



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, Complete PE 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.

Reception Cycle A:

Term 1: All About Me

Term 2: Let's Celebrate

Term 3: Arctic (Nursery) / Fire and Ice (Reception)

Term 4: Ugly Bug Ball

Term 5: People Who Help Us (Nursery) / When I Grow Up (Reception)

Term 6: Under The Sea

Reception Cycle B:

Term 1: All About Me Term

Term 2: Let's Celebrate

Term 3: Space Term

Term 4: On the Farm

Term 5: Down in the Jungle Term

Term 6: Magic Carpet Adventure



Cycle A & B - Term 1: All About Me

Knowledge and Skills Specific to the Reception Routine and Learning

- I will demonstrate good independence with my belongings i.e. putting on my coat/puddle suit and wellies to go outside on free-flow or on my Forest Friday session! I will also organise myself with additional belongings e.g. my lunch box / bookbag, 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 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 'Squiggle While 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.
- I will remember to self-register every morning.

Knowledge and Skills Specific to the Theme

- I will be able to walk using my head, arms and feet, applying an effective walking technique.
- I will be able to walk in different pathways and explore relationships with others.
- I will develop walking at different levels and at different speeds.
- I will use my understanding of walking, applying it into a game.
- I will understand that I need to eat different foods.
- I will understand why it is important to exercise.
- I will understand the importance of sleep and can identify different emotions.
- I will know special things about myself.
- I will know how happiness and sadness can be expressed
- I will know that hands can be used kindly and unkindly
- I will know that being kind is good
- I will know that I have a right to learn and play, safely and happily.
- I will be able to identify ways to keep healthy.

- I will understand why we need to stay clean
- I will know how some germs can make me ill.
- I will understand what a dentist's role is.
- I will understand why it is important to have a clean environment.
- I will be able to explore making marks with wax crayons, felt tips, chalk, and pencils.
- I will be able to investigate the marks and patterns made by different textures.
- I will be able to use a felt tip to make patterns.
- I will be able to make controlled large and small movements.
- I will be able to compare different ways of making marks and drawing.
- I will be able to create a simple observational drawing.
- I will be able to use a variety of colours and materials to create a self-portrait.
- I will be able to express my own self-image through art.
- I will recognise and say phonemes for some Phase 2 graphemes.
- I will recognise tricky words 'the', 'I' and 'is'.
- I will be able to orally blend CVC words.
- I will be able to use the 'writing' rhyme to write some of the Phase 2 graphemes using the correct formation.
- I will be able to blend some CVC words.
- I will be able to use a wider range of vocabulary.
- I will understand 'Why?' questions.
- I will be able to talk about familiar books.
- I will be able to engage in conversations, learning new vocabulary
- I will use longer sentences of four to six words.
- I will develop phonological awareness.
- I will write some letters accurately.
- I will learn and use new vocabulary.
- I will understand how to listen carefully and why listening is important.
- I will articulate ideas in well-formed sentences.
- I will listen to and talk about stories to build familiarity and understanding.
- I will engage with and talk about non-fiction books.
- I will read simple phrases and sentences.
- I will re-read books to build up confidence.
- I will write short sentences.
- I will talk about members of my immediate family and community.
- I will ask questions to find out more and check I understand.
- I will describe events in some detail.
- I will use talk to organise play.



- I will develop small motor skills to use pencils for writing.
- I will read simple phrases and sentences.
- I will spell words by identifying the sounds and then writing them.
- I will re-read what I have written to check if it makes sense.
- I will re-tell religious stories making connections with individual experiences of belonging.
- I will share and record occasions where things have happened in my life that made me feel special.
- I will recall simply what happens at a traditional Christian infant baptism and dedication
- I will recall simply what happens when a baby is welcomed into Islam
- I will hold conversations about special religious signs of belonging, using new vocabulary
- I will talk about the lives of other people using simple ideas about the experiences of belonging and community
- I will talk about information on the ways different religious communities of the UK welcome a new baby.
- I will sing in a group or on my own, increasingly matching the pitch and following the melody.
- I will listen attentively, move to and talk about music, expressing my feelings and responses.
- I will explore and engage in music making and dance, performing solo or in groups.
- I will match objects together
- I will match pictures to objects
- I will identify a set of objects
- I will explore sorting techniques
- I will be able to create sorting rules
- I will compare amounts
- I will compare size
- I will compare mass
- I will compare capacity
- I will explore simple patterns
- I will copy and continue simple patterns
- I will create simple patterns
- I will find 1,2 and 3
- I will subitise 1,2 and 3
- I will represent 1,2 and 3
- I will find one more
- I will find one less
- I will explore the composition of 1, 2 and 3.



