

# EYFS to KS1 Bridge (2025/2026)



## Playing and Exploring

**Children investigate and experience things and 'have a go'.**

- I can recognise that my actions have an effect on the world, so I like to repeat them.
- I can bring my own interests and fascinations into early years settings.
- I can guide my own thinking and actions by talking to myself as I play.
- I can respond to new experiences when they are brought to my attention.
- I can make independent choices.
- I can plan and think ahead about how I will play with objects.

## Active Learning

**Children concentrate and keep on trying if they encounter difficulties and enjoy achievements.**

- I can participate in routines.
- I can begin to predict sequences because I know routines.
- I can keep on trying when things are difficult.
- I can show goal directed behaviour.
- I can begin to correct my mistakes.

## Creating and Thinking Critically

**Children have and develop their own ideas, make links between ideas and develop strategies for doing things.**

- I can take part in simple pretend play.
- I can sort materials.
- I can review my progress as I try to achieve a goal and check how well I am doing.
- I can concentrate on achieving something that is important to me.
- I can feel confident about coming up with my own ideas.
- I can use pretend play to think beyond the 'here and now' and to understand another perspective. □ I can solve real problems.
- I can make more links between my ideas.

## Communication & Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

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## Early Reading

Organisation of knowledge	Learning to read	Reading to learn	Reading for enjoyment
<p><b>Nursery</b></p>	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing.</li> <li>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.</li> </ul>	<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>Use a wider range of vocabulary.</li> <li>Sing a large repertoire of songs.</li> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>Talk about what they see, using a wide vocabulary.</li> </ul>	<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>Enjoy listening to longer stories and can remember much of what happens.</li> </ul>

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<p style="text-align: center;"><b>Reception</b></p>	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known lettersound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read a few common exception words matched to the school's phonic programme.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul> <p><b>ELG: Comprehension</b></p> <ul style="list-style-type: none"> <li>• Anticipate (where appropriate) key events in stories.</li> </ul> <p><b>ELG: Word reading</b></p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and know at least 10 digraphs.</li> <li>• Read words consistent with their 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>	<p><b>Communication and Language</b> □ Engage in story times.</p> <ul style="list-style-type: none"> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Engage in non-fiction books.</li> </ul> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> </ul> <p><b>ELG: Language and communication</b></p> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions.</li> </ul> <p><b>ELG: 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>	<p><b>Communication and Language</b> □ Engage in story times.</p> <p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>• Develop storylines in their pretend play.</li> </ul> <p><b>ELG: Comprehension</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> </ul> <p><b>ELG: Past and Present</b></p> <ul style="list-style-type: none"> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul> <p><b>ELG: Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives with peers and their teachers</li> </ul>
<p style="text-align: center;"><b>KS1 Readiness Objective</b></p>	<ul style="list-style-type: none"> <li>□ Developing phonemic knowledge through Little Wandle Letters and Sounds and other phonic opportunities.</li> <li>□ Developing a knowledge of stories including rhyme and identify the rhyming words within them.</li> <li>□ Developing their skills and abilities to comprehend within familiar stories, and from pictures in illustrated stories.</li> </ul>	<ul style="list-style-type: none"> <li>□ Developing their skills and abilities in retelling familiar stories.</li> <li>□ Recognising that books have information that helps them to learn.</li> </ul>	<ul style="list-style-type: none"> <li>□ Routinely accessing picture books and stories.</li> <li>□ Listening to others expressively tell stories. Learning that stories and books can put them in imaginary worlds full of adventure and excitement.</li> </ul>

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## Early Writing

Organisation of knowledge	Learning to write	Writing to learn	Writing for enjoyment
<p><b>Nursery</b></p>	<p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> </ul> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>Use a comfortable grip with good control when holding pens and pencils.</li> <li>Show a preference for a dominant hand. <b>Literacy</b></li> </ul>	<ul style="list-style-type: none"> <li>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</li> <li>Write some or all of their name.</li> <li>Write some letters accurately.</li> </ul>	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>Engage in extended conversations about stories, learning new vocabulary.</li> </ul> <p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>Use drawing to represent ideas like movement or loud noises.</li> </ul>

