

Newby and Scalby 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 materials under different lights and explore tools</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>Observation paintings of flowers/ fruits/ plants.</p> <p>Art activities link to natural world e.g. leaf/ tree rubbings, vegetable printing</p>

Newby and Scalby Primary Academy EY- Year 1 Transition Document

	<p>(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 heath 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, bendy, or stiff, rough, or smooth, shiny, or dull,</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> <p>To name the basic parts of a tree - root, trunk, branch, twig, leaf, and bark.</p>

Newby and Scalby Primary Academy EY- Year 1 Transition Document

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 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

Newby and Scalby Primary Academy EY- Year 1 Transition Document

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>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>Famous astronauts e.g. Buzz Aldrin</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>Children’s family members to be invited in across the year to talk about the past</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 describe generally times in Britain when different transport was required.</p>	<p>To know who was important in national and international travel and transport achievements.</p> <p>To suggest some</p>	<p>To describe things that are similar between different types of dinosaurs.</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>

Newby and Scalby Primary Academy EY- Year 1 Transition Document

	<p>To know generally where the life of dinosaurs fits in time.</p>	<p>reasons why certain transport is better than others.</p> <p>To understand that dinosaurs became extinct.</p>	<p>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>		
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Newby and Scalby Primary Academy EY- Year 1 Transition Document

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 city</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 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 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 sketch physical and human features in their locality.</p> <p>To add labels to field sketches of their locality.</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> <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</p>

Newby and Scalby Primary Academy EY- Year 1 Transition Document

	<p>To use basic geographical vocabulary to refer to key physical features of their local area.</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>features on a map (up, down, near, far). To devise a simple map of school.</p>
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Newby and Scalby Primary Academy EY- Year 1 Transition Document

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>Floating and sinking investigation linked Snail and the Whale and other transport books</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>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>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> <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>

Newby and Scalby Primary Academy EY- Year 1 Transition Document

Art and Design	Responding to art	Sculpture and Form	Painting and Colour	Drawing line and tone	Printing, Pattern and Textiles
<p>Foundation Stage</p>	<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 – dry and wet</p>	<p>Self-serve painting area.</p> <p>A range of paints available.</p> <p>Colour mixing charts displayed.</p> <p>Large scale painting outside</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>
<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</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</p>

Newby and Scalby Primary Academy EY- Year 1 Transition Document

				<p>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>paper to create different effects in collage.</p>
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Newby and Scalby Primary Academy EY- Year 1 Transition Document

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

Newby and Scalby Primary Academy EY- Year 1 Transition Document

ICT	Teach Computing					
<p>Foundation Stage</p>	<p>Children are introduced to online safety.</p> <p>PANTS rule.</p> <p>Teacher models use and features of an interactive whiteboard</p>	<p>Children access the Notebook section on the interactive whiteboard 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</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>
<p>Year 1</p>	<p>Technology Around Us (Information Technology, Digital Literacy)</p>	<p>Digital Painting (Information Technology)</p>	<p>Moving a Robot (Computer Science, Digital Literacy)</p>	<p>Grouping Data (Information Technology, Digital Literacy)</p>	<p>Digital Writing (Information Technology, Digital Literacy)</p>	<p>Programming Animations (Computer Science, Digital Literacy)</p>

Newby and Scalby Primary Academy EY- Year 1 Transition Document

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>

Newby and Scalby Primary Academy EY- Year 1 Transition Document

<p>Year 1</p>	<p>Feeling special and safe.</p> <p>Being part of a class</p> <p>Rights and responsibilities</p> <p>Rewards and feeling proud.</p> <p>Consequences</p> <p>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</p> <p>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</p> <p>Differences in female and male bodies (correct terminology).</p> <p>Coping with change</p> <p>Transition</p>
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Newby and Scalby Primary Academy EY- Year 1 Transition Document

Music	Charanga					
<p>Foundation Stage</p>	<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>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>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>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>
<p>Year 1</p>	<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>

