



# Early Years to Year 1 Curriculum Transition Framework

Thames Ditton Infant School 2025-26

This framework provides a detailed mapping between the EYFS Early Learning Goals (ELGs), the knowledge and skills that support readiness for Key Stage 1, and the Year 1 National Curriculum objectives.

## 1. English — Early Reading

EYFS Early Learning Goal (ELG)	KS1 Readiness (Reception → Year 1)	Year 1 National Curriculum Objective
<p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<ul style="list-style-type: none"> <li>• Secure Phase 4 phonic knowledge (Little Wandle): short vowels with adjacent consonants, CVCC/CCVC/CCVCC/CCCVC/CCCVCC, longer and compound words.</li> <li>• Automatic recognition of Reception common exception / tricky words (is, the, put, pull, said, so, have, like, come, there, when, etc.).</li> <li>• Fluent decoding of books matched to phonic knowledge; rereading for fluency and expression.</li> <li>• Applies phonics to read labels, captions, environmental print and simple instructions.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as the route to decode words.</li> <li>• Respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes.</li> <li>• Read accurately by blending sounds in words containing GPCs that have been taught.</li> <li>• Read common exception words, noting unusual correspondences between spelling and sound.</li> <li>• Read words containing taught GPCs and -s, -es, -ing, -ed, -er, -est endings.</li> <li>• Read words of more than one syllable that contain taught GPCs.</li> <li>• Read contractions (e.g. I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).</li> <li>• Read aloud accurately books consistent with their phonic knowledge.</li> </ul>
<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to and joins in with a wide range of stories, rhymes, poems and non-fiction.</li> <li>• Retells familiar stories using story maps, sequencing and drama (Talk for Writing / Drawing Club).</li> <li>• Makes predictions and simple inferences about characters and events.</li> <li>• Uses topic vocabulary accurately in discussion (e.g. 'deciduous', 'habitat', 'ingredient').</li> <li>• Engages with non-fiction to find information.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</li> <li>• Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li> <li>• Recognise and join in with predictable phrases.</li> <li>• Learn to appreciate rhymes and poems, and to recite some by heart.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Discuss word meanings, linking new meanings to those already known.</li> <li>• Draw on what they already know and on background information and vocabulary provided by the teacher.</li> <li>• Check that the text makes sense to them as they read and correct inaccurate reading.</li> <li>• Discuss the significance of the title and events.</li> <li>• Make inferences on the basis of what is being said and done; predict what might happen on the basis of what has been read so far.</li> <li>• Participate in discussion about what is read to them, taking turns and listening to what others say.</li> </ul>

## 2. English — Early Writing

EYFS Early Learning Goal (ELG)	KS1 Readiness (Reception → Year 1)	Year 1 National Curriculum Objective
<p><b>Writing (ELG)</b></p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>	<ul style="list-style-type: none"> <li>• Holds a pencil using the tripod grip in almost all cases (KFKS 6).</li> <li>• Forms all lower-case letters and most capital letters correctly, with awareness of the letter families (curly, long, bouncy, zig-zag).</li> <li>• Uses finger spaces between words independently; uses capital letters and full stops with increasing accuracy.</li> <li>• Spells using Phase 2–4 phonics and a growing bank of tricky words (KFKS 9).</li> <li>• Writes for purpose — lists, labels, captions, invitations, short narratives — and re-reads to check meaning.</li> <li>• Oral composition is secure — rehearses a sentence mentally before writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>• Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>• Form capital letters.</li> <li>• Form digits 0–9.</li> <li>• Understand which letters belong to which handwriting 'families' and practise these.</li> <li>• Spell words containing each of the 40+ phonemes already taught.</li> <li>• Spell common exception words.</li> <li>• Spell the days of the week.</li> <li>• Name the letters of the alphabet in order; use letter names to distinguish between alternative spellings of the same sound.</li> <li>• Add prefixes and suffixes: using -s and -es as plural markers; using -ing, -ed, -er and -est where no change is needed in the spelling of root words; using the prefix un-.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Apply simple spelling rules and guidance (English Appendix 1).</li> <li>• Write from memory simple sentences dictated by the teacher.</li> </ul>
<p><b>Speaking, Listening &amp; Composition (ELG)</b></p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Articulates ideas in coherent, sequenced narratives (Colourful Semantics / Drawing Club).</li> <li>• Uses connectives 'and', 'because', 'but' to link ideas orally and in writing.</li> <li>• Composes a sentence orally before writing it; holds a short caption or sentence in memory.</li> <li>• Joins in group discussions, waiting turn and listening to others.</li> <li>• Re-reads own writing to check that it makes sense.</li> </ul>	<ul style="list-style-type: none"> <li>• Say out loud what they are going to write about.</li> <li>• Compose a sentence orally before writing it.</li> <li>• Sequence sentences to form short narratives.</li> <li>• Re-read what they have written to check that it makes sense.</li> <li>• Discuss what they have written with the teacher or other pupils.</li> <li>• Read their writing aloud clearly enough to be heard by their peers and the teacher.</li> <li>• Leave spaces between words; join words and joining clauses using 'and'.</li> <li>• Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</li> <li>• Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</li> <li>• Learn the grammar for Year 1 as set out in English Appendix 2.</li> </ul>

