, globe, compasses, film clips, binoculars, magnifying glasses, photographs of local area.</p>
<p>Year 1</p>	<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.</p> <p>To identify the location of hot and cold areas in the world in relation</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.</p>	<p>To describe what is the same and what is different between local areas Spurn Point and Flamborough.</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.</p> <p>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>

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	<p>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 sketch physical and human features in their locality.</p> <p>To add labels to field sketches of their locality.</p> <p>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 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>
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Design Technology	Food and Nutrition	Construction
<p>Foundation Stage</p>	<p>Continuous provision snack area with self-serve snacks and drinks.</p> <p>Baking/ food preparation planned to link with themes.</p> <p>Healthy eating a focus of learning during Jigsaw/PSHE lessons.</p> <p>Growing and planting vegetables linked to EYFS REC curriculum.</p> <p>Focus on oral health – continuous display in snack area.</p> <p>Healthy eating and recipe books on display in the snack area.</p> <p>A range of world foods to try in the snack area throughout the year.</p> <p>Food tasting opportunities throughout the year which link to cultures and festivals.</p>	<p>Sand and water provision indoor and outdoor incorporates opportunities for investigation of different components.</p> <p>Floating and sinking investigation linked to Mr Gumpy’s outing.</p> <p>Adults continually modelling in art area – e.g. how to attach objects – and discuss reasoning and thinking.</p> <p>Children given opportunities for making designs and building in 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>
<p>Year 1</p>	<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>Designing</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>Making</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>

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<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>Evaluating</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>Technical Knowledge</p> <p>To recognise the different between fixed and freely moving axles. To understand what a wheel, chassis and axle is.</p>
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Art and Design	Responding to art	Sculpture and Form	Painting and Colour	Drawing line and tone	Printing, Pattern and Textiles
Foundation Stage	<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 an artist's work.</p>	<p>Clay work</p> <p>Play dough area</p> <p>Malleable materials – shaving foam, gloop, sand.</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>Outdoor easel with block paints.</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>Progression in mark making tools evident.</p>	<p>Collage area, printing, fabric scraps available, weaving, treading, mixed media.</p> <p>Tool use is modelled to children throughout provision – different ways of attaching, cutting, joining, stitching etc.</p>

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<p>Year 1</p>	<p>Sculpture & Form 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>Printing 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. 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>
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Religious Education	Looking at Me, Looking at You	Caring for the World		Worship of Festivals	
<p>Foundation Stage</p>	<p>Special People</p> <p>Introduce people who belong to a religious group.</p> <p>Talk about routines and festivals we celebrate as individuals in our foundation stage.</p> <p>Enhancements to provision and activities set up linked to key festivals.</p> <p>Visitors to the setting</p>	<p>Special Places</p> <p>Themed displays and enhancements to continuous provision</p> <p>Visits to places of worship</p> <p>Themed days</p> <p>Parental involvement e.g. themed stay and plays</p> <p>Non-fiction books linking to faiths and beliefs</p> <p>Simple stories linking to key cultural focus. Some link to TFW book focus.</p> <p>Explore artefacts from different cultures e.g. clothing, instruments, music.</p>		<p>Visits to places of worship</p> <p>Visitors</p> <p>Themed displays and enhancements to continuous provision</p> <p>Parental involvement themed stay and plays</p> <p>Non-fiction books linking to faiths and beliefs</p> <p>Explore artefacts from different cultures.</p> <p>Introduce stories about creation and some beliefs about the natural world, e.g. the duty to care for the environment.</p>	
<p>EYFS Festivals</p>	<p>Harvest Festival</p>	<p>Diwali</p>	<p>Chinese New Year</p>	<p>Eid</p>	<p>Ramadan</p>

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		Christmas	Easter		
Year 1	<p>Christianity and Judaism Explore creation stories from Holy books. Consider the ways in which the world is a special place and how faiths say it should be cared for. Explore and discuss sacred stories.</p>	<p>Christian and Jewish Creation Stories Explore creation stories from Holy books. Consider the ways in which the world is a special place and how faiths say it should be cared for. Explore and discuss sacred stories.</p>		<p>Christianity and Judaism Places of worship To find out about different religious festivals and rituals. To find out about how different people worship. To explore a place of worship and how the building is used.</p>	

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ICT	Teach Computing	Teach Computing	Teach Computing	Teach Computing	Teach Computing	Teach Computing
Foundation Stage	<p>Children are introduced to online safety.</p> <p>PANTS rule.</p> <p>Teacher models use and features of Clevertouch.</p> <p>Children to be introduced to learning apps on iPads.</p>	<p>Children to access drawing programs on iPads to create their own simple pictures.</p> <p>Children access the Notebook section on the Clevertouch board to draw own pictures and manipulate shapes.</p>	<p>Children are introduced to Bee Bots as an introduction for programming instructions in Year 1.</p> <p>Bee Bots added as enhancements to provision regularly.</p>	<p>Children describe and talk about familiar routes.</p> <p>In maths children extend and create ABAB patterns.</p> <p>Children select, rotate and manipulate shapes to develop spatial reasoning within provision.</p> <p>Children tidy up, sorting and grouping similar objects.</p>	<p>Children have access to keyboards in continuous provision to become familiar with keys and their location.</p> <p>They access keyboards and can practise typing on iPads and Clevertouch board.</p> <p>Children record stories on the iPads/ microphones/ talking squares as part of talk for writing.</p> <p>Children are given opportunities to take photographs on the iPad as part of adult focused activities.</p>	<p>Children practise saying and following instructions in Talk for Writing and during free flow provision.</p>
Year 1	Technology Around Us (Information Technology, Digital Literacy)	Digital Painting (Information Technology)	Moving a Robot (Computer Science, Digital Literacy)	Grouping Data (Information Technology, Digital Literacy)	Digital Writing (Information Technology, Digital Literacy)	Programming Animations (Computer Science, Digital Literacy)

