



Teach a child in the way they should go and when they are old, they will not depart from it' Proverbs 22:6








# Lacock C of E Primary School

## EYFS Curriculum



The EYFS Curriculum at Lacock uses the EYFS Framework 2021. Within that Framework are the seven areas of learning and development: Personal, Social and Emotional Development, Communication and Language, Literacy, Mathematics, Physical Development, Understanding the World and Expressive Arts and Design within which are the early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the reception year. We use a topic-based curriculum to help embed and grow in these areas of development over the Reception Year. Each child however will develop at their own pace in these areas so this is not prescriptive. Our aim is to allow the children to develop through play and learning to ensure that by the end of the year they are able to have a smooth transition into year 1

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	EYFS Goals	
<b>Personal, Social and Emotional Development</b>	 <p><b>Self Regulation</b></p>	<p>To recognise different emotions.</p> <p>To understand how people show emotions.</p> <p>To focus during short whole class activities.</p> <p>To follow one-step instructions.</p>	<p>To talk about how they are feeling.</p> <p>To begin to consider the feelings of others.</p> <p>To adapt behaviour to a range of situations.</p>	<p>To focus during longer whole class lessons.</p> <p>To follow two-step instructions.</p>	<p>To identify and moderate their own feelings socially and emotionally.</p> <p>To consider the feelings and needs of others.</p>	<p>To control their emotions using a range of techniques.</p> <p>To set a target and reflect on progress throughout.</p>	<p>To maintain focus during extended whole class teaching.</p> <p>To follow instructions of three steps or more.</p>	<p><b>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</b></p> <p><b>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</b></p> <p><b>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></p>
	 <p><b>Managing Self</b></p>	<p>To wash hands independently.</p> <p>To put coat and socks on independently.</p> <p>To get changed for P.E. with support.</p> <p>To explore different areas within the Willow Class environment.</p> <p>To use the toilet independently.</p>	<p>To develop class rules and understand the need to have rules.</p> <p>To put P.E. kit on independently.</p> <p>To have confidence to try new activities.</p>	<p>To begin to show resilience and perseverance in the face of challenge.</p> <p>To practice doing up a zipper.</p> <p>To practice doing up buttons.</p> <p>To practice doing up buckles.</p>	<p>To develop independence when dressing and undressing for activities such as P.E. and outdoor learning.</p>	<p>To identify and name healthy food choices.</p> <p>To manage own basic needs independently.</p>	<p>To understand the importance of healthy food choices.</p> <p>To show resilience and perseverance in the face of challenge.</p> <p>To show a 'can do' attitude.</p> <p>To put uniform on and do up zippers, buttons and buckles with minimal support.</p>	<p><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.</b></p> <p><b>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</b></p>
	 <p><b>Building Relationships</b></p>	<p>To seek support of adults when needed.</p> <p>To gain confidence to speak to peers and adults.</p>	<p>To play with children who are playing with the same activity.</p> <p>To begin to develop friendships.</p> <p>To have positive relationships with all Willow staff.</p>	<p>To begin to work as a group with support.</p> <p>To use taught strategies to support turn taking.</p>	<p>To listen to the ideas of other children and agree on a solution and compromise.</p>	<p>To work as a group.</p> <p>To begin to develop relationships with other adults around the school.</p>	<p>To have confidence to communicate with adults around the school.</p> <p>To have strong friendships.</p>	<p><b>Work and play cooperatively and take turns with others.</b></p> <p><b>Form positive attachments to adults and friendships with peers.</b></p> <p><b>Show sensitivity to their own and to others' needs.</b></p>