### 3. Mathematics

EYFS Early Learning Goal (ELG)	KS1 Readiness (Reception → Year 1)	Year 1 National Curriculum Objective
<p><b>Number (ELG)</b></p> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number.</li> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul>	<ul style="list-style-type: none"> <li>• Counts confidently to 20 and beyond; recognises the pattern of the counting system (White Rose Summer Block 1: To 20 and beyond).</li> <li>• Composes and decomposes numbers to 10 flexibly using part-whole models and ten frames.</li> <li>• Recalls bonds to 10 automatically, including doubles (KFKS 10).</li> <li>• Forms all numerals 0–9 correctly (KFKS 7).</li> </ul>	<ul style="list-style-type: none"> <li>• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</li> <li>• Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s.</li> <li>• Given a number, identify one more and one less.</li> <li>• Identify and represent numbers using objects and pictorial representations, including the number line.</li> <li>• Use the language of: equal to, more than, less than (fewer), most, least.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Shares and groups objects in real contexts (White Rose Summer Block 4: Sharing and grouping).</li> <li>• Uses 'one more / one less' confidently within 10 and begins to apply it within 20.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and write numbers from 1 to 20 in numerals and words.</li> <li>• Represent and use number bonds and related subtraction facts within 20.</li> <li>• Add and subtract one-digit and two-digit numbers to 20, including zero.</li> <li>• Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math>.</li> <li>• 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.</li> <li>• Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</li> <li>• Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</li> </ul>
<p><b>Numerical Patterns (ELG)</b></p> <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	<ul style="list-style-type: none"> <li>• Compares quantities up to 10 using equal, greater, less, most, least.</li> <li>• Creates, continues and describes complex and growing repeating patterns.</li> <li>• Sequences daily events and uses time language (yesterday, today, tomorrow, before, after, next).</li> <li>• Compares length, weight and capacity using direct comparison and simple non-standard units.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare, describe and solve practical problems for: lengths and heights (long/short, taller/shorter); mass/weight; capacity and volume; time (quicker, slower, earlier, later).</li> <li>• Measure and begin to record lengths and heights; mass/weight; capacity and volume; time (hours, minutes, seconds).</li> <li>• Recognise and know the value of different denominations of coins and notes.</li> <li>• Sequence events in chronological order using language such as before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening.</li> <li>• Recognise and use language relating to dates, including days of the week, weeks, months and years.</li> <li>• Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li> </ul>
<p><b>Shape, Space &amp; Measure</b></p> <ul style="list-style-type: none"> <li>• Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies and names common 2-D and 3-D shapes (White Rose: Circles and triangles, Shapes with 4 sides, Explore 3-D shape).</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and name common 2-D shapes, including rectangles (including squares), circles and triangles.</li> </ul>

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<ul style="list-style-type: none"> <li>• (Children compose and decompose shapes, recognising that a shape can have other shapes within it.)</li> <li>• (Continue, copy and create repeating patterns; compare length, weight and capacity.)</li> </ul>	<ul style="list-style-type: none"> <li>• Visualises, builds and maps simple models (Summer Block 5).</li> <li>• Uses positional language (in, on, under, next to, behind).</li> <li>• Composes and decomposes shapes – sees that shapes can contain other shapes (Summer Block 3).</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and name common 3-D shapes, including cuboids (including cubes), pyramids and spheres.</li> <li>• Describe position, direction and movement, including whole, half, quarter and three-quarter turns.</li> </ul>

