



Curriculum Intent – What we aspire for our children:

At Killamarsh Infant and Nursery School we believe the learning journey is a lifelong experience. Within the Early Years, we strive to instil our children with a passion for learning that will stay with them for years to come. We aspire to create an approach in which quality first teaching is at the forefront; complimented by stimulating, engaging, and purposeful environments, both inside and out. We recognise the importance of play and value this within our curriculum as a way to support children’s holistic development.

We aim to give all children the skills they need to make sense of their learning experiences, and to be equipped for our ever-changing world. As an infant school, we recognise our responsibility in fostering the values and skills children will need for life in modern Britain; spiritual, moral, social and cultural development underpins all of our learning. We believe children learn best when they feel valued, respected, and motivated and therefore we strive to provide an aspirational hands-on curriculum that values pupil voice, reflects our children and their communities, and is inclusive.

We have compiled interesting and stimulating topics that ensure a well-rounded coverage of the EYFS Framework. The topics also provide awe and wonder experiences that connect children to the world they live in. We provide cross-curricular opportunities allowing children to consolidate, apply, and extend their learning into other aspects of their development; and in turn become independent, active, and resilient learners. The children are the heart of our curriculum and we are mindful that the opportunities that we provide must reflect their needs, both as a cohort and individuals.

Curriculum Implementation – How we will teach the curriculum:

In order to achieve our intent, we have developed a two-year cycle for our curriculum to ensure coverage and progression within our classes and across the EYFS.

We select high quality stories linking to our themes and plan these carefully to inspire the children and engage them with new learning, experiences, and vocabulary. Throughout the day, children experience a balance of child initiated play and adult led activities in stimulating environments, both inside and out. Adults quickly recognise the stages of development children are at and offer high quality interactions based on this to support and/or challenge children and move their learning forward in a timely manner.



Initially, we place a strong emphasis on the prime areas of learning to offer the children the best start and to build strong foundations conducive to learning; a commitment to developing children's oracy and early vocabulary underpins this. As the children progress, we build on the prime areas of learning and support them to develop skills in the specific areas through both discrete and direct teaching. Our use of schemes ensure coverage and progression of key skills, knowledge and understanding; whilst the teachers planning ensures purposeful and meaningful experiences to deliver this. This sequence supports children in acquiring the skills and knowledge required for a smooth transition into Year 1.

We use Little Wandle Phonics, Drawing Club, White Rose Maths, Plymouth Science, Kapow Art & Design, Jigsaw PSHE and the Derbyshire RE Syllabus. Further information about our curriculum can be found on our school website, our 'Always On' termly plans, and through speaking to the EYFS teachers for further details.

Nursery Cycle A:

Term 1: All About Me

Term 3: The Arctic

Term 5: People Who Help Us

Term 2: Let's Celebrate

Term 4: Minibeasts

Term 6: Under The Sea

Nursery Cycle B:

Term 1: All About Me

Term 3: Space

Term 5: The Amazon Rainforest

Term 2: Let's Celebrate

Term 4: On The Farm

Term 6: Adventures

Cycle A & B – Term 1: All About Me

Knowledge and Skills Specific to the Nursery Routine and Learning

- I will take off and hang up my coat with support. I will take off my shoes and put them on my shelf with support. I will put on my slippers with support.
- I will use the toilet with adult reminders and with adult support.
- I will learn how to wash and dry my hands.
- I will drink from a cup with support.
- I will select and use resources from continuous provision, with help when needed.
- I will take part in nursery rhymes, starting to join in.
- I will take part in songs, rhymes, and activities to help me tune into sounds
- I will confidently recognise my name alongside a photo of myself.
- I will take part in mark making inside and out e.g. using felt tips on paper inside, using sticks in mud outside.
- I will begin to join in 'Dough Digits' exercises and 'Squiggle As You Wiggle' movements to develop my fine motor skills.