Communication and Language	<b>Listening, Attention and Understanding</b> 	<p>To understand how to listen carefully.</p> <p>To understand why listening is important.</p> <p>To be able to follow instructions.</p>	<p>To engage in story times joining in with repeated phrases and actions.</p> <p>To begin to understand how and why questions.</p> <p>To respond to instructions with more than one step.</p>	<p>To ask questions to find out more.</p> <p>To understand a range of complex sentence structures.</p> <p>To learn rhymes, poems and songs.</p> <p>To listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>To re-tell a story.</p> <p>To follow a story without pictures of props.</p> <p>To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>To understand questions such as who, what, where, why and how.</p>	<p>To have conversations with adults and peers with back and forth exchanges.</p> <p>To learn new vocabulary in different contexts.</p>	<p><b>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></p> <p><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.</b></p>
	<b>Speaking</b> 	<p>To talk in front of a small group.</p> <p>To talk to class teacher and TAs.</p> <p>To learn new vocabulary.</p> <p>Engage in storytimes.</p> <p>To use new vocabulary throughout the day.</p> <p>To ask questions to find out more and to check they understand what has been said to them.</p>	<p>To answer questions in front of the whole class.</p> <p>To use new vocabulary throughout the day.</p> <p>To retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>To listen to and talk about stories to build familiarity and understanding.</p> <p>To develop social phrases.</p>	<p>To develop the confidence to talk to other adults they see on a daily basis.</p> <p>To talk in sentences using conjunctions e.g. and, because.</p> <p>To learn rhymes, poems and songs.</p>	<p>To share their work to the class - standing up at the front.</p> <p>To use new vocabulary in different contexts.</p> <p>To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>To connect one idea or action to another using a range of connectives and stick to the main theme.</p> <p>To describe events in some detail.</p> <p>To use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p>	<p>To talk to different adults and children around the school.</p> <p>To talk about why things happen.</p> <p>To talk in sentences using a range of tenses.</p> <p>To use new vocabulary in different contexts.</p> <p>To articulate their ideas and thoughts in well-formed sentences.</p>	<p><b>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</b></p> <p><b>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</b></p> <p><b>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></p>

**Physical Development**

**Gross Motor Skills**



Static one leg balance Real PE

To further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes.

To move safely in a space.

To stop safely.

To develop control when using equipment.

To follow a path and take turns.

To work co-operatively with a partner.

To revise and refine the fundamental movement skills they have already acquired: rolling • crawling • walking • jumping • running • hopping • skipping • climbing

Static seated balance Real PE

To use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

To balance.

To run and stop.

To change direction.

To jump.

To hop.

To explore different ways to travel using equipment.

Static balance stance Real PE

To roll and track a ball.

To develop accuracy when throwing to a target.

To dribble using hands.

To throw and catch with a partner.

To dribble a ball using feet.

To kick a ball to a target.

To balance and safely use apparatus.

Counter balance with a partner Real PE

To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

To create short sequences using shapes, balances and travelling actions.

To balance and safely use apparatus.

To jump and land safely from a height.

To explore travelling around, over and through apparatus.

Reaction and response Real PE

To use counting to help stay in time with the music when copying and creating actions.

To explore movement using a prop with control and co-ordination.

To move with control and co-ordination expressing ideas through movement.

To move with control and co-ordination copying, linking and repeating actions, exploring pathways and shapes.

To progress towards a more fluent style of moving, with developing control and grace.

To develop overall body-strength, balance, co-ordination and agility.

Ball chasing Real PE

To further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.

To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

To learn to play against and opponent.

To work co-operatively as a team.

**Negotiate space and obstacles safely, with consideration for themselves and others.**

**Demonstrate strength, balance and coordination when playing.**

**Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.**

**Fine Motor Skills**



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.

Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Show a preference for a dominant hand.

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.

Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Show a preference for a dominant hand. Use a comfortable grip with good control when holding pens and pencils.

Use one-handed tools and equipment, for example, making snips in paper with scissors.

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.

Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Show a preference for a dominant hand. Use a comfortable grip with good control when holding pens and pencils.

Use one-handed tools and equipment, for example, making snips in paper with scissors.

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. Begin to show accuracy when drawing.

Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Show a preference for a dominant hand. Use a comfortable grip with good control when holding pens and pencils.

Use one-handed tools and equipment, for example, making snips in paper with scissors.

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. Begin to show accuracy when drawing.

Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Show a preference for a dominant hand. Use a comfortable grip with good control when holding pens and pencils.

Use one-handed tools and equipment, for example, making snips in paper with scissors. Develop the foundations of a handwriting style which is fast, accurate and efficient.