## 4. Science

EYFS Early Learning Goal (ELG)	KS1 Readiness (Reception → Year 1)	Year 1 National Curriculum Objective
<p><b>Working Scientifically (drawn from C&amp;L and UW ELGs)</b></p> <ul style="list-style-type: none"> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<ul style="list-style-type: none"> <li>• Asks 'why' and 'how' questions during hands-on explorations.</li> <li>• Observes closely using hand lenses, simple weighing scales and measuring jugs during continuous provision.</li> <li>• Describes what they see, hear and feel while outside (Forest School / outdoor provision).</li> <li>• Predicts and tests simple ideas (e.g. 'What will happen to the ice? What floats and sinks?').</li> <li>• Sorts and groups objects by observable properties (colour, size, texture, material).</li> </ul>	<ul style="list-style-type: none"> <li>• Ask simple questions and recognise that they can be answered in different ways.</li> <li>• Observe closely, using simple equipment.</li> <li>• Perform simple tests.</li> <li>• Identify and classify.</li> <li>• Use their observations and ideas to suggest answers to questions.</li> <li>• Gather and record data to help in answering questions.</li> </ul>
<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of plants.</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments.</li> </ul>	<ul style="list-style-type: none"> <li>• Plants and observes the growth of seeds and bulbs (Summer topic: Growing).</li> <li>• Names common plants and trees in the school grounds.</li> <li>• Distinguishes the trunk, branches, leaves, roots of a tree; describes what plants need to grow.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>• Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>
<p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals.</li> </ul>	<ul style="list-style-type: none"> <li>• Observes and draws familiar animals and minibeasts; cares for class animals / caterpillars / frogspawn.</li> <li>• Names common parts of the human body; links body parts to the senses (e.g. eyes – sight).</li> <li>• Understands life cycles of a frog/butterfly through observation.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li> <li>• Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> </ul>

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	<ul style="list-style-type: none"> <li>Begins to group animals (fish, birds, mammals, minibeasts).</li> </ul>	<ul style="list-style-type: none"> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</li> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>
<b>Everyday Materials</b> <ul style="list-style-type: none"> <li>(Drawn from UW: understand important processes and changes in the natural world, including changing states of matter.)</li> </ul>	<ul style="list-style-type: none"> <li>Handles and describes a range of materials (wood, plastic, metal, fabric, paper, rubber).</li> <li>Investigates what happens when materials are heated or cooled (ice, chocolate, baking).</li> <li>Sorts materials by observable properties (hard/soft, smooth/rough, bendy/rigid).</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between an object and the material from which it is made.</li> <li>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</li> <li>Describe the simple physical properties of a variety of everyday materials.</li> <li>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>
<b>Seasonal Changes</b> <ul style="list-style-type: none"> <li>Understand some important processes and changes in the natural world around them, including the seasons.</li> </ul>	<ul style="list-style-type: none"> <li>Observes and draws the same outdoor location across each half-term to notice seasonal change.</li> <li>Describes daily weather; links weather to the time of year.</li> <li>Talks about the length of day (lighter / darker).</li> </ul>	<ul style="list-style-type: none"> <li>Observe changes across the four seasons.</li> <li>Observe and describe weather associated with the seasons and how day length varies.</li> </ul>

## 5. History

EYFS Early Learning Goal (ELG)	KS1 Readiness (Reception → Year 1)	Year 1 National Curriculum Objective
<b>Past and Present (ELG)</b> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>Uses language of time: yesterday, last week, long ago, a long time ago.</li> <li>Sequences events from own life (baby → now) and from familiar stories on a simple timeline.</li> <li>Talks about significant individuals and community helpers.</li> <li>Compares toys, homes or transport from the past with those of today.</li> </ul>	<ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>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).</li> <li>The lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul>

EYFS Early Learning Goal (ELG)	KS1 Readiness (Reception → Year 1)	Year 1 National Curriculum Objective
	<ul style="list-style-type: none"> <li>• Draws on the Autumn 2 topic 'Long long ago' to build a sense of past.</li> </ul>	<p>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 Florence Nightingale and Edith Cavell).</p> <ul style="list-style-type: none"> <li>• Significant historical events, people and places in their own locality.</li> </ul>