Newby and Scalby Primary Academy EY- Year 1 Transition Document

PE	Complete PE					
Foundation Stage	Locomotion: Walking and Jumping <ul style="list-style-type: none"> • Explore/develop walking • Explore walking in different pathways • Sustain walking • Explore marching • Apply walking into a game • Explore/develop jumping • Apply jumping into a game • Jumping for distance • Explore jumping high • Explore hopping 	Ball Skills Hands 1 <ul style="list-style-type: none"> • Explore pushing • Explore rolling • Explore bouncing • Explore bouncing into space • Combine pushing and rolling • Combine rolling, pushing and bouncing 	Gymnastics: High, Low, Over, Under <ul style="list-style-type: none"> • Introduction to high, low, over and under • Introduction to the apparatus • Applying high and low on apparatus 	Dance: Nursery Rhymes <ul style="list-style-type: none"> • Moving in sequence • Creating our own movements • Creating simple movement sequences • Responding in movement to words and music • Exploring contrasting tempos • Exploring character movements 	Ball Skills Feet <ul style="list-style-type: none"> • Explore moving with a ball using our feet • Develop moving with a ball using our feet • Understand dribbling • Develop dribbling against an opponent 	Games for Understanding <ul style="list-style-type: none"> • Taking turns/keeping the score • Understanding and playing by the rules • Avoiding a defender • Preventing an attacker from scoring <p style="text-align: center;">Sports Day Practice</p> <ul style="list-style-type: none"> • 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>						

Newby and Scalby Primary Academy EY- Year 1 Transition Document

<p>Year 1</p>	<p>Locomotion: Running</p> <ul style="list-style-type: none"> • Explore running • Apply running into a game • Explore running at different speeds • Running for speed: Acceleration • Explore running in a team • Consolidate running, apply running into a game <p>Gymnastics: Wide, Narrow, Curled</p> <ul style="list-style-type: none"> • Introduction to wide, narrow and curled • Exploring the difference between wide, narrow and curled • Transitioning between wide, narrow and curled movements 	<p>Ball Skills: Hands 1</p> <ul style="list-style-type: none"> • Introduce sending (bouncing) with control • Introduce aiming with accuracy • Introduce power and speed when sending a ball • Introduce/develop stopping, combining sending skills • Combine sending and receiving skills <p>Gymnastics: Body Parts</p> <ul style="list-style-type: none"> • Introduction to big/ small body parts • Combining big and small with wide, narrow and curled • Transition between wide narrow and curled using big and small body parts • Adding (linking) movements together 	<p>Ball Skills: Feet</p> <ul style="list-style-type: none"> • Develop moving the ball using the feet • Apply dribbling into games • Consolidate dribbling • Explore kicking (passing) • Apply kicking (passing) to score a point <p>Dance: Growing</p> <ul style="list-style-type: none"> • Responding to rhythm • Developing the growing plant 'dance' • Introduction to motifs • Creating motifs • Creating movement sequences • Relationships and performance 	<p>Ball Skills Hands 2</p> <ul style="list-style-type: none"> • Introduce throwing with accuracy • Apply throwing with accuracy in a team • Introduce stopping a ball • Develop sending (rolling) skills to score a point • Consolidate sending and stopping to win a game <p>Dance: The Zoo</p> <ul style="list-style-type: none"> • Exploring expression • Developing our movements, adding movements together • Responding to a rhythm: Introducing partner work • Creating an animal sequence motifs • Exploring relationships within our motifs 	<p>Locomotion: Jumping</p> <ul style="list-style-type: none"> • Recap jumping • Develop jumping • Explore how jumping affects our bodies • Explore skipping • Apply skipping and jumping into a game <p>Games for Understanding</p> <ul style="list-style-type: none"> • Understanding the principles of attack/defence • Applying attacking/defending principles into a game • Consolidate attacking/defending 	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> • Introduce and explore agility • Introduce and explore balance • Introduce and explore coordination: Bouncing, rolling and throwing <p>Sports Day Practice</p> <ul style="list-style-type: none"> • 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.
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| | <ul style="list-style-type: none">• Linking two movements together | | | | | |
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