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. Begin to show accuracy when drawing.

Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Show a preference for a dominant hand. Use a comfortable grip with good control when holding pens and pencils.

Use one-handed tools and equipment, for example, making snips in paper with scissors. Develop the foundations of a handwriting style which is fast, accurate and efficient.

**Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.**



**Use a range of small tools, including scissors, paint brushes and cutlery.**

**Begin to show accuracy and care when drawing.**

Literacy



<p><b>Comprehension</b></p> 	<p>To use pictures to tell stories</p> <p>To sequence familiar stories</p> <p>To independently look at a book, holding them the correct way and turning pages.</p> <p>Use Texts - What will you be when you grow up? Super Duper You – Sophy Henn Only One You – Linda Kranz Engage in extended conversations about stories, learning new vocabulary</p>	<p>To engage in story times, joining in with repeated phrases and actions</p> <p>To begin to answer questions about the stories read to them.</p> <p>To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes.</p> <p>To talk about the characters in the books they are reading.</p> <p>Use Texts - Owl Babies by Martin Waddell The Owl who was afraid of the dark – Jill Tomlinson Peace at Last – Jill Murphy</p>	<p>To act out stories</p> <p>To begin to predict what might happen in a story.</p> <p>To suggest how a story might end</p> <p>Develop an understanding of what is read to them</p>	<p>To re-tell a story.</p> <p>To follow a story without pictures or props.</p> <p>Anticipate key events in stories</p>	<p>To begin to answer questions about what they have read.</p> <p>To use vocabulary that is influenced by their experience of books.</p> <p>Use Texts - Eric Carle – The Tiny Seed Read more in depth phrases, show increased understanding of what each book is about.</p>	<p>To answer questions about what they have read.</p> <p>To know that information can be retrieved from books.</p> <p>Use Texts - The Very Hungry Caterpillar – Eric Carle Super Worm – Julia Donaldson Bug Hotel – Libby Walden Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p><b>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</b></p> <p><b>Anticipate – where appropriate – key events in stories.</b></p> <p><b>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</b></p>
<p><b>Word Reading</b></p> 	<p>Little Wandle Phase 2 Graphemes s a t p l n m d g o c k c k e u r h b f l Tricky words - is, l, the</p> <p>Read individual letters by saying the sounds for them.</p> <p>Engage in extended conversations about stories, learning new vocabulary Use sound blending.</p>	<p>Little Wandle Phase 2 Graphemes ff ll ss j v w x y z zz qu ch sh th ng nk Tricky words - put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read aloud from books.</p>	<p>Little Wandle Phase 3 Graphemes ai ee igh oo oo ar or ur ow oi ear air er Tricky words - was, you, they, my, by, all, are, sure, pure</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Learn about diagraphs.</p>	<p>Little Wandle Phase 3 Graphemes words with double letters, longer words, words with two or more diagraphs, words ending in - ing, compound words words with s /z/ in the middle words with -s /z/ /z/ at the end words with - es /z/ at the end</p> <p>Be able to sound out all letters in the alphabet.</p>	<p>Little Wandle Phase 4 Short vowels with adjacent consonants CVCC CCVC CCVCC CCCVCC longer words and compound words words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est Tricky words - said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today</p> <p>Read more in depth phrases, show increased understanding of what each book is about.</p>	<p>Little Wandle Phase 4 Graphemes Phase 3 long vowel graphemes with adjacent consonants CVCC CCVC CCCVCC CCV CCVCC words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est longer words</p> <p>Re-read the books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p><b>Say a sound for each letter in the alphabet and at least 10 digraphs.</b></p> <p><b>Read words consistent with their phonic knowledge by sound-blending.</b></p> <p><b>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</b></p>
<p><b>Writing</b></p> 	<p>To copy their name</p> <p>To give meanings to the marks they make.</p> <p>To copy taught letters.</p> <p>To write initial sounds.</p> <p>To being to write CVC words using taught sounds.</p> <p>Start to form non cursive lower case letters.</p>	<p>To write their name.</p> <p>To use the correct letter formation of taught letters.</p> <p>To write words and labels using taught sounds.</p>	<p>To form lower case letters correctly.</p> <p>To spell words using taught sounds.</p> <p>To spell some taught tricky words correctly.</p> <p>To begin to write simple sentences.</p> <p>To understand that sentences start with a capital letter and end with a full stop.</p>	<p>To form lower case letters correctly.</p> <p>To write sentences using finger spaces.</p> <p>To spell words using taught sounds.</p> <p>To spell some taught tricky words correctly.</p>	<p>To form lower case letters correctly and begin to form capital letters.</p> <p>To write sentences using finger spaces and full stops.</p> <p>To spell using taught sounds.</p> <p>To spell some taught tricky words correctly.</p> <p>To begin to read their work back.</p>	<p>To form lower case and capital letters correctly.</p> <p>To being to write longer words which are spelt phonetically.</p> <p>To begin to use capital letters at the start of a sentence.</p> <p>To use finger spaces and full stops when writing a sentence.</p> <p>To spell some taught tricky words correctly.</p> <p>To read their work back and check it makes sense.</p>	<p><b>Write recognisable letters, most of which are correctly formed.</b></p> <p><b>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</b></p> <p><b>Write simple phrases and sentences that can be read by others.</b></p>