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<p style="text-align: center;"><b>Reception</b></p>	<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>Form lower-case and capital letters correctly.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>Re-read what they have written to check that it makes sense.</li> </ul> <p><b>ELG: Fine motor skills</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> <p><b>ELG: Writing</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>		<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>Use new vocabulary through the day.</li> <li>Articulate their ideas and thoughts in wellformed sentences.</li> <li>Connect one idea to another using a range of connectives.</li> </ul> <p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>Develop storylines in their pretend play.</li> </ul> <p><b>ELG: Speaking</b></p> <ul style="list-style-type: none"> <li>Express their ideas and feelings about their experiences using full sentences, including the use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul> <p><b>ELG: Writing</b></p> <ul style="list-style-type: none"> <li>Write simple phrases and sentences that can be read by others.</li> </ul> <p><b>ELG: Past and present</b></p> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> </ul> <p><b>ELG: Being imaginative and expressive</b></p> <ul style="list-style-type: none"> <li>Invent, adapt and recount narratives with peers and their teachers.</li> </ul>
<p style="text-align: center;"><b>KS1 Readiness Objective</b></p>	<ul style="list-style-type: none"> <li>Holds pencils, pens and other marking making tools appropriately so that they can make marks in an increasingly controlled way.</li> <li>To explore language and vocabulary in stories and the environment, and begin to use them accurately when talking.</li> </ul>	<ul style="list-style-type: none"> <li>Write independently to communicate their thoughts and ideas about their lived experiences.</li> <li>Write words and sentences to help them to remember what they have done.</li> </ul>	<ul style="list-style-type: none"> <li>Have opportunities to make marks, and then to write about things in the world around them that they are inspired to write about.</li> </ul>

## Mathematics

<p style="text-align: center;"><b>Organisation of knowledge</b></p>	<p style="text-align: center;"><b>Number</b></p>	<p style="text-align: center;"><b>Measurement</b></p>	<p style="text-align: center;"><b>Geometry</b></p>
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<p style="text-align: center;"><b>Nursery</b></p>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>• Recite numbers past 5.</li> <li>• Say one number for each item in order: 1, 2, 3, 4, 5.</li> <li>• Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>• Show 'finger numbers' up to 5.</li> <li>• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>• Experiment with their own symbols and marks as well as numerals.</li> <li>• Solve real world mathematical problems with numbers up to 5.</li> <li>• Compare quantities using language: 'more than', 'fewer than'.</li> </ul>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>☐ Make comparisons between objects relating to size, length, weight and capacity.</li> </ul>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> <li>• Understand position through words alone – for example, "The bag is under the table," – with no pointing.</li> <li>• Describe a familiar route.</li> <li>• Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>• Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> <li>• Combine shapes to make new ones – an arch, a bigger triangle etc.</li> <li>• Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</li> <li>• Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>• Notice and correct an error in a repeating pattern.</li> <li>• Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul>
<p style="text-align: center;"><b>Reception</b></p>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Count objects, actions and sounds.</li> <li>• Subitise.</li> <li>• Link the number symbol (numeral) with its cardinal number value.</li> <li>• Count beyond ten.</li> <li>• Compare numbers.</li> <li>• Understand the 'one more than/ one less than' relationship between consecutive numbers.</li> <li>• Explore the composition of numbers to 10.</li> <li>• Automatically recall number bonds to 10.</li> </ul>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>☐ Compare weight, length and capacity.</li> </ul>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> <li>• Compose and decompose shapes so that children recognize a shape can have other shapes within it, just as numbers can.</li> <li>• Continue, copy and create repeating patterns.</li> </ul>

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	<b>ELG: Number</b>		
	<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> <p><b>ELG: Numerical Patterns</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>		
<b>KS1 Readiness Objective</b>	<ul style="list-style-type: none"> <li>• To count confidently.</li> <li>• To show a deep understanding of numbers up to 10.</li> <li>• To match numerals with a group of objects to show how many there are (up to 10).</li> <li>• To be able to identify relationships and patterns between numbers up to 10.</li> <li>• To show an awareness that numbers are made up of smaller numbers, exploring partitioning in different ways.</li> <li>• To add and subtract one in practical activities.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> To measure themselves and everyday objects using a mixture of non-standard and standard measurements.</li> <li><input type="checkbox"/> To develop spatial reasoning using measures. To begin to order and sequence events using everyday language related to time.</li> <li><input type="checkbox"/> To begin to measure time with timers (e.g. digital stopwatches and sand timers) and calendars. To explore the use of different measuring tools in everyday experiences and play.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> To use informal language (e.g. heart-shaped, hand-shaped) and some mathematical language to describe shapes around them. To use spatial language, including following and giving directions, using relative terms. To develop spatial reasoning with shape and space.</li> <li><input type="checkbox"/> To compose and decompose shapes, and understanding which shapes can combine together to make another shape.</li> </ul>