Knowledge and Skills Specific to the Nursery Theme

- I will name parts of my body e.g. arms, hands, fingers, legs, feet, toes etc.
- I will explore a range of different media in my play e.g. paint, chalks, felt tips, crayons.
- I will create artwork using my body (e.g. my hands and feet) and begin to use vocabulary to describe how this feels e.g. cold, sticky, smooth etc.
- I will create artwork using natural materials e.g. making muddy handprints on my Welly Fun session.
- I will look in a mirror and describe the features of my face e.g. eyes, nose, mouth, ears.
- I will name most of the basic colours.
- I will choose my own media to create a self-portrait, making closed shapes and marks to represent my face and features.
- I will use natural materials to create a model e.g. using mud outside to make a face model and decorating it with daisy eyes/stick smile etc.
- I will explore different houses and names their features e.g. door, window, roof, wall, chimney etc.
- I will use a range of junk materials to create a house model.
- I will connect and balance a range of construction materials to build a house.
- I will find and select natural materials to build a house e.g. making a stick house on my Welly Fun session.
- I will learn what a prediction is and, with support, begin to make predictions during science activities.
- I will learn about the five senses; sight, sound, smell, taste, touch; through experiments e.g. food taste tests, smell tests; and begin to make predictions.
- I will learn about germs, and how they spread through touch, engaging in a science experiment to highlight this.
- I will investigate different materials and strength test them to see if they would be suitable for building a house.
- I will develop my oral counting through singing nursery rhymes such as '1 2 3 4 5 Once I Caught A Fish Alive'.
- I will count a small number of objects accurately e.g. the fingers on one of my hands / all of my toes.
- I will match the same shapes together and begin to use shape names e.g. square, circle, triangle, and rectangle.
- I will learn to use my body creatively and safely to dance to songs.
- I will explore the similarities and differences between my family and the families of my peers, developing an understanding that all families are different.

Cycle A & B – Term 2: Let's Celebrate

Knowledge and Skills Specific to the Nursery Routine and Learning

- I will take off my coat with support and hang it on my peg independently. I will take off my shoes independently and put them on my shelf with support. I will put on my slippers with a little help.
- I will use the toilet with support, but without adult reminders.
- I will wash and dry my hands with support, and begin to understand why this is important.
- I will pour my drink from a jug with support, and drink from a cup independently.
- I will select and use resources from continuous provision, with more independence.
- I will take part in activities to help me to hear the same initial sound for words, and names of objects, using the 'satpin' sounds.
- I will take part in activities to help me to blend CVC words using oral blending and objects.
- I will begin to recognise my name without my photo as a cue, by using my photo to check.
- I will begin to use my name writing card, starting to trace over the dotted letters of my name.
- I will join in 'Dough Digits' exercises and 'Squiggle As You Wiggle' movements to develop my fine motor skills, being able to do most of the fine motor and gross motor movements.

Knowledge and Skills Specific to the Nursery Theme

- I will learn about Bonfire Night and its traditions through books, videos, and discussions.
- I will take part in Bonfire Night traditions such as making a chocolate apple; investigating the changing state of foods and learning new vocabulary e.g. melting, solid, hard, liquid, runny.
- I will watch firework videos and describe what I can see and hear using new vocabulary e.g. whoosh, crackle, fizz, bang, sparkle, shine etc.
- I will know how to be safe on Bonfire Night.
- I will learn and sing Autumn and Winter seasonal songs, whilst doing actions I have learnt.
- I will select appropriate resources to create firework art, and learn which tools to use for a particular purpose e.g. glue to stick glitter to black paper.
- I will make sounds using instruments to represent firework sounds.
- I will learn about the celebrations of other cultures e.g. Diwali through books, videos, and discussions.
- I will begin to make comparisons between traditions I take part in e.g. bonfire night and traditions of others e.g. Diwali.
- I will demonstrate my understanding of Diwali celebrations through my play e.g. modelling diya lamps, making rangoli peg patterns, role play, dancing etc.
- I will learn what a reaction is during science experiments and will acquire new vocabulary linked to this e.g. reaction, opposites, different, bubble, air, pop, fizz.
- I will learn about germs and how they can make me poorly.
- I will learn how germs transfer from me to objects and other people, and ways I can stop germs spreading e.g. catch it, bin it, kill it and washing my hands.
- I will take part in colour experiments, naming colours and describing what I can see.
- I will develop an understanding that I need to care for living creatures, and think about how they may feel during bonfire night.
- I will use natural materials to make shelters e.g. sticks, mud, and leaves to make animal shelters on the field.
- I will sing songs to support me to use number names in order, forwards and backwards.
- I will 'grow' my fingers to a target number that is spoken to me.
- I will 'show' my fingers quickly to represent a small target number that is spoken to me.
- I will match 2D shapes together, beginning to use the mathematical names for them e.g. square, circle, rectangle, triangle.