Mathematics

<p><b>Number</b></p> 	<p>Count objects, actions and sounds. Say one number for each item in order: 1,2,3</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5. Link the number symbol (numeral) with its cardinal number value.</p> <p>To find one less than numbers to 3</p> <p>To explore the composition of 2 and 3</p> <p>Using counting songs and opportunities to count things.</p> <p>Children build their cardinal understanding in practical situations</p> <p>Exploring part and whole</p>	<p>Count up to 10.</p> <p>To recognise numbers 1 to 5.</p> <p>To begin to subitise to 5.</p> <p>To find one more of numbers to 5.</p> <p>To find one less of numbers to 5.</p> <p>To explore the composition of 4 and 5.</p> <p>Using counting songs and opportunities to count things.</p> <p>Children build their cardinal understanding in practical situations</p> <p>Exploring part and whole.</p>	<p>To recognise numerals 0 to 8.</p> <p>To subitise to 6.</p> <p>To find one more of numbers to 8.</p> <p>To find one less of numbers to 8.</p> <p>To explore the composition of 6, 7 and 8.</p> <p>To match a numerals 0 to 8 to quantity.</p> <p>Using counting songs and opportunities to count things.</p> <p>Children build their cardinal understanding in practical situations</p> <p>Exploring part and whole.</p>	<p>To recognise numbers 0 to 10.</p> <p>To explore the composition of 9 and 10.</p> <p>To know addition facts to make 5.</p> <p>To find one more of numbers to 10.</p> <p>To find one less of numbers to 10.</p> <p>To estimate a number of objects.</p> <p>Using counting songs and opportunities to count things.</p> <p>Children build their cardinal understanding in practical situations</p> <p>Exploring part and whole.</p>	<p>To begin to count to and recognise numbers to 20.</p> <p>To revise addition facts to 5.</p> <p>To explore how to make numbers above 10 using Numicon.</p> <p>To match the numeral to a quantity.</p> <p>To revise addition facts to make 5.</p> <p>To compare length, weight and capacity.</p> <p>To compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Children build their cardinal understanding in practical situations</p> <p>Exploring part and whole.</p>	<p>To solve simple number problems.</p> <p>To recap the composition of each number to 10.</p> <p>To know addition and subtraction facts to 10.</p> <p>To know doubling facts.</p> <p>To select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p>Using counting songs and opportunities to count things.</p> <p>Children build their cardinal understanding in practical situations</p> <p>Exploring part and whole.</p>	<p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>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.</p>
<p><b>Numerical Patterns</b></p> 	<p>To say which group has more.</p> <p>To say which group has less.</p> <p>To compare quantities to 3.</p> <p>To count to 5.</p>	<p>To compare quantities to 5.</p> <p>To compare equal and unequal groups.</p> <p>To count up to 10.</p>	<p>To count to 15.</p> <p>To count objects to 10.</p> <p>To compare quantities to 8.</p> <p>To being to understand the difference between odd and even numbers up to 8.</p> <p>To combine 2 groups of objects.</p>	<p>To count to 20.</p> <p>To compare quantities to 10.</p> <p>To explore odd and even numbers.</p> <p>To order numbers to 10.</p> <p>To count back from 10.</p> <p>To combine 2 groups of objects.</p> <p>To take away objects and count how many are left.</p>	<p>To count to 30.</p> <p>To add numbers.</p> <p>To subtract numbers.</p> <p>To find the missing number.</p> <p>To order numbers to 20.</p> <p>To put non consecutive numbers in order.</p> <p>To find the missing number in an addition and subtraction number problem.</p>	<p>To count to 30 and beginning to count higher (100).</p> <p>To know that 1, 3, 5, 7 and 9 are odd and to know that 2,4,6,8 and 10 are even.</p> <p>To double numbers up to 10.</p> <p>To share quantities equally.</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>

