



Subject Non- Negotiables – What do the National Curriculum subjects look like in EYFS?

Below shows the Early Learning Goals for Reception to the National Curriculum objectives for year 1 to show how they feed in and prepare the children for the beginnings of the National Curriculum. Examples of activities are also given (where appropriate) of how the ELG can be experienced and eventually met by the children in Reception.

Maths:

NC subject	Early Learning Goal	Year 1 National Curriculum Objective
Maths Number	<p>Mathematics: Number</p> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number <i>Using numberblocks for visual aid. Slow and deep progress to ensure all children on track.</i> Subitise (recognise without counting) up to 5 <i>Dice games and dice in the environment. Subitising activities as part of routine.</i> <p>Mathematics: numerical patterns</p> <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. 	<p>Number and Place Value</p> <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 multiples of twos, fives and tens. Given a number, identify one more and one less. 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. Read and write numbers from 1 to 20 in numerals and words.
	<p>Mathematics: Number</p> <ul style="list-style-type: none"> Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts. <i>Lots of 5s and 10s frame work. Using the part part whole model. Use of Numicon to support too.</i> <p>Mathematics: numerical patterns</p> <ul style="list-style-type: none"> 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, 	<p>Addition and Subtraction</p> <ul style="list-style-type: none"> Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Represent and use number bonds and related subtraction facts within 20. Add and subtract one-digit and two-digit numbers to 20, including zero. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = [] - 9$. <p>Multiplication and Division</p> <ul style="list-style-type: none"> Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

	double facts and how quantities can be distributed evenly	
Shape, space and measures	<p>There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spacial reasoning skills and shape knowledge.</p> <p><i>Shapes introduced as we meet the numbers e.g. triangle for 3, square and rectangle for 4. Discussion about their properties as well as their names. Shapes in continuous provision as well as direct teaching activities during maths carousel.</i></p> <p><i>Children given opportunities to investigate both in continuous provision and direct teaching time:</i></p> <ul style="list-style-type: none"> • Scales • Capacity • Measurement using non standard units • Time <p><i>Time words used and encouraged in everyday interactions.</i></p> <p><i>3D shapes introduced when 2D are clear and secure for the majority of children.</i></p>	<p>Measurement</p> <p>Compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> • lengths and heights (long/short, longer/shorter, tall/short, double/half) • mass or weight (heavy/light, heavier than, lighter than) • capacity/volume (full/empty, more than, less than, quarter) • time (quicker, slower, earlier, later) <p>Measure and begin to record:</p> <ul style="list-style-type: none"> • lengths and heights • mass/weight • capacity and volume • time (hours, minutes, seconds) • Recognise and know the value of different denominations of coins and notes. • Sequence events in chronological order using language, such as before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. • Recognise and use language relating to dates, including days of the week, weeks, months and years. • Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. <p>Position and Direction</p> <ul style="list-style-type: none"> • Describe position, directions and movements, including half, quarter and three-quarter turns. <p>Shape</p> <ul style="list-style-type: none"> • Recognise and name common 2D and 3D shapes, including circles, triangles, rectangles (including squares), pyramids, spheres and cuboids (including cubes).

English:

NC subject	Early Learning Goal	Year 1 National Curriculum Objective
English Word reading	<p>Literacy: Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs • Read words consistent with their phonics knowledge by sound blending 	<p>Reading</p> <ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words. • Respond speedily with the correct sound to graphemes (letter or group of letters) for all 40+ phonemes, including (where applicable) sounds for graphemes.

	<ul style="list-style-type: none"> • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p><i>RWI delivered daily from the first week of school in Reception.</i></p> <p><i>Continuous provision opportunities for reading.</i></p> <p><i>Challenges with the classroom and outdoor environment.</i></p> <p><i>Shared reading opportunities.</i></p>	<ul style="list-style-type: none"> • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • Read common exception words, noting unusual correspondents between spelling and sound and where these occur in words. • Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. • Read other words of more than one syllable that contain taught GPCs. • Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s). • Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. • Re-read these books to build up fluency and confidence in word reading.
English Comprehension	<p>Communication and language:</p> <p>Listening, attention and understanding</p> <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. <p>Literacy: Comprehension</p> <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. <p>Expressive arts and design: Being imaginative and expressive</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with their peers and their teacher <p><i>Good quality stories chosen for story time.</i></p>	<p>Comprehension</p> <p>Children should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently; • being encouraged to link what they read or hear to their own experiences; • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics; • recognising and joining in with predictable phrases; • learning to appreciate rhymes and poems, and to recite some by heart; • discussing word meanings, linking new meanings to those already known. <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher; • checking that the text makes sense to them as they read and correcting inaccurate reading; • discussing the significance of the title and events; • making inferences on the basis of what is being said and done; • predicting what might happen on the basis of what has been read so far; • participating in discussions about what is read to them, taking turns and listening to what others say;