## 6. Geography

EYFS Early Learning Goal (ELG)	KS1 Readiness (Reception → Year 1)	Year 1 National Curriculum Objective
<p><b>People, Culture &amp; Communities / Natural World (ELG)</b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• 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.</li> <li>• 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.</li> <li>• Recognise some environments that are different to the one in which they live.</li> </ul>	<ul style="list-style-type: none"> <li>• Knows where they live and describes the route to school.</li> <li>• Identifies natural and human-made features in the local environment.</li> <li>• Follows and creates simple maps of the classroom, school grounds and familiar stories.</li> <li>• Uses simple positional and directional language (near, far, up, down, left, right).</li> <li>• Compares their locality with a contrasting place encountered in stories or non-fiction (e.g. a hot country, a cold country, a city, the seaside).</li> </ul>	<ul style="list-style-type: none"> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>• Name and locate the world's seven continents and five oceans.</li> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</li> <li>• 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.</li> <li>• Use basic geographical vocabulary to refer to key physical features (including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather) and key human features (including: city, town, village, factory, farm, house, office, port, harbour and shop).</li> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> </ul>

EYFS Early Learning Goal (ELG)	KS1 Readiness (Reception → Year 1)	Year 1 National Curriculum Objective
		<ul style="list-style-type: none"> <li>• Use simple compass directions (north, south, east and west) and locational and directional language (near and far; left and right) to describe the location of features and routes on a map.</li> <li>• 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.</li> <li>• 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.</li> </ul>

## 7. Computing

**Note:** computing is not referenced in the EYFS statutory framework as a discrete area. The ELG column below draws on Understanding the World and Physical Development as bridging context.

EYFS Early Learning Goal (ELG)	KS1 Readiness (Reception → Year 1)	Year 1 National Curriculum Objective
<p><b>EYFS bridging context</b></p> <ul style="list-style-type: none"> <li>• (UW) Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• (PD) Develop their small-motor skills so they can use a range of tools competently, safely and confidently.</li> <li>• Explore how things work and why they might happen; use simple tools and devices with purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses iPad / classroom devices to take photographs of their own work and to record their learning.</li> <li>• Uses age-appropriate programmable toys (e.g. Bee-Bots) to give simple directional instructions – forwards, backwards, turn.</li> <li>• Begins to understand cause and effect with input devices (mouse, touchscreen).</li> <li>• Recognises some uses of technology at school and at home.</li> <li>• Understands the basics of online safety: 'tell a trusted adult if something worries you'.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</li> <li>• Create and debug simple programs.</li> <li>• Use logical reasoning to predict the behaviour of simple programs.</li> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>• Recognise common uses of information technology beyond school.</li> <li>• Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>

## 8. Art and Design

EYFS Early Learning Goal (ELG)	KS1 Readiness (Reception → Year 1)	Year 1 National Curriculum Objective
<p><b>Creating with Materials (ELG)</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a range of drawing and painting tools with growing control (pencils, brushes, pastels, chalks).</li> <li>• Mixes primary colours to make secondary colours; explores warm and cool colours.</li> <li>• Creates printed patterns using textures and everyday objects.</li> <li>• Joins materials using tape, glue, treasury tags and simple fixings; uses scissors accurately (KFKS 8).</li> <li>• Observational drawing – plants, minibeasts, self-portraits.</li> <li>• Talks about their own work and the work of others, including simple responses to artists studied (e.g. Van Gogh, Kandinsky, Yayoi Kusama).</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of materials creatively to design and make products.</li> <li>• Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>• Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>• Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>

## 9. Design and Technology

EYFS Early Learning Goal (ELG)	KS1 Readiness (Reception → Year 1)	Year 1 National Curriculum Objective
<p><b>Creating with Materials / Physical (ELG)</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• (PD) Develop their small-motor skills so that they can use a range of tools competently, safely and confidently.</li> </ul>	<ul style="list-style-type: none"> <li>• Designs and builds models using construction kits, boxes and junk modelling (e.g. vehicles for the 'Off we go' topic).</li> <li>• Chooses appropriate materials and tools for a purpose; explains choices.</li> <li>• Joins materials using tape, glue, split pins and simple fixings.</li> <li>• Participates in simple food preparation – chopping, mixing, spreading – with appropriate tools and hygiene routines.</li> <li>• Evaluates own creations against a simple purpose ('Does it work? How could it be better?').</li> </ul>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).</li> <li>• Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Explore and evaluate a range of existing products.</li> </ul>