Cycle A – Term 3: The Arctic

Knowledge and Skills Specific to the Nursery Routine and Learning

- I will take off my coat and hang it on my peg independently. I will take off my shoes and put them on my shelf independently. I will put on my slippers independently.
- I will use the toilet with more independence.
- I will wash my hands independently, and dry them with some guidance. I will know that I wash my hands to kill the germs.
- I will pour my drink from a jug with more independence, and I will drink from a cup independently.
- I will select and use resources from continuous provision independently.
- I will take part in activities to help me to identify initial sounds of words, and names of objects, using the 'mdgoc/ke' sounds.
- I will take part in activities to help me to distinguish between different sounds.
- I will take part in activities to help me to blend a wider range of CVC words using oral blending.
- I will recognise my name with good accuracy, and will recognise the initial sound of my name when an adult says it.
- I will continue tracing the dotted letters of my name to work on letter formation, but also begin to copy the letters of my name.
- I will join in 'Dough Digits' exercises and 'Squiggle As You Wiggle' movements, being able to do all of the movements with greater independence.

Knowledge and Skills Specific to the Nursery Theme

- I will know the Arctic is at the North Pole and be able to point to this area on a globe.
- I will describe some conditions of the Arctic habitat e.g. cold, snowy, icy.
- I will name some creatures native to the Arctic, specifically polar bear, narwhal, walrus, and snowy owl.
- I will know some facts about the Arctic creatures I have learnt about i.e. a walrus has tusks for fighting and getting onto the ice; has blubber to keep warm; has whiskers to find shellfish to eat etc.
- I will know the key features of the life cycle of a snowy owl i.e. egg, owlet, adult snowy owl.
- I will develop an understanding of what global warming is. I will learn how this affects, for example, the polar bears.
- I will explore ice, learning about the freezing/melting processes, and investigating if anything can make ice melt faster, using my prediction and observation skills.
- I will count a small number of objects and show this amount using my fingers.
- I will recognise some numerals to 10, beginning to order the numerals I recognise.
- I will learn what a 10 frame is, and with support use it to represent numbers.
- I will describe lengths using mathematical vocabulary e.g. tall / short.
- I will compare lengths, acquiring vocabulary to compare them accurately e.g. taller / shorter.
- I will move my body like an arctic creature e.g. swimming like a narwhal.
- I will make sounds using instruments to represent how arctic animals move.
- I will know the names of some instruments.
- I will use paint programs to colour arctic creatures, learning how to change the colour of the pen.
- I will use ICT and the internet to learn about arctic creatures.
- I will learn about Chinese New Year celebrations through videos and books.
- I will demonstrate my knowledge of Chinese New Year traditions by taking part in banquet food tasting, making lanterns, engaging in role play, exploring money wallet etc.

Cycle A – Term 4: **Minibeasts****Knowledge and Skills Specific to the Nursery Routine and Learning**

- I will take off and organise my belongings effectively i.e. putting my coat and shoes on my peg and shelf; and begin to put all my belongings on with a little support e.g. my coat/puddle suit.
- I will use the toilet independently.
- I will wash and dry my hands thoroughly and independently. I will know that I wash my hands to kill the germs and I will have some understanding of how germs spread.
- I will pour my drink from a jug with more independence, and I will drink from a cup independently, generally without spills.
- I will select and use resources from continuous provision independently and with purpose.
- I will take part in activities to help me to identify initial sounds of words, and names of objects, using the sounds 'urhbflij'.
- I will take part in activities to help me to articulate sounds correctly – including playing with voice sounds.
- I will take part in activities to blend a wider range of words using oral blending.
- I will recognise my name, and be able to say the initial sound of my name with some accuracy.
- I will write some of my name, forming some recognisable letters.
- I will take part in 'Dough Digits' exercises and 'Squiggle As You Wiggle' movements, completing the movements fully. I will show a preference for my dominant hand.