Cycle A & B - Term 1: Let's Celebrate

Knowledge and Skills Specific to the Reception Routine and Learning

- I will demonstrate good independence with my belongings i.e. putting on my coat/puddle suit and wellies to go outside on free-flow or on my Forest Friday session! I will also organise myself with additional belongings e.g. my lunch box / bookbag, 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 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 phase 2 sounds.
- I will take part in activities to help me identify phase 2 tricky words.
- 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 'Squiggle While 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.
- I will remember to self-register every morning.

Knowledge and Skills Specific to the Theme

- I will be able to create different movements using different parts of the body.
- I will be able to move using larger scale travelling movements.
- I will be able to respond to words and music using their bodies and props.
- I will be able to create my own movement ideas relating to specific words.
- I will understand the meaning of opposites.
- I will be able to move by creeping, tiptoeing and hiding.
- I will be able to identify parts of a spider and a reindeer
- I will be able to explain my thinking using simple words.
- I will use my observation skills to spot things and explain what I can see.
- I can categorise bugs using observable features.
- I will be able to make my own spiders web using suitable materials.
- I can make and compare snow using simple language.
- I will be able to identify feelings associated with being proud.



- I will be able to Identify things I am good at.
- I will be able to vocalise success for myself and about others successes.
- I will be able to identify some ways that I can be different and the same as others.
- I will be able to recognise similarities and differences between my family and other families.
- I will be able to identify and use skills to make a friend.
- I will be able to identify and use skills to stand up for myself.
- I will be able to recognise emotions when myself or someone else is upset, frightened or angry.
- I will know that soup is ingredients (usually vegetables and liquid) blended together.
- I will know that vegetables are grown.
- I will recognise and name some common vegetables.
- I will know that different vegetables taste different.
- I will know that eating vegetables is good for us.
- I will be able to discuss why different packages might be used for different foods.
- I will be able to work with my friends to create a design a soup recipe.
- I will be able to design soup packaging.
- I will be able to chop plasticine safely.
- I will be able to chop vegetables with support.
- I will taste soup and give my opinion.
- I will be able to describe some of the following when tasting food: look, feel, smell and taste.
- I will be able to choose my favourite packaging design and explaining why.
- I will be able to recognise all Phase 2 graphemes and say the phonemes.
- I will be able to recognise Phase 2 digraphs and say their phoneme.
- I will be able to recognise tricky words 'as', 'and', 'has', 'his', 'her', 'go', 'no', 'to', 'into', 'she', 'he', 'of', 'we', 'me' and 'be'.
- I will be able to blend CVC words and words with Phase 2 digraphs.
- I will be able to write CVC words including Phase 2 graphemes and digraphs.
- I will be able to use a wider range of vocabulary.
- I will understand 'Why?' questions.
- I will be able to talk about familiar books.
- I will be able to engage in conversations, learning new vocabulary
- I will use longer sentences of four to six words.
- I will develop phonological awareness.
- I will write some letters accurately.
- I will learn and use new vocabulary.
- I will understand how to listen carefully and why listening is important.
- I will articulate ideas in well-formed sentences.
- I will listen to and talk about stories to build familiarity and understanding.
- I will engage with and talk about non-fiction books.
- I will read simple phrases and sentences.



- I will re-read books to build up confidence.
- I will write short sentences.
- I will ask questions to find out more and check I understand.
- I will describe events in some detail.
- I will use talk to organise play.
- I will develop small motor skills to use pencils for writing.
 - I will read simple phrases and sentences.
 - I will spell words by identifying the sounds and then writing them.
 - I will re-read what I have written to check if it makes sense.
 - I will spot and suggest rhymes.
 - I will listen attentively to books read to me and respond to questions, comments, or actions.
 - I will write a caption/label.
 - I will re-tell stories.
 - I will discuss signs of winter and use recently acquired vocabulary.
 - I will give examples of special occasions and suggest features of a good celebration
 - I will recall simple stories connected with Christmas and a festival from another faith
 - I will say why Christmas and a festival from another faith are special times for believers
 - I will hold conversations about special religious times using new vocabulary
 - I will talk about the lives of other people using simple ideas about how celebrations are valued
 - I will talk about information on the festivals of different religious communities of the UK
 - I will sing in a group or on my own, increasingly matching the pitch and following the melody.
 - I will listen attentively, move to and talk about music, expressing my feelings and responses.
 - I will explore and engage in music making and dance, performing solo or in groups.
 - I will identify and name circles and triangles
 - I will compare circles and triangles
 - I will look for shapes in the environment
 - I will describe position
 - I will find 4 and 5
 - I will subitise 4 and 5
 - I will represent 4 and 5
 - I will find 1 more
 - I will find 1 less
 - I will look at the composition of 4 and 5
 - I will look at the composition of 1-5
 - I will identify and name shapes with four sides
 - I will combine shapes with four sides
 - I will look for shapes in the environment
 - I will talk about my day and night routines