EYFS Early Learning Goal (ELG)	KS1 Readiness (Reception → Year 1)	Year 1 National Curriculum Objective
		<ul style="list-style-type: none"> <li>Evaluate their ideas and products against design criteria.</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>Build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>Explore and use mechanisms (for example, levers, sliders, wheels and axles) in their products.</li> </ul> <p><b>Cooking and nutrition</b></p> <ul style="list-style-type: none"> <li>Use the basic principles of a healthy and varied diet to prepare dishes.</li> <li>Understand where food comes from.</li> </ul>

## 10. Physical Education

EYFS Early Learning Goal (ELG)	KS1 Readiness (Reception → Year 1)	Year 1 National Curriculum Objective
<p><b>Gross Motor Skills (ELG)</b></p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<ul style="list-style-type: none"> <li>Uses a range of large and small apparatus indoors and outside, alone and in a group, confidently and independently.</li> <li>Combines different movements with ease and fluency.</li> <li>Throws, catches, kicks, passes, bats and aims with accuracy and control (Primary PE Planning).</li> <li>Shows agility and coordination in games that include attacking and defending elements.</li> <li>Participates in performance dance – combining taught movements (Superhero Dance; 'Off we go' dance).</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Participate in team games, developing simple tactics for attacking and defending.</li> <li>Perform dances using simple movement patterns.</li> </ul>
<p><b>Fine Motor Skills (ELG)</b></p> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>	<ul style="list-style-type: none"> <li>Consolidates tripod grip (KFKS 6).</li> <li>Uses scissors confidently on curved and straight lines (KFKS 8).</li> <li>Maintains a comfortable writing position with good posture independently.</li> <li>Foundations of a fast, accurate, efficient handwriting style.</li> </ul>	<ul style="list-style-type: none"> <li>(Fine motor development continues as the foundation for Year 1 handwriting – see English section for letter-formation objectives from the statutory programme of study.)</li> </ul>

## 11. Music

EYFS Early Learning Goal (ELG)	KS1 Readiness (Reception → Year 1)	Year 1 National Curriculum Objective
<p><b>Being Imaginative and Expressive (ELG)</b></p> <ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Sings a bank of nursery rhymes and songs confidently, mostly matching pitch and following simple melodies.</li> <li>• Listens attentively, moves to and talks about music, expressing feelings and responses with detail.</li> <li>• Explores and engages in music-making and dance, performing solo or in groups (end-of-year Music Festival / performance).</li> <li>• Uses body percussion and classroom untuned instruments (shakers, drums, claves) to keep a steady pulse.</li> <li>• Distinguishes loud / quiet, fast / slow, high / low.</li> </ul>	<ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>• Play tuned and untuned instruments musically.</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>• Experiment with, create, select and combine sounds using the interrelated dimensions of music.</li> </ul>

## 12. PSHE / RSHE (statutory Relationships and Health Education)

EYFS Early Learning Goal (ELG)	KS1 Readiness (Reception → Year 1)	Year 1 Statutory RSHE Content
<p><b>PSED — Self-Regulation, Managing Self &amp; Building Relationships (ELG)</b></p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> <li>• Work and play cooperatively and take turns with others; form positive attachments to adults and friendships</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a shared emotional vocabulary (e.g. Colour Monster / Zones of Regulation) to name feelings.</li> <li>• Uses simple self-regulation strategies (breathing, quiet space, asking for help).</li> <li>• Understands and follows classroom and playground rules independently.</li> <li>• Makes healthy choices at snack / lunch and understands why (linked to Jigsaw 'Healthy Me').</li> <li>• Cooperates confidently in larger groups; resolves minor disputes with minimal adult support.</li> <li>• Demonstrates transition-readiness: 'I can try something new and keep going if it feels hard.'</li> </ul>	<p><b>Relationships Education (statutory)</b></p> <ul style="list-style-type: none"> <li>• Families and people who care for me; the importance of respectful relationships.</li> <li>• Caring friendships; how to recognise and manage unkind behaviour.</li> <li>• Respectful relationships — the importance of courtesy and manners.</li> <li>• Online relationships — people we don't know online; asking a trusted adult for help.</li> <li>• Being safe — appropriate and inappropriate contact; knowing who to tell (linked to NSPCC PANTS).</li> </ul> <p><b>Health Education (statutory)</b></p> <ul style="list-style-type: none"> <li>• Mental wellbeing — recognising and talking about feelings.</li> <li>• Internet safety and harms — sensible amounts of screen time.</li> <li>• Physical health and fitness — importance of daily activity.</li> </ul>