**Understanding the World**

<p><b>Past and Present</b></p> 	<p>To know my own life story and how I have changed – baby/toddler/pre school and now.</p>	<p>To know about figures from the past – Guy Fawkes and the Gunpowder Plot To compare and contrast characters from stories, including figures from the past.</p> <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. (Gunpowder Plot, Christmas Story)</p>		<p>To know that the emergency services exist and what they do.</p> <p>To know about the past through settings, characters and events read in class and story telling. (Great Fire of London)</p> <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class.</p>			<p><b>Talk about the lives of the people around them and their roles in society.</b></p> <p><b>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</b></p> <p><b>Understand the past through settings, characters and events encountered in books read in class and storytelling.</b></p>
<p><b>People, Culture and Communities</b></p> 	<p>To talk about how Christians worship God.</p> <p>To know about family structures.</p> <p>To talk about members of their immediate family and community.</p> <p>To identify similarities and differences between themselves and peers.</p> <p>To know the name of the village the school is in.</p> <p>To know about features of the immediate environment.</p> <p>To know that there are many different countries around the world.</p> <p>Name and describe people who are familiar to them.</p> <p>Draw information from a simple map.</p> <p>Understand that some places are special to members of their</p>	<p>To talk about the Christians story and how it is celebrated with Nativity plays.</p> <p>To talk about Harvest Festival and why it is celebrated.</p>	<p>To talk about the religion of Islam and why God is important for Muslims.</p> <p>To know that simple symbols are used to identify features on a map.</p> <p>To recognise some similarities and differences between life in this country and life in other countries.</p>	<p>To know that Christians celebrate Easter.</p> <p>To know about people who help us within the community.</p> <p>To know that simple symbols are used to identify features on a map.</p>	<p>To recognise that people have different beliefs and celebrate special times in different ways.</p> <p>To know how Sikhs worship.</p> <p>To know the human and physical geography of Lacock.</p>	<p>To talk about Jesus and the good news that Christians believe he brings.</p> <p>To know that there are lots of countries around the world.</p> <p>To know that simple symbols are used to identify features on a map.</p>	<p><b>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</b></p> <p><b>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.</b></p> <p><b>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.</b></p>
<p><b>The Natural World</b></p> 	<p>To know – key physical features of the local area – river, soil, hill</p> <p>To respect and care for the natural environment.</p>	<p>To know and recognise the signs of Autumn. Understand the effect of changing seasons on the natural world around them.</p> <p>To explore the natural world around them.</p> <p>To know that some animals are nocturnal and to know the difference between herbivore and carnivore.</p>	<p>To know about and recognise the signs of winter.</p> <p>To know some important processes and changes in the natural world including states of matter for example freezing.</p> <p>To recognise some environments that are different from the one in which they live.</p> <p>To know about features of the world.</p>	<p>To know and recognise the signs of spring.</p> <p>To know about features of my own environment and how they may vary from another (London).</p> <p>To use all their senses in hands-on exploration of natural materials.</p> <p>To explore collections of materials with similar and/or different properties.</p> <p>To talk about the differences between materials and changes they notice.</p>	<p>Study the human and physical geography of Lacock</p> <p>To plant seeds and care for growing plants.</p> <p>To observe the growth of seeds and talk about changes.</p> <p>Understand the key features of the life cycle of a plant.</p>	<p>To know about and recognise the signs of summer.</p> <p>To learn about lifecycles of animals.</p> <p>To learn about different habitats.</p> <p>To describe what they see, hear and feel whilst outside.</p> <p>To begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Understand the key features of the life cycle of an animal.</p> <p>To harvest grown fruit and veg.</p>	<p><b>Explore the natural world around them, making observations and drawing pictures of animals and plants.</b></p> <p><b>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.</b></p> <p><b>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</b></p>