# EYFS to KS1 Bridge (2025/2026)



## Science

Organisation of knowledge	Working Scientifically	Plants	Animals including humans	Everyday Materials	Seasonal Change
<p><b>Nursery</b></p>	<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>Use a wider range of vocabulary.</li> <li>Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.</li> <li>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</li> </ul> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>Talk about what they see, using a wide vocabulary.</li> </ul>	<p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>Make healthy choices about food, drink, activity and tooth brushing.</li> </ul> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>Plant seeds and care for growing plants.</li> <li>Understand the key features of the life cycle of a plant and an animal.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul>		<p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials.</li> <li>Explore collections of materials with similar and/or different properties.</li> <li>Explore and talk about different forces they can feel.</li> <li>Talk about the differences between materials and changes they notice</li> </ul>	

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<p style="text-align: center;"><b>Reception</b></p>	<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>Learn new vocabulary.</li> <li>Use new vocabulary throughout the day.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Use talk to help work out problems, and organise thinking and activities, and to explain how things work and why they might happen.</li> </ul> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. <b>ELG: Listening, Attention and Understanding</b></li> </ul>	<p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian.</li> </ul> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Explore the natural world around them.</li> <li>Recognise some environments that are different to the one in which they live.</li> </ul> <p><b>ELG: The Natural World</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of plants and animals.</li> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> </ul> <p><b>ELG: Speaking</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> </ul>	<p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>Describe what they see, hear and feel whilst outside.</li> <li>Recognise some environments that are different to the one in which they live.</li> <li>Understand the effect of changing seasons on the natural world around them.</li> </ul> <p><b>ELG: The Natural World</b></p> <ul style="list-style-type: none"> <li>Understand some important processes and changes in the natural world, including the seasons and changing states of matter.</li> </ul> <p><b>ELG: Speaking</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> </ul>
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	<ul style="list-style-type: none"> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> </ul> <p><b>ELG: Speaking</b></p> <ul style="list-style-type: none"> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul> <p><b>ELG: Fine motor skills</b></p> <ul style="list-style-type: none"> <li>• Use a range of small tools, including scissors, paint brushes and cutlery.</li> </ul> <p><b>ELG: Managing Self</b></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> </ul> <p><b>ELG: Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> </ul>				
<p><b>KS1 Readiness Objective</b></p>	<ul style="list-style-type: none"> <li>• To feel confident to answer simple questions about observable properties of objects and people, animals and plants around them.</li> <li>• To compare objects in their environment and talk about similarities and differences.</li> <li>• To ask questions about the world around them, and seek to find their own answers.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> To know what a plant is. To know what a flower is.</li> <li><input type="checkbox"/> To know where you see plants.</li> <li><input type="checkbox"/> To describe different plants and flowers.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> To know what an animal is.</li> <li><input type="checkbox"/> To recognise and name a variety of different animals.</li> <li><input type="checkbox"/> To know the names of different body parts of humans and animals they have experience of.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> To recognise that different everyday objects are made from different materials.</li> <li><input type="checkbox"/> To describe how different objects look and feel.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> To know about different types of weather. To observe changes in trees and plants as the seasons progress.</li> </ul>

# EYFS to KS1 Bridge (2025/2026)



## Computing

Organisation of knowledge	Safe, effective and competent use of technology Personal use, devices, safety	Computer science and coding Algorithms, programming	Using information effectively Personal information, software/application knowledge
<p><b>Nursery</b></p>	<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>• Pay attention to more than one thing at a time, which can be difficult.</li> <li>• Use a wider range of vocabulary.</li> <li>• Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.</li> </ul> <p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Remember rules without needing an adult to remind them.</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.</li> <li>• Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>• Notice and correct an error in a repeating pattern.</li> </ul> <p>Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’</p>		

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<p><b>Reception</b></p>	<p><b>Communication and Language</b> □ Learn new vocabulary. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p><b>Mathematics</b> Continue, copy and create repeating patterns.</p> <p><b>ELG: Speaking</b> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p><b>Self-Regulation</b> Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <b>ELG: Managing Self</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p><b>ELG: Building Relationships</b> Work and play cooperatively and take turns with others.</p>		
<p><b>KS1 Readiness Objective</b></p>	<ul style="list-style-type: none"> <li>• Awareness of different technologies in and out of school.</li> <li>• Awareness of the cause and effect of technology.</li> <li>• Awareness of digital storage of information- photography, digital writing and research information.</li> <li>• Awareness of input and outputs of devices</li> <li>• Can use technology to express creatively and constructively.</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of the cause and effect of technology.</li> <li>• Awareness of digital storage of information- photography, digital writing and research information.</li> <li>• Awareness of input and outputs of devices.</li> <li>• Can use technology to express creatively and constructively.</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of different technologies in and out of school.</li> <li>• Awareness of the cause and effect of technology.</li> <li>• Awareness of digital storage of information- photography, digital writing and research information.</li> <li>• Awareness of input and outputs of devices.</li> <li>• Can use technology to express creatively and constructively.</li> </ul>