- I will find 0-5
- I will subitise 0-5
- I will represent 0-5
- I will find one more
- I will find 1 less
- I will compare mass
- I will find a balance
- I will explore capacity
- I will compare capacity



Cycle A – Term 3: Fire and Ice

Knowledge and Skills Specific to the Reception Routine and Learning

- I will demonstrate good independence with my belongings i.e. putting on my coat/puddle suit and wellies to go outside on free-flow or on my Forest Friday session! I will also organise myself with additional belongings e.g. my lunch box / bookbag, 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 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 begin to identify the phase 3 sounds.
- I will take part in activities to help me identify phase 3 tricky words.
- I will recognise my name.
- I will write my name using correct letter formation.
- I will take part in 'Squiggle While 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.
- I will know when I am taking part in an after-school activity.
- I will remember to self-register every morning.

Knowledge and Skills Specific to the Theme

- I will be able to move in a high way and make high shapes.
- I will be able to move in a low way and make low shapes.
- I will be able to move safely using apparatus.
- I will be able to make movements and shapes in high and low ways on the apparatus.
- I will be able to make movements and shapes in high, low, over and under ways on the apparatus.
- I will be able to self-select where to work, what movements and shapes to make and starting to identify features of other pupils work when questioned.
- I will be able to talk about and identify different colours.
- I will understand that light is needed to see colour.
- I will be able to identify colours in real life.
- I will understand that new colours can be made when mixed.
- I will start to question why things happen
- I will start to ask questions to clarify my understanding.
- I will be able to understand that challenges can be difficult.



- I will be able to recognise some of the feelings linked to perseverance.
- I will be able to talk about a time that they kept on trying and achieved a goal.
- I will learn skills which enable me to be ambitious.
- I will learn skills which enable me to be resilient.
- I will recognise how kind words can encourage people.
- I will be able to describe the texture and colours as I paint.
- I will be able to talk about my work and decide whether it is abstract or figurative.
- I will be able to create natural paintbrushes using found objects.
- I will be able to use natural paint brushes and mud paint to create artwork.
- I will be able to respond to music through the medium of paint.
- I will be able to use paint to express ideas and feelings.
- I will be able to use loose parts to create a piece of transient art.
- I will be able to recognise Phase 3 digraphs and trigraphs and say their phoneme.
- I will be able to read words including the Phase 3 digraphs.
- I will recognise the tricky words 'was', 'you', 'they', 'my', 'by', 'all', 'are', 'sure' and 'pure'.
- I will be able to write CVC words including Phase 3 digraphs.
- I will be able to write a simple sentence using the sounds I know with some support.
- I will be able to read a simple sentence using the sounds I know with some support.
- I will be able to use a wider range of vocabulary.
- I will understand 'Why?' questions.
- I will be able to talk about familiar books.
- I will be able to engage in conversations, learning new vocabulary
- I will use longer sentences of four to six words.
- I will write some letters accurately.
- I will learn and use new vocabulary.
- I will understand how to listen carefully and why listening is important.
- I will articulate ideas in well-formed sentences.
- I will listen to and talk about stories to build familiarity and understanding.
- I will engage with and talk about non-fiction books.
- I will read simple phrases and sentences.
- I will re-read books to build up confidence.
- I will write short sentences.
- I will describe events in some detail.
- I will develop small motor skills to use pencils for writing.
- I will read simple phrases and sentences.
- I will spell words by identifying the sounds and then writing them.
- I will re-read what I have written to check if it makes sense.