Expressive Arts and Design	<p><b>Creating with Materials</b></p> 	<p>To experiment with different mark making tools such as art pencils, pastels and chalk.</p> <p>To explore different techniques for joining materials.</p> <p>To learn to draw pictures of people.</p> <p>To show different emotions in their drawings – happiness, sadness, fear, etc.</p>	<p>To experiment with different mark making tools such as art pencils, pastels and chalk.</p> <p>To use natural objects to make a piece of art.</p> <p>To do printing with natural and man made items</p>	<p>To name colours.</p> <p>To experiment with colour mixing.</p> <p>To use colours for a particular purpose.</p> <p>To know which primary colours mix together to make secondary colours.</p> <p>To share creations and talk about the process.</p> <p>To explore different techniques for joining materials.</p> <p>To plan what they are going to make.</p>	<p>To know how to work safely and hygienically.</p> <p>To use some cooking techniques.</p> <p>To explore different techniques for joining materials.</p> <p>To know some similarities and differences between materials.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits.</p>	<p>To use a variety of materials to create simple representations of people and objects.</p> <p>To learn about and compare artists.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>To use natural objects to make a piece of art.</p> <p>To share creations, talk about the process and evaluate their work.</p> <p>To manipulate materials.</p> <p>To explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>To join different materials and explore different textures.</p> <p>To return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p><b>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b></p> <p><b>Share their creations, explaining the process they have used.</b></p> <p><b>Make use of props and materials when role playing characters in narratives and stories.</b></p>
	<p><b>Being Imaginative and Expressive</b></p> 	<p>Music Charanga - Me</p> <p>To sing and perform nursery rhymes.</p> <p>To join in with whole school singing assemblies.</p> <p>To use costumes and resources to act out narratives.</p> <p>To experiment with different instruments and their sounds.</p> <p>To talk about whether they like or dislike a piece of music.</p>	<p>Music Charanga - Your Imagination</p> <p>To begin to build up a repertoire of songs.</p> <p>To use costumes and resources to act out narratives.</p> <p>To pitch match.</p> <p>To sing the melody of familiar songs.</p> <p>To create music patterns using untuned instruments.</p> <p>To being to create costumes and resources for role play.</p> <p>To develop storylines in their pretend play.</p> <p>To perform in the Willow Class Nativity.</p>	<p>Music Charanga - Round and Round</p> <p>To use body percussion to compose music</p> <p>To remember and sing entire songs</p> <p>To create their own songs or improvise a song around one they know.</p> <p>To move in time to the music.</p> <p>To follow a musical pattern.</p> <p>To create narrative around stories.</p> <p>To listen to poems and create their own.</p>	<p>Music Charanga - In the Groove</p> <p>To compose music for different scenarios.</p> <p>To listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>To associate genres of music with characters and stories.</p> <p>To create costumes and resources for role play.</p> <p>To create narratives based around stories.</p>	<p>Music Charanga - I wanna play in a band.</p> <p>To sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>To watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>To create narratives based around stories.</p> <p>To act out well known stories.</p>	<p>Music Charanga - Zoo time</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>To invent their own narratives making costumes and resources.</p> <p>To create their own compositions using tuned instruments.</p> <p>To act out well known stories.</p>	<p><b>Invent, adapt and recount narratives and stories with peers and their teacher.</b></p> <p><b>Sing a range of well-known nursery rhymes and songs.</b></p> <p><b>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</b></p>