## Design Technology

<p><b>Organisation of knowledge</b></p>	<p><b>Design</b></p>	<p><b>Make</b></p>	<p><b>Evaluate</b></p>	<p><b>Structures</b></p>	<p><b>Food</b></p>
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<p style="text-align: center;"><b>Nursery</b></p>	<p>them.</p> <p><b>Personal, Social and Emotional Development</b> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Make healthy choices about food, drink, activity and tooth brushing. <b>Physical Development</b> Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p> <p><b>Understanding the World</b> Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. □ Explore how things work.</p> <p><b>Expressive Arts and Design</b> Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Explore colour and colour-mixing</p>				
<p style="text-align: center;"><b>Reception</b></p>	<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> </ul> <p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> </ul> <p><b>ELG: Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> </ul> <p><b>ELG: Creating with Materials</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> </ul>				
<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> </ul>	<p><b>ELG: Managing Self</b></p> <ul style="list-style-type: none"> <li>□ Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> </ul>	<p><b>ELG: Speaking</b></p> <ul style="list-style-type: none"> <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>		<p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>□ Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time,</li> </ul>	

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	<ul style="list-style-type: none"> <li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> </ul> <p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>Think about the perspective of others.</li> </ul> <p><b>ELG: Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>ELG: Speaking</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> </ul> <p><b>ELG: Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> </ul>		<p><b>ELG: Creating with Materials</b></p> <ul style="list-style-type: none"> <li>Share their creations, explaining the process they have used.</li> </ul>		<p>having a good sleep routine, being a safe pedestrian.</p> <p><b>ELG: Managing Self</b></p> <ul style="list-style-type: none"> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>
<p><b>KS1 Readiness Objective</b></p>	<ul style="list-style-type: none"> <li>To describe something they want to make / build / construct.</li> <li>To say who they are making / building / constructing for.</li> <li>To talk about what materials they are going to use when making / building /</li> </ul>	<ul style="list-style-type: none"> <li>To make / build / construct objects using a variety of materials. To join materials together when making / building / constructing.</li> </ul>	<ul style="list-style-type: none"> <li>To talk about their constructions / products, and what they are pleased with.</li> <li>To talk about their constructions and say how it could be even better.</li> <li>To talk about everyday objects that they like and say why they are</li> </ul>	<ul style="list-style-type: none"> <li>To build / construct structures from a range of materials to a design brief that they have created or been given.</li> <li>To build / construct structures that are tall or strong.</li> <li>To know that tape and glue can join materials together and can make</li> </ul>	<ul style="list-style-type: none"> <li>To recognise different foods as either healthy or unhealthy.</li> <li>To know how to use basic cutlery and utensils to make and eat food.</li> <li>To follow simple instructions to make different foods.</li> </ul>

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	constructing.		good.	structures stronger.	<ul style="list-style-type: none"> <li>To know when we make food for other people that it needs to be appealing.</li> </ul>
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## Art and Design

Organisation of knowledge	Using materials	Drawing, painting and sculpture	Exploring techniques	Comparing and evaluating work
Nursery	<p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures.</li> <li>Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>Use drawing to represent ideas like movement or loud noises.</li> <li>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> <li>Explore colour and colour-mixing.</li> </ul> <p><b>Communication and Language</b> Pay attention to more than one thing at a time, which can be difficult.</p> <p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> <li>Increasingly follow rules, understanding why they are important.</li> <li>Remember rules without needing an adult to remind them.</li> </ul> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>Use a comfortable grip with good control when holding pens and pencils.</li> <li>Show a preference for a dominant hand.</li> </ul>			<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> </ul>

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<p><b>Reception</b></p>	<p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>Express their feelings and consider the feelings of others.</li> </ul> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> </ul> <p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> </ul> <p><b>ELG: Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>ELG: Building Relationships</b></p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> </ul> <p><b>ELG: Fine Motor</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> </ul>	<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Connect one idea or action to another using a range of connectives.</li> <li>Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> </ul> <p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>Think about the perspectives of others.</li> </ul>
	<ul style="list-style-type: none"> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul> <p><b>ELG: Expressive Arts and Design</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> </ul>	<p><b>ELG: Speaking</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, nonfiction, rhymes and poems when appropriate.</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> <p><b>ELG: Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>Share their creations,</li> </ul>