Knowledge and Skills Specific to the Nursery Theme

- I will know the names of six minibeasts native to our gardens, in particular; ladybird, bee, caterpillar, butterfly.
- I will know the names of the main features of minibeasts i.e. body, head, wings, legs, antenna.
- I will sort minibeasts into groups based on their features e.g. 'wings' and 'no wings'.
- I will know some facts about the minibeasts I have learnt about i.e. ladybird, bee, caterpillar, butterfly.
- I will know the key features of the life cycle of a ladybird i.e. egg, larvae, ladybird.
- I will know the key features of the life cycle of butterfly i.e. egg, caterpillar, chrysalis, butterfly
- I will know some of the key features of how honey bee makes honey i.e. using her tongue to slurp up nectar from flowers, then storing it in her 'honey tummy', then taking it to the beehive, passing it from worker bee to worker bee, then storing in a hexagonal hole, and drying using her wings.
- I will plant and tend to sunflower seeds, carrot seeds etc. knowing they need water, nutrients from the soil, and sun to grow.
- I will know the names of the key features of a sunflower i.e. root, stem, leaves, petal, seeds.
- I will know the key features of the life cycle of a plant i.e. seed, seedling, flower.
- I will move my body like minibeasts e.g. flying like a butterfly, crawling like an ant.
- I will count spots on both wing covers of a ladybird to find the total number of spots altogether.
- I will link numerals to amounts e.g. matching the number of ladybird spots to a numerals 0 to 10.
- I will experiment with mathematical symbols and marks to show my practical addition.
- I will, with support, contribute to writing simple addition number sentences within 10 to show my practical addition e.g. 3+2=5.
- I will develop an understanding about symmetry by using mirrors, folded paper, and painting butterflies.
- I will use paint programs to draw minibeasts, selecting different pens and changing the thickness of them.
- I will program beebots with simple instructions to make them move.

Cycle A – Term 5: People Who Help Us

Knowledge and Skills Specific to the Nursery Routine and Learning

- I will show increasing independence with my belongings i.e. putting on my coat/puddle suit and shoes/wellies to go outside on free-flow or on my Welly Fun session.
- I will use the toilet independently and competently.
- I will wash and dry my hands thoroughly and independently. I will understand how germs spread, and I will recognise the appropriate times to wash my hands.
- I will pour my drink from a jug and drink from a cup independently without spills, and I will begin to make healthy food choices.
- I will independently select and use resources from continuous provision to carry out my own ideas.
- I will take part in activities to help me to identify initial sounds of words, and objects, using the sounds 'vwyz qu ch'.
- I will recognise the capital letter that my name starts with, and be able to say the initial sound of my name using pure sounds.
- I will take part in activities to help me to blend a wider range of words using oral blending.
- I will write some, or all, of my name from memory; forming recognisable letters.
- I will take part in 'Dough Digits' exercises and 'Squiggle As You Wiggle' movements, completing the movements fully and competently. I will use a comfortable grip with good control when holding pens and pencils, and snip using scissors.