- I will spot and suggest rhymes.
- I will listen attentively to books read to me and respond to questions, comments, or actions.
- I will write a caption/label.
- I will re-tell stories.
- I will write simple factual sentences.
- I will use and understand recently acquired vocabulary.
- I will discuss signs of spring and use recently acquired vocabulary.
- I will talk about somewhere that is special to me and say why
- I will be aware that some religious people have places which have special meaning for them
- I will talk about the things that are special and valued in a place of worship
- I will identify some significant features of sacred places
- I will recognise a place of worship
- I will know a similarity and a difference between two different places of worship
- I will get to know and use appropriate words to talk about my thoughts and feelings when visiting a church.
- I will sing in a group or on my own, increasingly matching the pitch and following the melody.
- I will listen attentively, move to and talk about music, expressing my feelings and responses.
- I will explore and engage in music making and dance, performing solo or in groups.
- I will find 6,7 and 8
- I will represent 6,7 and 8
- I will find one more
- I will find one less
- I will explore the composition of 6,7 and 8
- I will make pairs (odd and even)
- I will find a double to 8
- I will make a double to 8
- I will combine two groups
- I will explore length
- I will compare length
- I will explore height
- I will compare height
- I will talk about time
- I will order and sequence time
- I will find 9 and 10
- I will compare numbers to 10
- I will represent 9 and 10
- I will subitise to 10
- I will explore one more
- I will explore one less



- I will explore number bonds to 10 (two parts)
- I will make arrangements of 10
- I will explore number bonds to 10 (three parts)
- I will find a double to 10
- I will make a double to 10
- I will explore odd and even.



Cycle A – Term 4: Ugly Bug Ball

Knowledge and Skills Specific to the Reception Routine and Learning

- I will demonstrate good independence with my belongings i.e. putting on my coat/puddle suit and wellies to go outside on free-flow or on my Forest Friday session! I will also organise myself with additional belongings e.g. my lunch box / bookbag, 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 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 phase 3 sounds.
- I will take part in activities to help me identify phase 3 tricky words.
- I will recognise my name.
- I will write my name using correct letter formation.
- I will take part in 'Squiggle While 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.
- I will know when I am taking part in an after-school activity.
- I will follow the school rules in school and also on out of school visits.
- I will remember to self-register every morning.

Knowledge and Skills Specific to the Theme

- I will be able to find different ways of throwing a beanbag.
- I will understand why we need to aim when we are throwing.
- I will be able to throw a beanbag underarm.
- I will be able to throw a beanbag overarm.
- I will be able to use my body to throw with greater distance.
- I will understand why we need to be accurate when we are rolling a ball towards a target.
- I will be able to catch a beanbag and a small ball.
- I will be able to identify the various stages of the life cycle of a caterpillar/butterfly.
- I will be able to identify foods that are grown and come from plants.
- I will be able to identify any of the things a plant needs to grow.
- I will be able to identify parts of an insect.



- I will be able to use relevant scientific language.
- I will be able to identify minibeast habitats and why they live there.
- I will know the names for some parts of my body.
- I will know what the word 'healthy' means.
- I will know some things that I need to do to keep healthy
- I know that I need to exercise to keep healthy.
- I will know how to help myself go to sleep and that sleep is good for me.
- I will know when and how to wash my hands properly.
- I will know what to do if I get lost.
- I will know that a design is a way of planning our idea before we start.
- I will know that threading is putting one material through an object.
- I will know that a design is a way of planning our idea before we start.
- I will know that threading is putting one material through an object.
- I will be able to discuss what a good design needs.
- I will be able to design a simple pattern with paper.
- I will be able to design a bookmark.
- I will be able to make a good choice from available materials.
- I will be able to cut carefully and precisely with scissors.
- I will explore threading and weaving (under, over technique) with a variety of materials.
- I will be able to use a prepared needle and wool to practise threading.
- I will be able to reflect on a finished product and compare it to my design.
- I will be able to identify known digraphs in words.
- I will be able to read some words with more than one digraph.
- I will recognise double letters as digraphs.
- I will be able to read some compound words.
- I will be able to read some words ending in 'ing'.
- I will be able to read some words with 's' and 'es' on the end.
- I will be able to write a simple sentence using the sounds I know.
- I will be able to read a simple sentence using the sounds I know.
- I will understand 'Why?' questions.
- I will be able to talk about familiar books.
- I will be able to engage in conversations, learning new vocabulary
- I will use longer sentences of four to six words.
- I will write some letters accurately.
- I will understand how to listen carefully and why listening is important.
- I will articulate ideas in well-formed sentences.