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				explaining the process they have used.
<b>KS1 Readiness Objective</b>	<ul style="list-style-type: none"> <li>Hold tools like pencils, paint brushes, scissors with increasing precision.</li> <li>Experiment with using different every day and art materials to explore colour, texture and form.</li> </ul>	<ul style="list-style-type: none"> <li>To explore their ideas and imagination by creating drawings, paintings and sculptures.</li> <li>To explore creating designs and art work on a range of scales.</li> </ul>	<ul style="list-style-type: none"> <li>To explore a range techniques to draw, paint, print and sculpt to help them create art work.</li> </ul>	<ul style="list-style-type: none"> <li>Recognising and exploring the colour, patterns and shapes in other artist's work.</li> <li>Expressing opinions and feelings in response to their own art work and other artist's work.</li> <li>Sharing their work with other people, talking about what they have created it.</li> </ul>

## Music

<b>Organisation of knowledge</b>	<b>Vocalising and Singing</b>	<b>Hearing and Listening</b>	<b>Moving and Dancing</b>	<b>Exploring and Playing</b>
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# EYFS to KS1 Bridge (2025/2026)



<p style="text-align: center;"><b>Nursery</b></p>	<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>Sing a large repertoire of songs.</li> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul> <p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>Remember and sing entire songs.</li> <li>Sing the pitch of a tone sung by another person ('pitch match').</li> <li>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>Create their own songs or improvise a song around one they know.</li> </ul>	<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>Enjoy listening to longer stories and can remember much of what happens.</li> <li>Pay attention to more than one thing at a time, which can be difficult.</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother.</li> </ul> <p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>Listen with increased attention to sounds.</li> <li>Respond to what they have heard, expressing their thoughts and feelings.</li> <li>Remember and sing entire songs.</li> <li>Sing the pitch of a tone sung by another person ('pitch match').</li> </ul>	<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> </ul>	<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>Start a conversation with an adult or a friend and continue it for many turns.</li> <li>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> </ul> <p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>Play with one or more other children, extending and elaborating play ideas.</li> </ul> <p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> <li>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park</li> <li>Play instruments with increasing control to express their feelings and ideas.</li> </ul>
<p style="text-align: center;"><b>Reception</b></p>	<p><b>Expressive Arts and Design</b></p> <p>☐ Explore and engage in music making and dance, performing solo or in groups.</p>			
	<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> </ul>	<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> <li>Engage in story times.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Learn rhymes, poems and</li> </ul>	<p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>Watch and talk about dance and performance art, expressing their feelings and responses.</li> </ul> <p><b>ELG: Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for</li> </ul>	<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>Develop social phrases.</li> </ul>

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	<b>Expressive Arts and Design</b>	songs.	themselves and others.	
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	<ul style="list-style-type: none"> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> </ul> <p><b>ELG: Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>ELG: Being Imaginative and Expressive</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> </ul>	<p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>Describe what they see, hear and feel whilst outside.</li> </ul> <p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> </ul> <p><b>ELG: Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> </ul> <p><b>ELG: Speaking</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 when appropriate.</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>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>ELG: Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>	<ul style="list-style-type: none"> <li>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> </ul> <p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>Build constructive and respectful relationships.</li> <li>Think about the perspectives of others.</li> </ul> <p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>Create collaboratively, sharing ideas, resources and skills.</li> <li>Develop storylines in their pretend play.</li> </ul> <p><b>ELG: Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>ELG: Building Relationships</b></p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers</li> </ul>
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# EYFS to KS1 Bridge (2025/2026)



<p><b>KS1 Readiness Objective</b></p>	<ul style="list-style-type: none"> <li>• Know where they live.</li> <li>• Know how they travel to school.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about some of the differences they notice when they are in different places.</li> <li>• Talk about places when looking at books and watching tv/videos.</li> <li>• Talking about places they have been to.</li> <li>• Talk about places in stories.</li> <li>• Using language that relates to place.</li> </ul>	<ul style="list-style-type: none"> <li>□ Recognise elements of their environment that are manmade and natural.</li> </ul>	<ul style="list-style-type: none"> <li>• Make maps from stories.</li> <li>• Follow simple maps in play.</li> </ul>
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## Geography