Knowledge and Skills Specific to the Nursery Theme

- I will identify some occupations related to theme of 'People Who Help Us' e.g. firefighters, vets, doctors, police, and scientists.
- I will know the names of the 'People Who Help Us' in our community e.g. firefighters, vets, doctors, and police.
- I will know the main roles of these occupations e.g. vets to help injured and sick animals.
- I will know the main features of these people e.g. firefighters wearing an oxygen tank on their back so they can breathe clean, safe air in smoky areas.
- I will learn to be safe when out and about e.g. stay away from fires, not talking to strangers.
- I will learn what to do in an emergency e.g. finding help and phoning 999.
- I will know what an x-ray is and how x-rays can help doctors and vets diagnose people and animals.
- I will deepen my understanding of germs; specifically how they spread and the ways I can prevent them from spreading.
- I will explore sound and how sounds travel to my ear e.g. how I can hear the siren on a police car.
- I will develop awe and wonder about the world around me by taking part in science week activities and experiments; also learning how to be kind to the world e.g. plastic pollution.
- I will develop my prediction and observation skills relating to science based activities, building scientific vocabulary.
- I will form connections with 'People Who Help Us' in my community e.g. local police and vet visits to nursery.
- I will use my knowledge and experiences to role-play 'People Who Help Us' i.e. police, firefighters, vets, and doctors.
- I will sing songs relating to community people, performing actions I have learnt and making up my own.
- I will count a small number of objects and know that the last number reached tells me the total (cardinal principle).
- I will count a small number of objects and find the numeral that matches the total.
- With support, I will record the total by copying the numeral.
- I will name common 2D shapes e.g. square, rectangle, circle, triangle.
- I will describe some shape properties using mathematical terms e.g. number of 'points' and 'straight'/'curved' sides.
- I will use paint programs to colour 'People Who Help Us' figures, selecting different pens and changing the thickness of them for a desired outcome.

Cycle A – Term 6: Under The Sea

Knowledge and Skills Specific to the Nursery Routine and Learning

- I will demonstrate good independence with my belongings i.e. putting on my coat/puddle suit and shoes/wellies to go outside on free-flow or on my Welly Fun session! I will also organise myself with additional belongings e.g. my lunch box / bag, pictures I am taking home etc.
- I will use the toilet independently and competently, managing my own personal hygiene.
- I will manage all of my hand washing and drying independently and effectively. I will also demonstrate a good understanding of how to help keep myself healthy regarding my personal hygiene.
- I will pour my drink from a jug and drink from a cup independently without spills, and I will eat my fruit/vegetable at snack (most of the time) and know why these foods are healthy for me.
- I will independently select and use resources from continuous provision to carry out my own ideas, both inside and out.
- I will take part in activities to help me to identify the final sounds of words, and objects, using the sounds 'ck x sh th ng nk'.
- I will take part in activities to help me to blend a wide range of words using oral blending when playing phonics games.
- I will recognise my name, say the initial sound for my name using pure sounds, and identify peers with the same initial sound.
- I will write my name using correct letter formation.
- I will take part in 'Dough Digits' exercises and 'Squiggle As You Wiggle' movements, completing the movements fully and competently. I will use one handed tools with good control e.g. I will hold scissors in one hand and demonstrate good control when cutting along lines.

Knowledge and Skills Specific to the Nursery Theme

- I will know the names of four creatures who live in the sea, in particular; jelly fish, shark, octopus, crab.
- I will know the names of the main features of sea creatures i.e. arms, fins, gills, tails, arms, tentacles.
- I will sort sea creatures into groups based on their features e.g. 'arms' and 'no arms'.
- I will describe features of the ocean habitat.
- I will know some facts about the sea creatures I have learnt about i.e. an octopus does not have bones so she can squeeze through small spaces.
- I will know the key features of the life cycle of a crab i.e. egg, larvae, adult crab.
- I will plant and tend to seedlings, using the allotment independently and knowing they need water, nutrients from the soil, and sun to grow.
- I will know the names of the key features of a plant i.e. root, stem, leaf, petal.
- I will move my body like a sea creature e.g. swimming like a shark, gliding like a jelly fish.
- I will learn and sing new songs; making up my own sea shanties, especially as I role-play.
- I will play instruments in different ways e.g. fast/slow, loud/quiet and know the signals for these.
- I will recognise numbers to 10 and count out that many objects e.g. recognising the number 7 and threading 7 beads onto and jellyfish tentacle.
- I will use the vocabulary 'floating', 'sinking', and 'sunk' to describe objects in water.
- I will make predictions about whether an object will float or sink in water, and with support I will record my predictions e.g. by drawing a tank with a water line and drawing objects.
- I will test objects, say what I observe, and with support say if my prediction was correct.
- I will count out a given number of objects, stopping at the target number.
- I will say what is one more / one less than a given number, using concrete objects to support me working this out.
- I will complete 'one more' number problems by copying numerals to complete the number sentence.
- I will roll a dice and subitise the number of dots up to 5; progressing to dots/objects not in a uniformed pattern.
- I will use ICT and the internet to learn about jelly fish, sharks, octopus, and crabs.

