

Supporting Transition from Reception to Year 1:

Mapping Curriculum Objectives

Use this document to support transition from Reception to Year 1, by recognising how the early learning goals feed into objectives from the Year 1 National Curriculum.

NC Subject	Relevant Early Learning Goals	Year 1 National Curriculum Objective
Maths Number	Mathematics: Number <ul style="list-style-type: none"> Children count reliably with numbers from 1 to 20. They place them in order. They say which number is one more or one less than a given number. 	Number and Place Value <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.
	Mathematics: Number <ul style="list-style-type: none"> Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. 	Addition and Subtraction <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 $7 = \square - 9$. Multiplication and Division <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.
Maths Shape, Space and Measures	Mathematics: Shape, Space and Measures <ul style="list-style-type: none"> Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. 	Measurement Compare, describe and solve practical problems for: <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) Measure and begin to record: <ul style="list-style-type: none"> lengths and heights mass/weight capacity and volume time (hours, minutes, seconds) <ul style="list-style-type: none"> 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. Position and Direction <ul style="list-style-type: none"> Describe position, directions and movements, including half, quarter and three-quarter turns.

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Maths Shape, Space and Measures Continued	Mathematics: Shape, Space and Measures <ul style="list-style-type: none"> • They recognise, create and describe patterns. • They explore characteristics of everyday objects and shapes and use mathematical language to describe them. 	Shape <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 Word Reading	Literacy: Reading <ul style="list-style-type: none"> • Children read and understand simple sentences. • They use phonic knowledge to decode regular words and read them aloud accurately. • They read some common irregular words. 	Reading <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. • 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	Communication and Language: Listening and Attention <ul style="list-style-type: none"> • They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Literacy: Reading <ul style="list-style-type: none"> • They demonstrate understanding when talking with others about what they have read. 	Comprehension Children should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by: <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. Understand both the books they can already read accurately and fluently and those they listen to by: <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; • explaining clearly their understanding of what is read to them.

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English Writing	Literacy: Writing <ul style="list-style-type: none"> Children use their phonic knowledge to write words in ways which match their spoken sounds. They write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. 	Transcription Spelling Children should be taught to spell: <ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught; common exception words; days of the week. Children should be taught to: <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). Composition Write sentences by: <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. As well as: <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. Vocabulary, Grammar and Punctuation Children should develop their understanding of the concepts set out in English Appendix 2 by: <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. Grammar Words <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. Sentences <ul style="list-style-type: none"> How words can combine to make sentences. Joining words and joining clauses using 'and'. Text <ul style="list-style-type: none"> Sequencing sentences to form short narratives. Punctuation <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.

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English Handwriting	Physical Development: Moving and Handling <ul style="list-style-type: none"> Children show good control and co-ordination in large and small movements. They handle equipment and tools effectively, including pencils for writing. 	Handwriting <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.
English Spoken Language	Communication and Language: Listening and Attention <ul style="list-style-type: none"> Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. Communication and Language: Understanding <ul style="list-style-type: none"> Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. Communication and Language: Speaking <ul style="list-style-type: none"> Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. 	<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, imaging 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.

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Science	Understanding the World: The World <ul style="list-style-type: none"> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes. 	Working Scientifically During year 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content. <ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests. Identifying and classifying. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions. Plants <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Animals, Including Humans <ul style="list-style-type: none"> Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of common animals (fish, amphibians, reptiles, birds and mammals, including pets.) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Everyday Materials <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. Seasonal Change <ul style="list-style-type: none"> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.
History	Understanding the World: People and Communities <ul style="list-style-type: none"> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. 	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. <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

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Geography	<p>Understanding the World: The World</p> <ul style="list-style-type: none"> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. 	<p>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.</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. 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.
Physical Education	<p>Physical Development: Moving and Handling</p> <ul style="list-style-type: none"> Children show good control and co-ordination in large and small movements. Children move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. <p>Physical Development: Health and Self-Care</p> <ul style="list-style-type: none"> Children know the importance for good health of physical exercise, and a healthy diet and talk about ways to keep healthy and safe. <p>Expressive Arts and Design: Exploring and Using Media and Materials</p> <ul style="list-style-type: none"> Children sing songs, make music and dance, and experiment with ways of changing them. <p>Expressive Arts and Design: Being Imaginative</p> <ul style="list-style-type: none"> They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. 	<p>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.</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.

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Art and Design	<p>Expressive Arts and Design: Exploring and Using Media and Materials</p> <ul style="list-style-type: none"> • They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <p>Expressive Arts and Design: Being Imaginative</p> <ul style="list-style-type: none"> • Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. • They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. 	<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. • 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.
Design and Technology	<p>Expressive Arts and Design: Exploring and Using Media and Materials</p> <ul style="list-style-type: none"> • They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <p>Expressive Arts and Design: Being Imaginative</p> <ul style="list-style-type: none"> • Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. • They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. <p>Physical Development: Health and Self-Care</p> <ul style="list-style-type: none"> • Children know the importance for good health of physical exercise, and a healthy diet and talk about ways to keep healthy and safe. 	<p>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.</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.
Computing	<p>Understanding the World: Technology</p> <ul style="list-style-type: none"> • Children recognise that a range of technology is used in places such as homes and schools. • They select and use technology for particular purposes. 	<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 content or contact on the internet or other online technology.

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Music	<p>Expressive Arts and Design: Exploring and Using Media and Materials</p> <ul style="list-style-type: none"> Children sing songs, make music and dance, and experiment with ways of changing them. <p>Expressive Arts and Design: Being Imaginative</p> <ul style="list-style-type: none"> They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. 	<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.
PSHE	<p>Personal, Social and Emotional Development: Making Relationships</p> <ul style="list-style-type: none"> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings. They form positive relationships with adults and other children. <p>Personal, Social and Emotional Development: Self-Confidence and Self-Awareness</p> <ul style="list-style-type: none"> Children are confident to try new activities. They can say why they like some activities more than others. They are confident to speak in a familiar group. They will talk about their ideas. They will choose the resources they need for their chosen activities. They say when they do or don't need help. <p>Personal, Social and Emotional Development: Managing Feelings and Behaviour</p> <ul style="list-style-type: none"> Children talk about how they and others show feelings. Children talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations. They take changes of routine in their stride. <p>Physical Development: Health and Self-Care</p> <ul style="list-style-type: none"> Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. 	Please refer to your school's Scheme of Learning for PSHE.