- I will listen to and talk about stories to build familiarity and understanding.
- I will engage with and talk about non-fiction books.
- I will read simple phrases and sentences.
- I will write short sentences.
- I will describe events in some detail.
- I will develop small motor skills to use pencils for writing.
 - I will read simple phrases and sentences.
 - I will spell words by identifying the sounds and then writing them.
 - I will re-read what I have written to check if it makes sense.
 - I will spot and suggest rhymes.
 - I will listen attentively to books read to me and respond to questions, comments, or actions.
 - I will write a caption/label.
 - I will re-tell stories.
 - I will write simple factual sentences.
 - I will use and understand recently acquired vocabulary.
 - I will talk about people who are special to me.
 - I will say what makes my family and friends special to me.
 - I will identify some of the qualities of a good friend.
 - I will recall and talk about stories of Jesus as a friend to others.
 - I will recall a story about a special person in Sikhism and talk about what can be learnt from it.
 - I will use new vocabulary as I hold conversations about religious material.
 - I will sing in a group or on my own, increasingly matching the pitch and following the melody.
 - I will listen attentively, move to and talk about music, expressing my feelings and responses.
 - I will explore and engage in music making and dance, performing solo or in groups.
- I will recognise and name 3D shapes
- I will find 2D shapes within 3D shapes
- I will use 3D shapes for tasks
- I will find 3D shapes in the environment
- I will identify more complex patterns
- I will copy and continue patterns
- I will explore patterns in the environment
- I will explore numbers beyond 10
- I will continue patterns beyond 10
- I will build numbers beyond 10
- I will verbally count beyond 20
- I will explore verbal counting patterns



Cycle A – Term 5: When I Grow Up

Knowledge and Skills Specific to the Reception Routine and Learning

- I will demonstrate good independence with my belongings i.e. putting on my coat/puddle suit and wellies to go outside on free-flow or on my Forest Friday session! I will also organise myself with additional belongings e.g. my lunch box / bookbag, 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 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 phase 3 sounds.
- I will take part in activities to help me identify phase 4 tricky words.
- I will start to recognise the letter names in my name.
- I will write my name using correct letter formation.
- I will take part in 'Squiggle While 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.
- I will know when I am taking part in an after-school activity.
- I will follow the school rules in school and also on out of school visits.
- I will remember to self-register every morning.

Knowledge and Skills Specific to the Theme

- I will be able to use my feet to move with a ball.
- I will be able to kick a ball using different parts of my feet.
- I will begin to understand how we control a ball.
- I will understand the meaning of the word control and why it is important to keep the ball close to me.
- I will be able to dribble using my feet to move with a ball.
- I will be able to identify ways to and why I need to keep my teeth clean.
- I will be able to identify what is needed to cause a fire and what to do in the event of one.
- I will be able to discuss the role of the fire service.
- I will be able to identify the skills/role of the police.
- I will be able to use observational skills for a purpose.
- I will know what a family is.
- I will know that different people in a family have different responsibilities (jobs).



- I will know some of the characteristics of healthy and safe friendship.
- I will know that friends sometimes fall out.
- I will know some ways to mend a friendship.
- I will know that unkind words can never be taken back, and they can hurt.
- I will know how to use Jigsaw's Calm Me to help when feeling angry.
- I will know some reasons why others get angry.
- I will be able to identify the people that can help me.
- I will be able to read CVCC and CCVC words with short vowel sounds.
- I will be able to read CCVCC, CCCVC and CCCVCC words with short vowel sounds.
- I will be able to read root words ending in 'ing', 'ed' and 'est' including the graphemes, digraphs and trigraphs learnt.
- I will recognise tricky words 'said', 'so', 'have', 'like', 'some', 'come', 'love', 'do', 'were', 'here', 'little', 'says', 'there', 'when', 'what', 'one', 'out' and 'today'.
- I will be able to read sentences including Phase 4 words with short vowel sounds.
- I will be able to write sentences including Phase 4 words with short vowel sounds.
- I will use longer sentences of four to six words.
- I will learn and use new vocabulary.
- I will understand how to listen carefully and why listening is important.
- I will articulate ideas in well-formed sentences.
- I will listen to and talk about stories to build familiarity and understanding.
- I will engage with and talk about non-fiction books.
- I will read simple phrases and sentences.
- I will re-read books to build up confidence.
- I will write short sentences.
- I will talk about members of my immediate family and community.
- I will ask questions to find out more and check I understand.
- I will describe events in some detail.
- I will develop small motor skills to use pencils for writing.
 - I will read simple phrases and sentences.
 - I will spell words by identifying the sounds and then writing them.
 - I will re-read what I have written to check if it makes sense.
 - I will spot and suggest rhymes.
 - I will listen attentively to books read to me and respond to questions, comments, or actions.
 - I will write a caption/label.
 - I will re-tell stories.
 - I will write simple factual sentences.
 - I will pose a question to a visitor.
 - I will use and understand recently acquired vocabulary.