Cycle B – Term 3: Space

Knowledge and Skills Specific to the Nursery Routine and Learning

- I will take off my coat and hang it on my peg independently. I will take off my shoes and put them on my shelf independently. I will put on my slippers independently.
- I will use the toilet with more independence.
- I will wash my hands independently, and dry them with some guidance. I will know that I wash my hands to kill the germs.
- I will pour my drink from a jug with more independence, and I will drink from a cup independently.
- I will select and use resources from continuous provision independently.
- I will take part in activities to help me to identify initial sounds of words, and names of objects, using the 'mdgoc/ke' sounds.
- I will take part in activities to help me to distinguish between different sounds.
- I will take part in activities to help me to blend a wider range of CVC words using oral blending.
- I will recognise my name with good accuracy, and will recognise the initial sound of my name when an adult says it.
- I will continue tracing the dotted letters of my name to work on letter formation, but also begin to copy the letters of my name.
- I will join in 'Dough Digits' exercises and 'Squiggle As You Wiggle' movements, being able to do all of the movements with greater independence.

Knowledge and Skills Specific to the Nursery Theme

- I will name some of the key features of space e.g. has planets, sun, moon, and stars.
- I will describe some conditions of space e.g. it is dark, astronauts float in space etc.
- I will know an astronaut is somebody who travels to space.
- I will name features of an astronaut's spacesuit e.g. helmet, boots, breathable air etc.
- I will know rockets travel to space and be able to name some of a rocket's features e.g. nose cone, fuel tank, fins etc.
- I will develop my observation and prediction skills during the balloon rocket experiment.
- I will name colours and observe what happens as colours mix when investigating galaxy playdough.
- I will develop my vocabulary as I describe what I see happening during the glowing stars experiment.
- I will develop my understanding of reaction the fizzing planet experiment and will develop vocabulary linked to this e.g. reaction, opposites, different, bubble, air, pop, fizz.
- I will use a range of resources and workshop tools purposefully to make; sun catchers, 3D rockets, space helmets, flying saucers etc.
- I will count a small number of objects and show this amount using my fingers.
- I will recognise some numerals to 10, beginning to order the numerals I recognise.
- I will learn what a 10 frame is, and with support use it to represent numbers.
- I will describe lengths using mathematical vocabulary e.g. tall / short.
- I will compare lengths, acquiring vocabulary to compare them accurately e.g. taller / shorter.
- I will move my body like astronauts and rockets e.g. big floaty space steps, and zooming like a rocket.
- I will make sounds using instruments to represent space sounds.
- I will know the names of some instruments.
- I will use paint programs to colour rockets, aliens, and astronauts; learning how to change the colour of the pen.
- I will use ICT and the internet to learn about space.
- I will learn about Chinese New Year celebrations through videos and books.
- I will demonstrate my knowledge of Chinese New Year traditions by taking part in banquet food tasting, making lanterns, engaging in role play, exploring money wallet etc.

Cycle B – Term 4: On The Farm

Knowledge and Skills Specific to the Nursery Routine and Learning

- I will take off and organise my belongings effectively i.e. putting my coat and shoes on my peg and shelf; and begin to put all my belongings on with a little support e.g. my coat/puddle suit.
- I will use the toilet independently.
- I will wash and dry my hands thoroughly and independently. I will know that I wash my hands to kill the germs and I will have some understanding of how germs spread.
- I will pour my drink from a jug with more independence, and I will drink from a cup independently, generally without spills.
- I will select and use resources from continuous provision independently and with purpose.
- I will take part in activities to help me to identify initial sounds of words, and names of objects, using the sounds 'urhbflij'.
- I will take part in activities to help me to articulate sounds correctly – including playing with voice sounds.
- I will take part in activities to blend a wider range of words using oral blending.
- I will recognise my name, and be able to say the initial sound of my name with some accuracy.
- I will write some of my name, forming some recognisable letters.
- I will take part in 'Dough Digits' exercises and 'Squiggle As You Wiggle' movements, completing the movements fully. I will show a preference for my dominant hand.

