

Church Preen Primary School

Early Years End Points

How we are preparing Reception children for KS1, through our subject curriculum, using the ELGs.

| KS1 Subject | | Curriculum Knowledge | Related Vocabulary |
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| Literacy | Reading & Comprehension | <ul style="list-style-type: none"> Recognise and say a sound for all Phonics Play phase 2 & 3 graphemes (including diagraphs and trigraphs). Independently blend to read Phonics Play phase 2, 3 & 4 words including CVCC, CCVC, CCVCC and CCCVCC – developing fluency. Independently recognise and read Phonics Play phase 2, 3 & 4 common exception words. Read aloud simple sentences including the above. Retell narratives including class stories such as Red Riding Hood, The Tiger Who Came to Tea, The Gingerbread Man, The Queen's Hat, Grandad's Island and The Bear and the Piano – anticipating key events and recognising vocabulary. Discuss features of non-fiction text, rhyme and poetry. Share ideas and knowledge of stories through role-play and drama. | <p>Grapheme – the written sound. Phoneme – the sound it makes when said. Diagraph – a sound with 2 letters. Trigraph – a sound with 3 letters. C – consonant V – vowel <i>Example – dog is a CVC word.</i> Common Exception Word (Tricky Word) – a word that cannot be blended easily.</p> |
| | Writing | <ul style="list-style-type: none"> Hold a pencil/writing instrument appropriately. Write all letters in the alphabet recognisably. Identify sounds in a given word and represent them with a letter. Write Phonics Play phase 2, 3 & 4 words including CVCC, CCVC, CCVCC, CCCVCC and common exception words. Use the above to write a simple phrase of sentence that can me read by themselves and by others. Form capital letters and use them correctly on most occasions. Use finger spaces and full stops in their writing. | <p>Story, Narrative, Title, Author, Illustrator Character, Setting, Poem, Rhyme, Fiction, Non-fiction, Facts, Images, Description, Alphabet, Sentence, Capital Letter, Full Stop, Finger Space</p> |

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| Maths | <ul style="list-style-type: none"> • Recognise and write numbers up to 20. • Begin to count beyond 20. • Subitising up to 5. • Understand and automatically recall number bonds to 5. • Understand and recognise number bonds to 10. • Understand addition and subtraction – begin to use the + - symbols. • Begin to understand doubling. • Begin to explore even and odd numbers. • Understand that quantities can be distributed equally. • Understand if a quantity is less than, more than, equal to – begin to use the < > = symbols. • Copy repeating patterns. • Measure length, mass and capacity using everyday objects. • Recognise 2D shapes and their properties. • Begin to recognise 3D shapes. | <p>Numeral – when a number is written.</p> <p>Number bonds – 2 numbers that are added together to make another.</p> <p><i>Example – 2 and 8 are number bonds to 10.</i></p> <p>Subitise – recognise a quantity without counting it.</p> <p>More, Less, Equal, Quantity, Length, Mass, Capacity, 2D Shape, 3D Shape, Properties, Addition, Subtraction, Odd, Even, Double, Repeating Pattern</p> |
| Science | <p><u>Ourselves</u></p> <ul style="list-style-type: none"> • Talk about features of the human body. • Talk about the 5 senses. • Talk about their family and the people around them. • Know some similarities and differences between themselves and others. • Discuss similarities between life in their country/community and other countries/communities. <p><u>Animals inc Humans</u></p> <ul style="list-style-type: none"> • Make observations about animals and draw pictures of them. • Know similarities and differences between different animals. • Know similarities and differences between contrasting habitats of animals. • Know that certain animals live in this country and certain animals live in different countries and understand the reasons why. <p><u>Everyday Materials</u></p> <ul style="list-style-type: none"> • Identify different materials including; wood, metal, glass, paper, plastic and fabric. • Identify features of materials by experimenting with texture and form. • Use materials for different functions. | <p>Human, Animal, Body, Senses, Smell, Hearing, Sight, Touch, Taste, Similarity, Difference, Family, Community, Country, Pets, Animals, Habitats, Materials, Texture, Function, Purpose, Melt, Freeze, Weather, Seasons, Grow, Decay, Lifecycle, Similar, Different, Vegetables, Fruit, Healthy, Plant, Growth, Stem, Bud, Leaf, Flower, Farmer</p> |