- I will write questions with question marks.
- I will read words and simple sentences.
- I will talk about things I find interesting, puzzling or wonderful and also about my own experiences and feelings about the world.
- I will re-tell stories, talking about what they say about the world, God, human beings.
- I will think about the wonders of the natural world, expressing ideas and feelings.
- I will express ideas about how to look after animals and plants.
- I will explore the natural world, making space for responses of joy, wonder and curiosity.
- I will talk about what people do to mess up the world and what they do to look after it.
- I will hold conversations using new vocabulary about caring for the world.
- I will talk about the lives of other people using simple ideas about care for nature and animals.
- I will talk about information on the ways different religious communities care for our world.
- I will sing in a group or on my own, increasingly matching the pitch and following the melody.
- I will listen attentively, move to and talk about music, expressing my feelings and responses.
- I will explore and engage in music making and dance, performing solo or in groups.
- I will explore simple addition
- I will explore simple subtraction
- I will select shapes for a purpose
- I will rotate shapes
- I will manipulate shapes
- I will explain shape arrangements
- I will compose shapes
- I will decompose shapes
- I will copy 2D shape pictures
- I will find 2D shapes within 3D shapes



Cycle A – Term 6: Under the Sea

Knowledge and Skills Specific to the Reception Routine and Learning

- I will demonstrate good independence with my belongings i.e. putting on my coat/puddle suit and wellies to go outside on free-flow or on my Forest Friday session! I will also organise myself with additional belongings e.g. my lunch box / bookbag, 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 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 phase 4 words.
- I will take part in activities to help me identify phase 4 tricky words.
- I will start to recognise the letter names in my name.
- I will write my name using correct letter formation.
- 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.
- I will know when I am taking part in an after-school activity.
- I will follow the school rules in school and also on out of school visits
- I will remember to self-register every morning.

Knowledge and Skills Specific to the Theme

- I will understand why it is important to take turns when playing a game.
- I will understand why we need to keep the score during a game.
- I will understand why we need to follow the rules during a game.
- I will understand why games have rules and understand the consequences if the rules of the game are not followed.
- I will understand different ways of avoiding a defender.
- I will be able to identify animal habitats under the sea.
- I will be able to group fish based on observations.
- I will be able to understand why things float or sink.
- I will be able to make observations of plants and animals.
- To be able to label basic fish anatomy.
- I will know that 'waterproof' materials are those which do not absorb water.
- I will know that some objects float and others sink.
- I will know the different parts of a boat.
- I will be able to design a junk model boat.



- I will use my knowledge from exploration to inform my design.
- I will be able to make a boat that floats and is waterproof, considering my material choices.
- I will be able to make predictions about, and evaluate different materials to see if they are waterproof.
- I will be able to make predictions about, and evaluate existing boats to see which floats best.
- I will be able to test my design and reflect on what could have been done differently.
- I will investigate the how the shapes and structure of a boat affect the way it moves.
- I will understand simple principles (evasive skills) to avoid being tagged.
- I will start to understand what the consequences are if I am tagged in a game.
- I will start to find different ways of preventing an attacker (fish) from scoring a point.
- I will start to understand simple principles to prevent the attackers from scoring.
- I will start to understand what the consequences are if I do not tag an attacker in a game.
- I will know the names and functions of some parts of the body.
- I will know that we grow from baby to adult.
- I will know who to talk to if I am feeling worried.
- I will know that sharing how I feel can help solve a worry.
- I will know that remembering happy times can help us move on.
- I will be able to read CVCC and CCVC words with long vowel sounds.
- I will be able to read CCVCC, CCCVC and CCCVCC words with long vowel sounds.
- I will be able to read Phase 4 root words ending in 'ing, 'ed' and 'est'.
- I will be able to read longer words ending in 's' and 'es'.
- I will be able to read sentences including Phase 4 words with long vowel sounds.
- I will be able to write sentences including Phase 4 words with long vowel sound
- I will write simple report sentences.
- I will use longer sentences of four to six words.
- I will understand how to listen carefully and why listening is important.
- I will articulate ideas in well-formed sentences.
- I will listen to and talk about stories to build familiarity and understanding.
- I will engage with and talk about non-fiction books.
- I will read simple phrases and sentences.
- I will ask questions to find out more and check I understand.
- I will read simple phrases and sentences.
- I will re-read what I have written to check if it makes sense.
- I will listen attentively to books read to me and respond to questions, comments, or actions.
- I will write a caption/label.
- I will re-tell stories.
- I will write simple factual sentences.
- I will use and understand recently acquired vocabulary.