Knowledge and Skills Specific to the Nursery Theme

- I will know the names of six animals on our farms, in particular; sheep, duck, pig, cow, chicken.
- I will know the names of the main features of these animals i.e. a sheep has wool
- I will sort animals into groups based on their features e.g. 'wings' and 'no wings'.
- I will know some facts about the animals I have learnt about i.e. a duck lays eggs.
- I will know the key features of the life cycle of a chicken i.e. egg, chick, chicken.
- I will know the key features of the life cycle of butterfly i.e. egg, caterpillar, chrysalis, butterfly
- I will plant and tend to beans, sunflower seeds, carrot seeds etc. knowing they need water, nutrients from the soil, and sun to grow.
- I will observe growing beans, identifying the tallest and shortest; and beginning to measure the height using standard equipment e.g. cubes.
- I will know the names of the key features of a sunflower i.e. root, stem, leaves, petal, seeds.
- I will know the key features of the life cycle of a plant i.e. seed, seedling, flower.
- I will move my body like, and make sounds of, the farm animals I am learning about e.g. snorting like a pig, clucking like a hen.
- I will demonstrate my knowledge of farms and farm animals through my role play.
- I will count spots on both wing covers of a ladybird to find the total number of spots altogether.
- I will link numerals to amounts e.g. matching the number of ladybird spots to a numerals 0 to 10.
- I will experiment with mathematical symbols and marks to show my practical addition.
- I will, with support, contribute to writing simple addition number sentences within 10 to show my practical addition e.g. 3+2=5.
- I will develop an understanding about symmetry by using mirrors, folded paper, and painting butterflies.
- I will use paint programs to draw farm animals, selecting different pens and changing the thickness of them.
- I will program beebots with simple instructions to make them move.

Cycle B – Term 5: The Amazon Rainforest

Knowledge and Skills Specific to the Nursery Routine and Learning

- I will show increasing independence with my belongings i.e. putting on my coat/puddle suit and shoes/wellies to go outside on free-flow or on my Welly Fun session.
- I will use the toilet independently and competently.
- I will wash and dry my hands thoroughly and independently. I will understand how germs spread, and I will recognise the appropriate times to wash my hands.
- I will pour my drink from a jug and drink from a cup independently without spills, and I will begin to make healthy food choices.
- I will independently select and use resources from continuous provision to carry out my own ideas.
- I will take part in activities to help me to identify initial sounds of words, and objects, using the sounds 'vwyz qu ch'.
- I will recognise the capital letter that my name starts with, and be able to say the initial sound of my name using pure sounds.
- I will take part in activities to help me to blend a wider range of words using oral blending.
- I will write some, or all, of my name from memory; forming recognisable letters.
- I will take part in 'Dough Digits' exercises and 'Squiggle As You Wiggle' movements, completing the movements fully and competently. I will use a comfortable grip with good control when holding pens and pencils, and snip using scissors.