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Jigsaw /SMSC	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing me
Reception	<p>Help others to feel welcome. Making our school a safer place.</p> <p>Thinking about our right to learn.</p> <p>Caring for others.</p> <p>Working well with others.</p> <p>Exploring own responsibility.</p> <p>All about me, talk partners, simple family trees, celebrating cultures and beliefs, home visits, stay and play sessions, parental involvement, British Values.</p> <p>Establish safe routines in the unit.</p> <p>Sensory circuits to support settling in.</p>	<p>Accept that we are all different.</p> <p>Include others when working and playing.</p> <p>Know how to help other people.</p> <p>Try to solve problems.</p> <p>Use kind words.</p> <p>Give and receive compliments</p> <p>Handa's surprise</p> <p>Different cultures outlined in curriculum model.</p> <p>Visits to places of worship.</p>	<p>Stay motivated when doing something challenging.</p> <p>Keep trying even when things are tricky.</p> <p>Work well with a partner or a group.</p> <p>Have a positive attitude.</p> <p>Help others to achieve their goals</p> <p>Visitors in school to inspire own future dreams.</p> <p>Oracy talk strategies.</p> <p>PSED circle times.</p>	<p>Make healthy choices. Eat a balance diet.</p> <p>Be physically active.</p> <p>Try to keep themselves and others safe.</p> <p>Know how to be a good friend and have a healthy relationship.</p> <p>Keep calm and deal with tricky situations.</p> <p>Weekly PE sessions.</p> <p>PSED healthy eating inputs, continuous snack area, food technology activities in EYFS, oral health inputs, embedded routines for handwashing and toilet routines.</p> <p>Review PANTS and safeguarding.</p>	<p>Know how to make friends.</p> <p>Try to solve friendship problems when they occur.</p> <p>Help others feel part of a group.</p> <p>Show respect when dealing with other people.</p> <p>Know how to help themselves and others when they feel upset.</p> <p>Know and show what makes a good friendship.</p> <p>Friendship nurture groups for those who need extra support.</p> <p>THRIVE strategies/ interventions in place.</p>	<p>Understand that everyone is unique and special.</p> <p>Can express how they feel when they are happy.</p> <p>Understand and respect changes which happen in them.</p> <p>Understand changes which happen in them.</p> <p>Look forward to change.</p> <p>Linked to lifecycles, past and present photos since starting school.</p> <p>Looking at similarities and differences in our peers.</p> <p>Enhancements throughout the year in provision.</p> <p>Enhanced transition support for vulnerable children.</p>