- I will talk about some religious stories.
- I will recognise and use new vocabulary, especially some religious words, e.g. God, Jesus, Bible, Christian, Prophet. Muhammad, Muslim.
- I will identify some of my own feelings in the stories they hear.
- I will identify and name a sacred text and religion, e.g. 'the Bible is for Christians' 'The Qur'an is for Muslims'.
- I will use recently acquired vocabulary to talk about simple teachings from the religious stories e.g. Jesus and Muhammad taught people about keeping promises, being thankful or being kind.
- I will use talk expressively to share ideas about the experiences of thanking and being thanked, praising and being praised.
- I will sing in a group or on my own, increasingly matching the pitch and following the melody.
- I will listen attentively, move to and talk about music, expressing my feelings and responses.
- I will explore and engage in music making and dance, performing solo or in groups.
- I will explore grouping and sharing
- I will explore even and odd sharing
- I will explore building doubles
- I will identify units of repeating patterns
- I will explore and create my own pattern rules
- I will replicate and build scenes and constructions
- I will visualise from different positions
- I will describe position
- I will give instructions to build
- I will explore mapping
- I will represent maps with models
- I will create my own maps from familiar places and story situations.



Cycle B – Term 3: Space

Knowledge and Skills Specific to the Reception Routine and Learning

- I will demonstrate good independence with my belongings i.e. putting on my coat/puddle suit and wellies to go outside on free-flow or on my Forest Friday session! I will also organise myself with additional belongings e.g. my lunch box / bookbag, 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 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 begin to identify the phase 3 sounds.
- I will take part in activities to help me identify phase 3 tricky words.
- I will recognise my name.
- I will write my name using correct letter formation.
- I will take part in 'Squiggle While 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.
- I will know when I am taking part in an after-school activity.
- I will remember to self-register every morning.

Knowledge and Skills Specific to the Theme

- I will be able to move in a high way and make high shapes.
- I will be able to move in a low way and make low shapes.
- I will be able to move safely using apparatus.
- I will be able to make movements and shapes in high and low ways on the apparatus.
- I will be able to make movements and shapes in high, low, over and under ways on the apparatus.
- I will be able to self-select where to work, what movements and shapes to make and starting to identify features of other pupils work when questioned.
- I will be able to understand that challenges can be difficult.
- I will be able to recognise some of the feelings linked to perseverance.
- I will be able to talk about a time that they kept on trying and achieved a goal.
- I will learn skills which enable me to be ambitious.
- I will learn skills which enable me to be resilient.
- I will recognise how kind words can encourage people.
- I will be able to identify and sort different materials
- I will be able to spot different materials in my environment.



- I will be able to talk about the differences between materials and changes I notice.
- I will start to notice similarities and differences within the materials.
- I will be able to compare how different materials react in water.
- I will know there are a range to different materials that can be used to make a model and that they are all slightly different.
- I will be able to make simple suggestions to fix my junk model.
- I will be able to make verbal plans and material choices.
- I will be able to develop a junk model.
- I will be able to cut with a variety of materials.
- I will be able to join materials in a variety of ways (temporary and permanent).
- I will be able to join different materials together.
- I will be able to describe my junk model, and how I intend to put it together.
- I will give a verbal evaluation of my own and others' junk models with adult support.
- I will check to see if my model matches my plan.
- I will be able to consider what I would do differently if I were to do it again.
- I will be able to describe my favourite and least favourite part of my model.
- I will be able to recognise Phase 3 digraphs and trigraphs and say their phoneme.
- I will be able to read words including the Phase 3 digraphs.
- I will recognise the tricky words 'was', 'you', 'they', 'my', 'by', 'all', 'are', 'sure' and 'pure'.
- I will be able to write CVC words including Phase 3 digraphs.
- I will be able to write a simple sentence using the sounds I know with some support.
- I will be able to read a simple sentence using the sounds I know with some support.
- I will talk about somewhere that is special to me and say why
- I will be aware that some religious people have places which have special meaning for them
- I will talk about the things that are special and valued in a place of worship
- I will identify some significant features of sacred places
- I will recognise a place of worship
- I will know a similarity and a difference between two different places of worship
- I will get to know and use appropriate words to talk about my thoughts and feelings when visiting a church.
- I will be able to use a wider range of vocabulary.
- I will understand 'Why?' questions.
- I will be able to talk about familiar books.
- I will be able to engage in conversations, learning new vocabulary
- I will use longer sentences of four to six words.
- I will write some letters accurately.
- I will learn and use new vocabulary.
- I will understand how to listen carefully and why listening is important.
- I will articulate ideas in well-formed sentences.