Organisation of knowledge	Locational Knowledge	Knowledge of Places	Human and Physical Geographical Knowledge	Using Maps
<p><b>Nursery</b></p>	<p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>• Develop their sense of responsibility and membership of a community.</li> </ul> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Plant seeds and care for growing plants.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul> <p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>• Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> <li>• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> </ul>			
<p><b>Reception</b></p>	<p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside. □ Recognise some environments that are different to the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul> <p><b>ELG: The Natural World</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals.</li> <li>• Know some similarities and differences between the natural world</li> </ul>		<p><b>Communication and Language</b> □ Engage in non-fiction books.</p> <ul style="list-style-type: none"> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Draw information from a simple map.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> </ul> <p><b>ELG: People, Culture and Communities</b></p>	

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	and contrasting environments, drawing on their experiences and what has been read in class.	<ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps.</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>	
<b>KS1 Readiness Objective</b>	<ul style="list-style-type: none"> <li>Know where they live.</li> <li>Know how they travel to school.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about some of the differences they notice when they are in different places.</li> <li>Talk about places when looking at books and watching tv/videos.</li> <li>Talking about places they have been to.</li> <li>Talk about places in stories.</li> <li>Using language that relates to place.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise elements of their environment that are manmade and natural.</li> <li>Make maps from stories.</li> <li>Follow simple maps in play.</li> </ul>

## History

Organisation of knowledge	Using Language Associated with the Past	Remembering and Discussing their Own Lives	Talking About Things They Have Done with People That Are Special To Them	Recognising Chronology within Stories
<b>Nursery</b>	<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>Use a wider range of vocabulary.</li> <li>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> </ul> <p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>Develop their sense of responsibility and membership of a community.</li> </ul> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history.</li> </ul> <p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> <li>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> </ul>			

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<p><b>Reception</b></p>	<p><b>Communication and Language</b> □ Describe events in some detail.</p> <ul style="list-style-type: none"> <li>Engage in story times.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. □ Use new vocabulary in different contexts. <b>Personal, Social and Emotional Development</b> □ See themselves as a valuable individual.</li> </ul> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them.</li> <li>Comment on images of familiar situations in the past.</li> <li>Compare and contrast characters from stories, including figures from the past.</li> </ul> <p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>Develop storylines in their pretend play.</li> </ul> <p><b>ELG: Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>ELG: Speaking</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>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> <p><b>ELG: Past and Present</b></p> <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> </ul>			
	<ul style="list-style-type: none"> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>ELG: Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher.</li> </ul>			
<p><b>KS1 Readiness Objective</b></p>	<ul style="list-style-type: none"> <li>Use words associated with the past including yesterday, last week, last year.</li> <li>Use past tense when speaking about things that happened in the past.</li> </ul>	<ul style="list-style-type: none"> <li>Share their memories of significant events in their own lives.</li> <li>Talk about things that have changed.</li> <li>Begin to put these events in order.</li> </ul>	<ul style="list-style-type: none"> <li>Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers.</li> <li>Begin to put events in order.</li> </ul>	<ul style="list-style-type: none"> <li>□ Talk about the order of events in a range of familiar stories.</li> <li>□ Recognise language in stories that shows the story happened in the past.</li> </ul>

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# EYFS to KS1 Bridge (2025/2026)



## Religious Education

Organisation of knowledge	Believing	Living	Expressing
<b>Nursery</b>	<p><b>Communication and Language</b></p> <ul style="list-style-type: none"><li>• Use a wider range of vocabulary.</li><li>• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li><li>• Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li><li>• Start a conversation with an adult or a friend and continue it for many turns.</li></ul> <p><b>Personal, Social, Emotional Development</b></p> <ul style="list-style-type: none"><li>• Develop their sense of responsibility and membership of a community.</li><li>• Increasingly follow rules, understanding why they are important.</li><li>• Remember rules without needing an adult to remind them.</li></ul> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"><li>• Begin to make sense of their own life-story and family's history. Show interest in different occupations.</li><li>• Continue developing positive attitudes about the differences between people.</li><li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li></ul>		

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<p><b>Reception</b></p>	<p><b>Communication and Language</b> Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <b>Personal, Social, Emotional</b></p> <p><b>Development</b> □ See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Think about the perspectives of others.</p> <p><b>Understanding the World</b> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.</p> <p><b>ELG: Listening, Attention and Understanding</b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <b>ELG: Speaking</b></p>
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# EYFS to KS1 Bridge (2025/2026)