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<p>Year 1</p>	<p>Feeling special and safe.</p> <p>Being part of a class Rights and responsibilities Rewards and feeling proud. Consequences Owning the Learning Charter</p>	<p>Similarities and differences.</p> <p>Understanding bullying and knowing how to deal with it.</p> <p>Making new friends.</p> <p>Celebrating the differences in everyone.</p>	<p>Setting goals</p> <p>Identifying successes and achievements.</p> <p>Learning styles</p> <p>Working well and celebrating achievement with a partner.</p> <p>Tackling new challenges.</p> <p>Identifying and overcoming obstacles.</p> <p>Feelings of success</p>	<p>Keeping myself healthy.</p> <p>Healthier lifestyle choices.</p> <p>Keeping clean Being safe Medicine safety/safety with household items.</p> <p>Road safety</p> <p>Linking health and happiness</p>	<p>Family members and different types of families.</p> <p>Keeping safe and understanding appropriate greetings.</p> <p>Understanding how to be a good friend and how to solve conflict.</p> <p>Trust and knowing who can help at school.</p> <p>Appreciating and celebrating special people.</p>	<p>Life cycles Growing from young to old and identifying changes Differences in female and male bodies (correct terminology).</p> <p>Coping with change</p> <p>Transition</p>
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Music	Charanga	Charanga	Charanga	Charanga	Charanga	Charanga
Foundation Stage	<p>Nursery rhymes and action songs sung daily.</p> <p>Musical instruments in continuous provision.</p> <p>Stage performance area outside.</p> <p>Listen to favourite artists/ songs via You Tube/ iTunes.</p> <p>Clapping patterns.</p>	<p>Nursery rhymes and action songs.</p> <p>Musical instruments in continuous provision.</p> <p>Dough disco.</p> <p>Listening to different styles of music during changing time for PE.</p> <p>Learn and practise a Makaton song for Christmas show.</p>	<p>Nursery rhymes and action songs from around the world.</p> <p>Listen to a range of artists/ songs via You Tube/ iTunes.</p>	<p>Nursery rhymes and action songs sung daily.</p> <p>Musical instruments in continuous provision.</p> <p>Dough disco.</p> <p>Learn and perform the Easter Bonnet songs/ signs/ actions.</p> <p>Listen to different artists/ songs via You Tube/ iTunes.</p> <p>Circle games and circle songs.</p>	<p>Nursery rhymes and action songs.</p> <p>Musical instruments in continuous provision.</p> <p>Dough disco.</p> <p>Listen to favourite artists/ songs via You Tube/ iTunes.</p> <p>Clap and keep the rhythm.</p> <p>Outdoor stage and performance area to dance to pop music.</p>	<p>Nursery rhymes and action songs.</p> <p>Musical instruments in continuous provision.</p> <p>Listen to favourite artists/ songs via You Tube/ iTunes.</p> <p>Join KS1 for singing practise.</p> <p>Performance area to explore different types of music, beats and dances to go alongside.</p>
Year 1	<p>Hey You (Hip Hop)</p> <p>Children to compose their own hip hop rap.</p>	<p>Rhythm in the way we walk (Reggae, Hip Hop)</p> <p>Action songs that link to the foundations of music.</p>	<p>In the Groove (Blues, Latin, Folk and Funk)</p> <p>Styles of music that link to history, geography, countries and culture.</p>	<p>Round and Round (Latin Bosa Nova, Film Music, Big Band Jazz)</p> <p>Music from countries around the world.</p>	<p>Your imagination (Pop)</p> <p>A Whole New World from Aladdin.</p> <p>Daydream Believer – The Monkees.</p>	<p>Reflect, rewind and replay (Western Classical Music)</p> <p>The history of music and consolidating the foundations of the language of music.</p>

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PE	Get set 4 PE	Get set 4 PE	Get set 4 PE	Get set 4 PE	Get set 4 PE	Get set 4 PE
Foundation Stage	Introduction to PE: Unit 2 Using spaces safely, stopping, using and sharing equipment, working individually, with a partner and group, Fundamental movement skills: running, jumping, skipping, play simple games, use and understand rules.	Fundamentals: Unit 2 Balancing, running, hopping, jumping, travelling and changing direction, fine and gross motor skills through handling equipment, use a safe space, work individually, with a partner and group,	Gymnastics: Unit 2 Explore basic movement, create shapes and balances, jumps and roll, awareness of space and using safely, perform on floor and apparatus, copy, create and remember and repeat short sequences, understand using levels and directions when travelling and balancing.	Ball Skills: Unit 2 Throwing, catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball, fine and gross motor skills, work independently and with a partner to develop decision making and using simple tactics.	Dance: Unit 2 Explore space and use safely, travelling actions, shapes and balances, choose own actions in response to a stimulus, copy, repeat and remember actions, using counting to help keep them in time to the music, perform to others and perform simple feedback.	Games: Unit 2 Play a variety of games, understand how to work as a team, take turns, keep a score, play against an opponent and play by the rules. Sports Day Practice Practise running, taking turns, carrying objects whilst moving, sportsmanship and celebrating others, tackling obstacles of different heights and levels.
<i>In all units children develop physical, social, emotional and thinking whole child objectives.</i>						
Year 1		Fundamentals balancing, running, changing direction, jumping, hopping and skipping, explore these skills in isolation as well as in combination, opportunities to identify areas of strength and areas	Gymnastics use space safely and effectively, explore and develop basic gymnastic actions on the floor and using low apparatus, jumping, rolling, balancing and travelling are used individually and in combination to create	Ball Skills explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball, opportunity to work independently, in pairs		Invasion sending, receiving and dribbling a ball, develop understanding of attacking and defending and what being 'in possession' means, opportunity to play uneven and even sided games, how to score points in these types of games and how to play to the rules, work independently,

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		<p>for improvement, work collaboratively with others, taking turns and sharing ideas.</p>	<p>movement phrases, opportunities to select their own actions to build short sequences and develop their confidence in performing. begin to understand the use of levels, directions and shapes when travelling and balancing.</p>	<p>and small groups, explore their own ideas in response to tasks.</p>		<p>with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.</p> <p>Net and Wall</p> <p>learn the importance of the ready position, develop throwing, catching and racket skills, learning to track and hit a ball, play against an opponent and over a net, use rules and simple tactics when playing against a partner, encouraged to demonstrate good sportsmanship and show respect towards others.</p> <p>Target Games</p> <p>underarm and overarm actions, opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge, apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities, understand the importance of abiding by rules to keep themselves and others safe.</p>
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						<p>Sports Day Practice</p> <p>running, changing direction, following instructions, taking turns, carrying objects whilst moving, sportsmanship and celebrating others, tackling obstacles of different heights and levels, skipping whilst moving.</p> <p>Athletics</p> <p>develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing, engage in performing skills and measuring performance, competing to improve on their own score and against others., opportunities to work collaboratively as well as independently.</p>
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