EYFS Early Learning Goal (ELG)	KS1 Readiness (Reception → Year 1)	Year 1 Statutory RSHE Content
with peers; show sensitivity to their own and to others' needs.		<ul style="list-style-type: none"> <li>• Healthy eating — what constitutes a healthy diet.</li> <li>• Health and prevention — importance of sleep, sun safety, dental health.</li> <li>• Basic first aid — knowing how to call for help.</li> <li>• Changing adolescent body — not applicable in Year 1.</li> </ul>

### 13. Religious Education

**Note:** RE is taught in accordance with the locally agreed syllabus. The Year 1 column outlines the broad expectations typical of a KS1 RE syllabus; schools should align with their Surrey agreed syllabus.

EYFS Early Learning Goal (ELG)	KS1 Readiness (Reception → Year 1)	Year 1 RE (locally agreed syllabus)
<p><b>People, Culture &amp; Communities (ELG)</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Engages with half-termly RE units: Who am I, and where do I belong? · Why do we have celebrations? · What makes a place special? · What can we learn from stories? · What makes something special? · What makes our world wonderful?</li> <li>• Recognises festivals and celebrations from Christian, Hindu, Jewish and other traditions (Diwali, Christmas, Chinese New Year, Easter).</li> <li>• Talks about family customs, traditions and celebrations.</li> <li>• Knows that places of worship are special to the people who use them.</li> <li>• Recognises that different people believe different things.</li> </ul>	<p><b>Learning ABOUT religion</b></p> <ul style="list-style-type: none"> <li>• Name and talk about key festivals, stories and practices from at least Christianity and one other major world religion (typically Judaism or Islam in KS1).</li> <li>• Identify special books, buildings and objects associated with these religions (e.g. the Bible, the Torah, the Qur'an; church, synagogue, mosque).</li> <li>• Recognise that people express beliefs and values in a variety of ways.</li> </ul> <p><b>Learning FROM religion</b></p> <ul style="list-style-type: none"> <li>• Ask and respond to questions about the meaning of special stories, celebrations and symbols.</li> <li>• Reflect on their own experiences in the light of religious ideas (e.g. belonging, thankfulness, fairness).</li> <li>• Show respect for the beliefs and practices of others.</li> </ul>

### Appendix: Transition Practice at Thames Ditton Infants

The framework above sits alongside a set of transition practices designed to reduce 'curriculum cliff-edge' between Reception and Year 1.

### **Summer term in Reception**

- Gradual lengthening of teacher-directed sessions from 15–20 minutes towards 25–30 minutes.
- Year 1 'meet the teacher' visits and classroom tours.
- Jigsaw Unit 6 'Changing Me' addresses feelings about transition.
- End-of-year celebration and sharing of achievements.

### **Autumn term in Year 1**

- Play-based continuous provision is retained for at least the first half of Autumn 1, reducing gradually across the autumn term.
- Little Wandle phonics continues daily with the same structure children know from Reception.
- White Rose Maths continues as the core maths scheme – children recognise the models and language (part-whole, ten frames, stem sentences).
- Reception staff share individual pupil information (EYFS Profile, pupil passports, SEND plans)
- The Reception Curriculum Map and this Transition Framework are shared with Year 1 staff at the start of term.
- Emotional regulation strategies (Colour Monster, breathing, quiet space) continue into Year 1 (specific to each class depending on need)

### **Children with additional needs**

- Individual transition plans for SEND pupils include extra visits, social stories and photo books of the Year 1 classroom and adults.
- SENCo meetings with Reception and Year 1 teachers before the summer holidays.
- Continuation of agreed interventions (phonics 'keep up', blending groups, speech and language targets, occupational therapy).