	<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 when appropriate.</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. <b>ELG: Self-Regulation</b></li> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> </ul> <p><b>ELG: Building Relationships</b></p> <ul style="list-style-type: none"> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and to others' needs.</li> </ul> <p><b>ELG: Past and Present</b></p> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> </ul> <p><b>ELG: People, Culture and Communities</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> </ul>		
<p><b>KS1 Readiness Objective</b></p>	<ul style="list-style-type: none"> <li>To know that different people have different faiths.</li> <li>To know that some stories come from different holy books, and to express ideas in response to those stories.</li> </ul>	<ul style="list-style-type: none"> <li>To know that different people have different times of celebration.</li> <li>To understand that different people have different ways of celebrating major events.</li> <li>To know that people of all faiths can and do live well alongside each other.</li> <li>To enjoy joining in with family customs and routines.</li> <li>To be able to express some of their own families' customs and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>To know that different people have a range of different ways of showing their beliefs, including prayers and worship.</li> <li>To know about the similarities and differences between themselves and others, and among families, communities, cultures and traditions.</li> </ul>

# EYFS to KS1 Bridge (2025/2026)



## PSHE

Organisation of knowledge	Relationships	Health & Wellbeing	Living in the Wider World
<p><b>Nursery</b></p>	<p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Show more confidence in new social situations.</li> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>• Talk with others to solve conflicts.</li> <li>• Talk about their feelings using words like 'happy', 'sad', and 'angry' or 'worried'.</li> <li>• Understand gradually how others might be feeling.</li> </ul>	<p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Remember rules without needing an adult to remind them.</li> <li>• Develop appropriate ways of being assertive.</li> <li>• Talk with others to solve conflicts.</li> <li>• Talk about their feelings using words like 'happy', 'sad', and 'angry' or 'worried'.</li> <li>• Understand gradually how others might be feeling.</li> <li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>• Make healthy choices about food, drink, activity and tooth brushing.</li> </ul>	<p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>• Develop their sense of responsibility and membership of a community.</li> </ul> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Continue developing positive attitudes about the differences between people.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>
<p><b>Communication and Language</b></p>			

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	<p>☐ Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p>		
<p><b>Reception</b></p>	<p><b>Personal, Social and Emotional Development</b> ☐ See themselves as a valuable individual.</p> <ul style="list-style-type: none"> <li>• Build constructive and respectful relationships.</li> </ul> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> </ul> <p><b>ELG: Self-Regulation</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> </ul> <p><b>ELG: Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> </ul>	<p><b>Personal, Social and Emotional Development</b> ☐ See themselves as a valuable individual.</p> <ul style="list-style-type: none"> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> <li>• Manage their own needs (personal hygiene).</li> <li>• Know and talk about the different factors that support their overall health and wellbeing: (regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian).</li> </ul>	<p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> <li>• Draw information from a simple map.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> </ul> <p><b>ELG: Past and Present</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> </ul>
	<p>☐ Show sensitivity to their own and to others' needs.</p>	<p><b>ELG: Self-Regulation</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> </ul> <p><b>ELG: Managing Self</b></p> <ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <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> <p><b>ELG: People, Culture and Communities</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</li> </ul>

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			appropriate) maps.
	<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Describe events in some detail.</li> <li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> </ul> <p><b>ELG: Listening, attention and understanding</b></p> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>ELG: Speaking</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>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>		
<b>KS1 Readiness Objective</b>	<ul style="list-style-type: none"> <li>Knows right from wrong and can explain why it is important to have boundaries and routines.</li> <li>Working and play co-operatively and taking turns with others.</li> <li>Recognise and show sensitivity to their own and other's needs.</li> <li>Recognise similarities and differences between themselves and others.</li> </ul>	<ul style="list-style-type: none"> <li>Managing their own personal hygiene and basic needs.</li> <li>Shows an understanding of their own feelings; and those of others.</li> <li>Being to regulate their behavior.</li> <li>Shows an understanding of how to stay safe in a range of common situations.</li> </ul>	<ul style="list-style-type: none"> <li>Shows care and concern for living things.</li> <li>Name and describe people who might help us in the local community (police, fire service, doctors and teachers).</li> </ul>

## Physical Education

<b>Organisation of knowledge</b>	<b>Fundamentals</b>	<b>Ball Skills</b>	<b>Games</b>	<b>Gymnastics</b>	<b>Dance</b>
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# EYFS to KS1 Bridge (2025/2026)