	<p><i>Lots of book talk, vocabulary check whilst reading, predictions, descriptions about characters and settings.</i></p> <p><i>Storytelling</i></p> <p><i>Story sacks- the children use these to retell stories during continuous provision.</i></p> <p><i>Small group story times to target the less confident children (who may not speak during whole class discussion).</i></p>	<ul style="list-style-type: none"> explaining clearly their understanding of what is read to them.
<p>English Writing</p>	<p>Literacy: writing</p> <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><i>RWI delivered daiy</i></p> <p><i>Handwriting and caption writing to reinforce sounding out, capital letters, full stops and finger spaces.</i></p> <p><i>Opportunities for writing during continuous provision- challenges to excite the children.</i></p> <p><i>Writing for a purpose- lists, invites, recipes, menus etc</i></p>	<p>Transcription</p> <p>Spelling</p> <p>Children should be taught to spell:</p> <ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught; Common exception words; days of the week. <p>Children should be taught to:</p> <ul style="list-style-type: none"> name the letters of the alphabet in order; use letter names to distinguish between alternative spellings of the same sound; apply simple spelling rules; write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far; use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker of verbs; use the prefix un; use -ing, -ed, -er and -est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest). <p>Composition</p> <p>Write sentences by:</p> <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. <p>As well as:</p> <ul style="list-style-type: none"> discuss what they have written with the teacher or other pupils; read aloud their writing clearly enough to be heard by their peers and the teacher. <p>Vocabulary, Grammar and Punctuation</p>

		<p>Children should develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • leaving spaces between words; • joining words and joining clauses using and; • beginning to punctuate sentences using capital letters and full stop, question mark or exclamation mark; • using capital letter for names of people, places, the days of the week, and the personal pronoun I. <p>Grammar</p> <p>Words</p> <ul style="list-style-type: none"> • Regular plural noun suffixes -s or -es (dog, dogs, wish, wishes) including the effect of these suffixes on the meaning of the noun. • Suffixes that can be added to verbs where no change is needed in the spelling of the root words. • Recognise how the prefix un- changes the meaning of verbs and adjectives. <p>Sentences</p> <ul style="list-style-type: none"> • How words can combine to make sentences. • Joining words and joining clauses using 'and'. <p>Text</p> <ul style="list-style-type: none"> • Sequencing sentences to form short narratives. <p>Punctuation</p> <ul style="list-style-type: none"> • Separation of words with spaces. • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Capital letters for names and for the personal pronoun I.
English Handwriting	<p>Physical development: Fine motor skills</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. <p>Literacy: writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. <p><i>Daily handwriting practise. Small group so very targeted.</i></p> <p><i>Reminders for how to form the letters as well as hold a pencil.</i></p>	<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. • Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

	<p><i>RWI taught daily to reinforce letter formation.</i></p>	
<p>English Spoken language</p>	<p>Communication and language: Listening, attention and understanding</p> <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. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back and forth exchanges with their teacher and peers. <p><i>Time for adults to engage in and enjoy play. Can move on language and introduce new vocabulary during this time.</i></p> <p>Communication and Language: Speaking</p> <ul style="list-style-type: none"> Participate in small group, class and 1:1 discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non fiction, rhymes and poems where appropriate. Express their ideas and feelings about their experiences using full sentences including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. <p><i>Quality interactions with adults in the unit to move language and vocabulary forward.</i></p> <p>Expressive arts and design: Creating with materials</p> <ul style="list-style-type: none"> Make use of props and materials when role playing characters in narratives and stories. 	<ul style="list-style-type: none"> Listen and respond appropriately to adults and peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of standard English. Participate in discussion, presentations, performances, role play, improvisations and debates. Gain, maintain and monitor the interest of the listener(s). Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication.