Knowledge and Skills Specific to the Nursery Theme

- I will know the names of four creatures who live in the Amazon, in particular; green anaconda, golden lion tamarin, macaw, glass frog, sloth, and jaguar.
- I will know the names of the main features of these creatures i.e. wings, tail, claws etc.
- I will sort Amazon creatures into groups based on their features e.g. 'arms' and 'no arms'.
- I will describe features of the Amazon habitat e.g. the rainforest layers.
- I will learn about the Amazon habitat during science by, for example, making a terrarium and tasting foods native to the Amazon.
- I will learn about what deforestation is and how this affects the creatures of the rainforest.
- I will know some facts about the creatures I have learnt about i.e. a sloth is a herbivore who eats leaves.
- I will know the key features of the life cycle of a green anaconda i.e. egg, snakelet/hatchling, adult green anaconda.
- I will plant and tend to seedlings, using the allotment independently and knowing they need water, nutrients from the soil, and sun to grow.
- I will know the names of the key features of a plant i.e. root, stem, leaf, petal.
- I will use the vocabulary 'floating', 'sinking', and 'sunk' to describe objects in water.
- I will make predictions about whether an object will float or sink in water, and with support I will record my predictions e.g. by drawing a tank with a water line and drawing objects.
- I will test objects, say what I observe, and with support say if my prediction was correct.
- I will move my body like an Amazon creature e.g. creeping like a jaguar, flying like a macaw.
- I will learn and sing new songs; making up my own, especially as I role-play.
- I will play instruments in different ways e.g. fast/slow, loud/quiet and know the signals for these.
- I will recognise numbers to 10 and count out that many objects e.g. recognising the number 7 lily pad and hopping 7 frogs onto it.
- I will count out a given number of objects, stopping at the target number.
- I will say what is one more / one less than a given number, using concrete objects to support me working this out.
- I will complete 'one more' number problems by copying numerals to complete the number sentence.
- I will roll a dice and subitise the number of dots up to 5; progressing to dots/objects not in a uniformed pattern.
- I will use ICT and the internet to learn about green anaconda, golden lion tamarin, macaw, glass frog, sloth, and jaguar.

Cycle B – Term 6: **Adventures**

Knowledge and Skills Specific to the Nursery Routine and Learning

- I will demonstrate good independence with my belongings i.e. putting on my coat/puddle suit and shoes/wellies to go outside on free-flow or on my Welly Fun session! I will also organise myself with additional belongings e.g. my lunch box / bag, pictures I am taking home etc.
- I will use the toilet independently and competently, managing my own personal hygiene.
- I will manage all of my hand washing and drying independently and effectively. I will also demonstrate a good understanding of how to help keep myself healthy regarding my personal hygiene.
- I will pour my drink from a jug and drink from a cup independently without spills, and I will eat my fruit/vegetable at snack (most of the time) and know why these foods are healthy for me.
- I will independently select and use resources from continuous provision to carry out my own ideas, both inside and out.
- I will take part in activities to help me to identify the final sounds of words, and objects, using the sounds 'ck x sh th ng nk'.
- I will take part in activities to help me to blend a wide range of words using oral blending when playing phonics games.
- I will recognise my name, say the initial sound for my name using pure sounds, and identify peers with the same initial sound.
- I will write my name using correct letter formation.
- I will take part in 'Dough Digits' exercises and 'Squiggle As You Wiggle' movements, completing the movements fully and competently. I will use one handed tools with good control e.g. I will hold scissors in one hand and demonstrate good control when cutting along lines.

Knowledge and Skills Specific to the Nursery Theme

- I will identify some types of people related to theme of 'Adventures' e.g. pirates and explorers.
- I will identify places that can be described as 'adventurous' e.g. mountains and forests.
- I will know some of the equipment adventurers use e.g. backpacks, compasses, binoculars etc.
- I will know the purpose of these example pieces of equipment e.g. binoculars to see things that are far away.
- I will learn to be safe when going on adventures e.g. not jumping into water, not stepping on falling tree etc.
- I will learn what to do in an emergency e.g. finding help and phoning 999.
- I will develop my prediction and observation skills relating to science based activities, building scientific vocabulary.
- I will form connections with those in my community e.g. mountain rescue team.
- I will use my knowledge and experiences to role-play 'adventurers' i.e. pirates and explorers.
- I will sing songs relating to adventurers, performing actions I have learnt and making up my own.
- I will count a small number of objects and know that the last number reached tells me the total (cardinal principle).
- I will count a small number of objects and find the numeral that matches the total.
- With support, I will record the total by copying the numeral.
- I will name common 2D shapes e.g. square, rectangle, circle, triangle.
- I will describe some shape properties using mathematical terms e.g. number of 'points' and 'straight'/'curved' sides.
- I will use paint programs to colour 'People Who Help Us' figures, selecting different pens and changing the thickness of them for a desired outcome.