<p><b>Nursery</b></p>	<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>Pay attention to more than one thing at a time, which can be difficult.</li> </ul> <p><b>Personal, Social, Emotional Development</b></p> <ul style="list-style-type: none"> <li>Play with one or more other children, extending and elaborating play ideas.</li> <li>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>Increasingly follow rules, understanding why they are important.</li> <li>Remember rules without needing an adult to remind them.</li> </ul> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>Show a preference for a dominant hand.</li> </ul>	<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>Pay attention to more than one thing at a time, which can be difficult.</li> </ul> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> </ul>
<p><b>Reception</b></p>	<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> </ul> <p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>Show resilience and perseverance in the face of challenge.</li> <li>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian.</li> </ul> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired: (rolling, crawling, walking, jumping, running, hopping, skipping and climbing).</li> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> <li>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. □ Develop overall body-strength, balance, co-ordination and agility.</li> <li>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> </ul>	<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>Combine different movements with ease and fluency.</li> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> </ul> <p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul> <p><b>ELG: Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>ELG: Managing Self</b></p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> </ul> <p><b>Gross Motor Skills</b></p>

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	<p><b>ELG: Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>ELG: Managing Self</b></p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> </ul> <p><b>Gross Motor Skills</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> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> </ul>			<ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	
<p><b>KS1 Readiness Objective</b></p>	<ul style="list-style-type: none"> <li>To develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education.</li> <li>To use their core muscle strength to achieve a good posture.</li> <li>To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> </ul>	<ul style="list-style-type: none"> <li>To combine different movements with ease and fluency.</li> <li>To develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> </ul>	<ul style="list-style-type: none"> <li>To negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> </ul>	<ul style="list-style-type: none"> <li>To revise and refine a range of fundamental movement skills e.g. rolling, crawling, walking, jumping, running, hopping, skipping and climbing. To combine different movements with ease and fluency.</li> </ul>	<ul style="list-style-type: none"> <li>To use a more fluent style of moving, developing control and grace.</li> <li>To combine different movements with ease and fluency.</li> </ul>

# EYFS to KS1 Bridge (2025/2026)



## Foreign Languages

<b>Organisation of knowledge</b>	<b>Recognising Language</b>	<b>Speaking and Listening</b>	<b>Celebrating Language and Culture</b>
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# EYFS to KS1 Bridge (2025/2026)



<p style="text-align: center;"><b>Nursery</b></p>	<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens.</li> <li>• Pay attention to more than one thing at a time, which can be difficult.</li> <li>• Use a wider range of vocabulary.</li> <li>• Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.</li> <li>• Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</li> <li>• Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</li> <li>• Develop their pronunciation but may have problems saying: some sounds: r, j, th, ch, and sh, multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.</li> <li>• Use longer sentences of four to six words.</li> <li>• Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>• Start a conversation with an adult or a friend and continue it for many turns.</li> <li>• Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</li> </ul> <p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Show more confidence in new social situations.</li> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Remember rules without needing an adult to remind them.</li> <li>• Develop appropriate ways of being assertive.</li> <li>• Talk with others to solve conflicts.</li> <li>• Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother.</li> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> </ul>	<p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>• Develop their sense of responsibility and membership of a community.</li> </ul> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Continue developing positive attitudes about the differences between people.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul> <p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>• Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</li> </ul>
<p style="text-align: center;"><b>Reception</b></p>	<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary through the day.</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Describe events in some detail.</li> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• Develop social phrases.</li> </ul>	<p><b>Communication and Language</b> □ Engage in non-fiction books.</p> <ul style="list-style-type: none"> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> </ul> <p><b>Personal, Social and Emotional Development</b> □ See themselves as a valuable individual.</p> <ul style="list-style-type: none"> <li>• Think about the perspective of others.</li> </ul> <p><b>Understanding the World</b></p>

# EYFS to KS1 Bridge (2025/2026)



	<ul style="list-style-type: none"> <li>Use new vocabulary in different contexts.</li> </ul> <p><b>ELG: Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>ELG: Speaking</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>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>Draw information from a simple map.</li> <li>Understand that some places are special to members of their community.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> </ul> <p><b>ELG: Building Relationships</b></p> <ul style="list-style-type: none"> <li>Show sensitivity to their own and to others' needs.</li> </ul> <p><b>ELG: People, Culture and Communities</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>	
<p><b>KS1 Readiness Objective</b></p>	<ul style="list-style-type: none"> <li>To know that there are words that sound familiar in English and other languages.</li> <li>To have the opportunity to explore language and use known cognates in conversation.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to use words and phrases relevant to classroom experiences from a range of languages.</li> </ul>	<ul style="list-style-type: none"> <li>To celebrate the range of languages spoken by other pupils.</li> <li>To have the opportunity to listen to the spoken languages of multilingual pupils in class.</li> <li>To have the opportunity to learn words and phrases from other pupils who are multilingual.</li> </ul>