Expressive arts and design: Being imaginative and expressive

- Invent, adapt and recount narratives and stories with their peers and their teacher

Science

NC subject	Early Learning Goal	Year 1 National Curriculum Objective
Science	<p>Understanding the world: The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. <p><i>Topic work outside - talking about nature and how to care for it. How it changes and looks different in the different seasons.</i></p> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. <p><i>High quality stories with a variety of settings. Book talk around the settings and how they are different or the same as where we are. How might the story be different if it was set here?</i></p> <ul style="list-style-type: none"> • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <p><i>Opportunities for the children to investigate, ice, water, light and shadows, magnets, floating and sinking. Either through direct teaching or during continuous provision.</i></p>	<p><i>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observations, to enhance their locational awareness.</i></p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> • Name and locate the world's seven continents and five oceans. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <p>Place Knowledge</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country. <p>Human and Physical Knowledge</p> <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the North and South Poles. <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop. <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studies at this key stage. • Use simple compass directions (North, South, East, West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.

		<ul style="list-style-type: none"> • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
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History:

NC subject	Early Learning Goal	Year 1 National Curriculum Objective
History	<p>Understanding the world: Past and present</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. <p><i>Jobs of parents- opportunity to discuss the jobs their parents do and what they do for the village, county, country etc.</i></p> <ul style="list-style-type: none"> • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. <p><i>Books with a range of time settings. Talk about what was different- how things were made in the olden days!</i></p>	<p><i>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand some of the ways in which we find out about the past and identify different ways in which it is represented.</i></p> <ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries). • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. (For example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell.) • Significant historical events, people, places in their own locality

Geography:

NC subject	Early Learning Goal	Year 1 National Curriculum Objective
Geography	<p>Understanding the world: People, culture and communities</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non fiction texts and (when appropriate) maps. <p><i>Using stories and non fiction texts as well as the childrens interests and possible experiences. Talk about the differences and similarities between the UK and other countries. Also re Cornwall and other counties within the UK.</i></p> <p><i>Map making opportunitites as well as opportunities to follow a map to find the treasure.</i></p> <p>Understanding the world: The Natural World</p> <ul style="list-style-type: none"> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. <p><i>High quality stories with a variety of settings. Book talk around the settings and how they are different or the same as where we are. How might the story be different if it was set here?</i></p>	<p><i>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observations, to enhance their locational awareness.</i></p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <p>Place Knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country. <p>Human and Physical Knowledge</p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the North and South Poles. <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop. <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studies at this key sage. Use simple compass directions (North, South, East, West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.

		<ul style="list-style-type: none"> Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
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Physical Education:

NC subject	Early Learning Goal	Year 1 National Curriculum Objective
Physical Education	<p>Physical Development: Gross motor skills:</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. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p><i>Daily opportunities for outdoor play time</i> <i>Weekly PE sessions also helps develop core strength, balance and coordination.</i> <i>Children encouraged to use the outdoor play equipment when appropriate. Encouraged to have a go and see if they can achieve their goals on their own.</i></p> <p>Expressive arts and design: Being imaginative and expressive</p> <ul style="list-style-type: none"> Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. <p><i>Regular music session taught to discreetly teach rhythm and pulse. Children encouraged to find the pulse of the music and use their bodies to tap it out. Music also used during continuous provision to encourage movement to music.</i></p>	<p><i>Pupils should develop fundamental movement skills, becoming increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.</i></p> <ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns.

Art and design:

NC subject	Early Learning Goal	Year 1 National Curriculum Objective
Art and design	<p>Expressive arts and design: creating with materials</p> <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. 	<ul style="list-style-type: none"> To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

<ul style="list-style-type: none"> • Share their creations, explaining the process they have used. <p><i>Daily opportunities for using scissors- discreet teaching when appropriate. Paintbrushes available through continuous provision- discreet teaching of when to use what size, as and when appropriate.</i></p> <p>Physical development: Fine motor skills</p> <ul style="list-style-type: none"> • Begin to show accuracy and care when drawing. <p><i>Modelling and questioning about how to include more detail and accuracy.</i></p>	<ul style="list-style-type: none"> • About the work of a range of artists, craft makers and designers, describing the difference and similarities between different practices and disciplines, and making links to their own work.
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Design and technology:

NC subject	Early Learning Goal	Year 1 National Curriculum Objective
Design and technology	<p>Physical development: Fine motor skills</p> <ul style="list-style-type: none"> • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. <p><i>Daily opportunities for using scissors- discreet teaching when appropriate. Paintbrushes available through continuous provision- discreet teaching of when to use what size, as and when appropriate.</i></p> <p><i>Modelling and questioning about how to include more detail and accuracy.</i></p> <p>Expressive arts and design: Creating with materials</p> <ul style="list-style-type: none"> • Share their creations, explaining the process they have used. <p><i>Quality interactions with adults to promote language and vocabulary.</i></p>	<p><i>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of context [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment.</i></p> <p>Design</p> <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria. • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. <p>Make</p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). • Select from and use a wide variety of materials and components, including construction materials, textiles and ingredients, according to their characteristics. <p>Evaluate</p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing products. • Evaluate their ideas and products against design criteria. <p>Technical Knowledge</p>

		<ul style="list-style-type: none"> • Build structures, exploring how they can be made stronger, stiffer and more stable. • Explore and use mechanisms (for example, levers, sliders, wheels and axles) in their products. <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> • Use the basic principles of a healthy and varied diet. • Understand where food comes from.
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Computing:

NC subject	Early Learning Goal	Year 1 National Curriculum Objective
Computing	<p>There are no early learning goals that directly relate to computing objectives, though it is still expected that children will be introduced to appropriate technology and use it within their provision. The school has chosen to use Birth to Five Matters to refer to when planning Technology sessions.</p> <p><i>Children have access to and opportunities to explore ipads and beebots. They are use the interactive whiteboard as well as understand see the visualiser working. They have access to the class iPad cameras and understand its use within the environment.</i></p>	<p>Computing</p> <ul style="list-style-type: none"> • Understand what algorithms are, how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions. • Create and debug simple programs. • Use logical reasoning to predict the behaviour of simple programs. • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Recognise common uses of information technology beyond school. • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about

Music:

NC subject	Early Learning Goal	Year 1 National Curriculum Objective
Music	<p>Expressive arts and design: Being imaginative and expressive</p> <ul style="list-style-type: none"> • Sing a wide range of well known nursery rhymes and songs. • Performs songs, rhymes, stories and poems with others, and (when appropriate) try to move in time with music <p><i>Regular discreet music sessions focussing on rhythm and pulse.</i></p> <p><i>Daily opportunities for children to sing rhymes and songs.</i></p>	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically. • Listen with concentration and understanding to a range of high-quality live and recorded music. • Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Music and instruments available during continuous provision.

Religious Education:

NC subject	Early Learning Goal	Year 1 National Curriculum Objective
Religious education	<p>Understanding the world: People, culture and communities</p> <ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. <p><i>Weekly RE using the Cornwall Agreed Syllabus (2020-2025).</i></p> <p><i>Quality story books used and then book talk surrounding similarities and differences between themselves and others.</i></p>	<ul style="list-style-type: none"> Identify core beliefs and concepts studied and give a simple description of what they mean Give examples of how stories show what people believe (e.g. the meaning behind a festival) Give clear, simple accounts of what stories and other texts mean to believers Give examples of how people use stories, texts and teachings to guide their beliefs and actions Give examples of ways in which believers put their beliefs into practice Think, talk and ask questions about whether the ideas they have been studying, have something to say to them Give a good reason for the views they have and the connections they make

PSHE:

NC subject	Early Learning Goal	Year 1 National Curriculum Objective
PSHE	<p>Personal, social and emotional development: Self regulation</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. Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Personal, social and emotional development: Managing self</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perserverance 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.

Personal, social and emotional development:

Building relationships

- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and others' needs

Understanding the world: People, culture and communities

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what had been read in class.

Underpins everything we do in EYFS! Daily opportunities to talk about behaviour, needs, wants and how we can behave appropriately in different situations.

Weekly discreet opportunities for PSHE circle time type activities to reinforce thinking, rules, behaviours etc and also to give the children the space to think about how they might be able to change their behaviour to a more appropriate response. Teaching the children the tools on how to manage their own behaviours as they grow up.