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| | <ul style="list-style-type: none"> • Understand why a particular material has been used for purpose. • Understand changing states of matter such as water melting and freezing. <u>Seasonal Changes</u> <ul style="list-style-type: none"> • Know some different types of weather. • Identify during which season different types of weather are likely to occur. • Understand the process of seasonal change such as leaves growing and falling off trees. • Know similarities and differences between the weather in their country compared to the weather in other countries. <u>Plants</u> <ul style="list-style-type: none"> • Understand changing states of matter such as growth and decay. • Begin to explore the lifecycle of a flower (or any plant). • Identify different fruits and vegetables. • Begin to understand how food is produced (farm to fork). • Understand the importance of healthy food choices. | |
| History | <u>Ourselfs (Science Topic)</u> <ul style="list-style-type: none"> • Understand how they have changed since they were a baby. • Know similarities and differences about themselves now and in the past. <u>Toys in the past</u> <ul style="list-style-type: none"> • Know some similarities and differences about toys now and in the past. <u>Great Explorers</u> <ul style="list-style-type: none"> • Understand the role and significance of explorers in society. • Know some similarities about recent explores (Ranulph Fiennes) and explorers from the past (Christopher Columbus). <u>Sappho (The city of Pompeii)</u> <ul style="list-style-type: none"> • Begin to understand why there may be conflict between people, culture and communities. • Know some similarities and differences between life now and in 79AD. • Make observations and drawings of a volcano. • Understand the important process of a volcano eruption and the changing state of matter that may follow. <u>WW1 – Charles</u> | Change, Grow, Age, Young, Old, Baby, Toddler, Child, Teenager, Adult, Past, Present, Toys, Explorer, Conflict, Volcano, Eruption, Local Area, War, Communication, Message, |

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| | <ul style="list-style-type: none"> • Identify and describe some of the ways in which the ways of life of children, members of their families and local communities changed in Britain during the First World War • Describe how horses and other animals inc carrier pigeons were used during the First World War • Know and understand some of the ways in which animals are used by the military, rescue and support services and organisations in Britain today. <p><u>Local History</u></p> <ul style="list-style-type: none"> • Describe the immediate environment they live in. • Know some similarities and differences between their locality now and in the past. • Begin to understand the people, culture and community in their locality. • Make observations about their locality using old texts and maps. | |
| Geography | <p><u>Where does my food come from?</u></p> <ul style="list-style-type: none"> • Understand why locally sourced food and free-range production are considered environmentally friendly and sustainable. <p><u>How does the geography of Kampong Ayer compare?</u></p> <ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries. • Draw information from a simple map. <p><u>How does the weather affect our lives?</u></p> <ul style="list-style-type: none"> • Know various types of weather. • Make observations and drawings of the weather. • Explain some similarities and differences between the weather in this country and the weather in other parts of the world. • Understand important processes (e.g. the sun dries the rain, a rainbow appears when the sun is shining while it's raining). • Explore the way the weather changes throughout each season. <p><u>Why don't penguins need to fly?</u></p> <ul style="list-style-type: none"> • Recognise that some environments are different from the one in which they live. <p><u>Why do we love to be beside the seaside?</u></p> <ul style="list-style-type: none"> • Talk about their own experience of visiting the seaside. • Explore similarities and differences between beaches in this country and in other countries. | Food, Free Range, Seasons, Change, Countries, World, Weather, Temperature, Coast, Beach, City, Countryside, Location |

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| | <ul style="list-style-type: none"> • Observe maps to determine where the beaches are located. • Make observations and drawings of the coast and the natural features of the coast. <p><u>Local Geography</u></p> <ul style="list-style-type: none"> • Describe the immediate environment they live in. • Make observations about their locality by using and creating maps. • Explore and make observations about the natural environment they live in. • Explain some similarities and differences between their locality and another (e.g. a city or a beach). | |
| Art | <ul style="list-style-type: none"> • Explore a variety of materials to create spiral shapes. • Experiment with the colour and design of spiral shapes. • Use a range of small tools (including paintbrushes) to create accurate spiral shapes. • Explore a variety of materials that can be used to print with. • Experiment with the form and function of these materials. • Design repeating patterns using print. • Experiment with materials to create a 3D sculpture. • Make observations and drawings. • Use tools safely to assemble a sculpture. • Learn about various artists and their role in society. • Experiment with colour-mixing using a variety of materials such as acrylic paint. • Explore a variety of materials that can be used to create a 3D building. • Share their artwork with others, explaining the process of design and creation. | Materials, Colour, Design, Tools, Spirals, Print, Accurate, Repeating Patterns, Sculpture, Observational Drawing, Artist, Experiment, Acrylic Paint, Process, Form, Function, Create, Model, Equipment, Assemble, Experiment, Safety, Mechanism, Slider, Structure, Free-Standing, Puppet, Textiles, Joining, Vehicle, Wheels, Axels, Healthy, Food Preparation, Peel, Chop, Grate, Slice, Squeeze, Cut |
| Design & Technology | <ul style="list-style-type: none"> • Experiment with form and function of different materials to create a simple slider for a card. • Design a card with a mechanism by experimenting with form and colour. • Make a model of a car garage or animal shelter as a free-standing structure. • Safely use tools effectively to assemble a model of a car garage or animal shelter as a free-standing structure. • Experiment with colour and texture to design a puppet. | |

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| | <ul style="list-style-type: none"> • Safely use cutting and sewing tools to assemble a fabric puppet. • Experiment with form and function of different materials to create a vehicle with wheels. • Make use of D&T projects as props during role play activities. • Share their D&T projects with others, explaining the process of design and creation. • Prepare fruit and vegetables by safely experimenting with different tools. • Explore the importance of healthy food choices. | |
| Computing | <ul style="list-style-type: none"> • Explore the keyboard on an iPad or laptop/computer. • Experiment with digital drawing on a device. • Share creations made on a device and begin to explain the process used. • Listen to stories that foster an understanding of our technologically diverse world. | Device, Technology, iPad, Laptop, Keyboard, Digital Writing, Digital Drawing, Process |
| PSHE | <p><u>Being Me In My World</u></p> <ul style="list-style-type: none"> • Talk about interests and have an awareness of own feelings. • Show sensitivity toward the feelings of others. • Understand the difference between right and wrong. • Know how to behave appropriately and kindly. • Understand the importance of perseverance and resilience. • Understand that everyone has similarities and difference. <p><u>Celebrating Difference</u></p> <ul style="list-style-type: none"> • Talk about their families and the lives of people around them. • Form attachments and friendships with adults and peers. • Talk about their home and compare with their peers. <p><u>Dreams & Goals</u></p> <ul style="list-style-type: none"> • Understand that there are various important roles within society. • Talk about things they enjoy and feel they are good at. • Talk about things they do not enjoy and find difficult. • Begin to set simple goals for themselves and take the necessary steps to achieve them. <p><u>Healthy Me</u></p> <ul style="list-style-type: none"> • Understand the importance of safety. • Manage their own needs (e.g. going to the toilet, washing their hands, getting dressed for PE if necessary). | Feelings, Sensitive, Interests, Right & Wrong, Appropriate, Perseverance, Resilience, Differences, Similarities, Family, Friends, Relationships, Goals, Challenge, Safety, Hygiene, Healthy, Change, Fear, Worry |

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| | <ul style="list-style-type: none"> • Talk about healthy food choices – know some foods that are good for us and not so good. • Work with peers to keep the classroom tidy. <p><u>Relationships</u></p> <ul style="list-style-type: none"> • Form friendships with peers. • Play co-operatively and participate in discussions with adults and peers. • Know some people in their life they share important relationships with. • Talk about friends, family and other relationships they share. • Know how to treat others in order to form and maintain positive relationships. <p><u>Changing Me</u></p> <ul style="list-style-type: none"> • Talk about ways they have changed as they have gotten older. • Talk about ways to manage fear and worry. | |
| Music | <ul style="list-style-type: none"> • Learn new songs related to various topics from Music Express including <i>seasons, our bodies</i> and <i>travel</i>. • Experiment with instruments. • Know a wide range of nursery rhymes and songs. • Perform various songs during assembly and church services. • Understand, discuss and perform rhymes and poems within Literacy and Music lessons. • Begin moving in-time with music during Music and PE (Dance) lessons. | Music, Songs, Instruments, Rhyme, Poem, Perform, Dance, Move, In-time, Rhythm |
| RE | <ul style="list-style-type: none"> • Learn about key stories and concepts within Christianity e.g. Creation, Incarnation and Salvation. • Demonstrate an understanding of stories from the bible by retelling them in their own words. • Adapt and recount bible stories with peers and their teacher. • Know some similarities and differences between special places of worship for various religions. • Know some similarities and differences between the way communities celebrate events and holidays. • Draw on their own experience of religious practice after visiting Hughley or Church Preen Churches for services. | Religion, Creation, Incarnation, Salvation, Culture, Community, Worship |
| PE | <ul style="list-style-type: none"> • Develop ball skills by bouncing, throwing, kicking and rolling. | Ball Skills, Throw, Kick, Roll, Catch, Co-ordination, Balance, Strength, Dance, |

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| | <ul style="list-style-type: none"> • Demonstrate co-ordination by catching balls thrown by themselves and by others. • Demonstrate balance during dance, gymnastics and yoga. • Demonstrate strength when accessing the climbing frame on the playground. • Adapt and invent dances – beginning to move in time with the music. • Negotiate space safely during PE games and playtime on the playground. • Consider obstacles during outdoor games and consider their safety and the safety of others. | Gymnastics, Yoga, Adapt, Invent, Move, Safety, Obstacles |
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