- I will listen to and talk about stories to build familiarity and understanding.
- I will engage with and talk about non-fiction books.
- I will read simple phrases and sentences.
- I will re-read books to build up confidence.
- I will write short sentences.
- I will describe events in some detail.
- I will develop small motor skills to use pencils for writing.
- I will read simple phrases and sentences.
- I will spell words by identifying the sounds and then writing them.
- I will re-read what I have written to check if it makes sense.
- I will spot and suggest rhymes.
- I will listen attentively to books read to me and respond to questions, comments, or actions.
- I will write a caption/label.
- I will re-tell stories.
- I will write simple factual sentences.
- I will sing in a group or on my own, increasingly matching the pitch and following the melody.
- I will listen attentively, move to and talk about music, expressing my feelings and responses.
- I will explore and engage in music making and dance, performing solo or in groups.
- I will find 6,7 and 8
- I will represent 6,7 and 8
- I will find one more
- I will find one less
- I will explore the composition of 6,7 and 8
- I will make pairs (odd and even)
- I will find a double to 8
- I will make a double to 8
- I will combine two groups
- I will explore length
- I will compare length
- I will explore height
- I will compare height
- I will talk about time
- I will order and sequence time
- I will find 9 and 10
- I will compare numbers to 10
- I will represent 9 and 10
- I will subitise to 10
- I will explore one more



- I will explore one less
- I will explore number bonds to 10 (two parts)
- I will make arrangements of 10
- I will explore number bonds to 10 (three parts)
- I will find a double to 10
- I will make a double to 10
- I will explore odd and even.



Cycle B – Term 4: **On the Farm**

Knowledge and Skills Specific to the Reception Routine and Learning

- I will demonstrate good independence with my belongings i.e. putting on my coat/puddle suit and wellies to go outside on free-flow or on my Forest Friday session! I will also organise myself with additional belongings e.g. my lunch box / bookbag, 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 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 phase 3 sounds.
- I will take part in activities to help me identify phase 3 tricky words.
- I will recognise my name.
- I will write my name using correct letter formation.
- I will take part in 'Squiggle While 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.
- I will know when I am taking part in an after-school activity.
- I will follow the school rules in school and also on out of school visits.
- I will remember to self-register every morning.

Knowledge and Skills Specific to the Theme

- I will be able to find different ways of throwing a beanbag.
- I will understand why we need to aim when we are throwing.
- I will be able to throw a beanbag underarm.
- I will be able to throw a beanbag overarm.
- I will be able to use my body to throw with greater distance.
- I will understand why we need to be accurate when we are rolling a ball towards a target.
- I will be able to catch a beanbag and a small ball.
- I will know the names for some parts of my body.
- I will know what the word 'healthy' means.
- I will know some things that I need to do to keep healthy
- I know that I need to exercise to keep healthy.
- I will know how to help myself go to sleep and that sleep is good for me.
- I will know when and how to wash my hands properly.



- I will know what to do if I get lost.
- I will understand the similarities and differences of animals in this country and in other countries.
- I will notice similarities and differences within the seasons.
- I will be able to identify where animals may live in the world.
- I will be able to look for patterns between the animal and its environment.
- I will be able to recognise some environments that are different to the one in which they live.
- I will start to understand the effect of changing seasons on the natural world.
- I will be able to explain in simple terms how animals adapt to their habitat.
- I will be able to observe what happens to the temperature over time with and without insulation.
- I will be able to ask questions to help research facts about an animal.
- I will be able to research facts about a chosen animal
- I will be able to apply my knowledge of animals through movement.
- I will be able to identify different animals and use observations to move like different animals.
- I will be able to experiment in an exploratory way.
- I will use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.
- I will be able to cut, thread, join and manipulate materials safely, focussing on process over outcome.
- I will begin to develop observational skills (for example, by using mirrors to include the main features of faces).
- I will know that modelling materials can be shaped using hands or tools.
- I will be able to identify known digraphs in words.
- I will be able to read some words with more than one digraph.
- I will recognise double letters as digraphs.
- I will be able to read some compound words.
- I will be able to read some words ending in 'ing'.
- I will be able to read some words with 's' and 'es' on the end.
- I will be able to write a simple sentence using the sounds I know.
- I will be able to read a simple sentence using the sounds I know.
- I will talk about people who are special to me.
- I will say what makes my family and friends special to me.
- I will identify some of the qualities of a good friend.
- I will recall and talk about stories of Jesus as a friend to others.
- I will recall a story about a special person in Sikhism and talk about what can be learnt from it.
- I will use new vocabulary as I hold conversations about religious material.
- I will understand 'Why?' questions.
- I will be able to talk about familiar books.
- I will be able to engage in conversations, learning new vocabulary
- I will use longer sentences of four to six words.

- I will write some letters accurately.
- I will understand how to listen carefully and why listening is important.
- I will articulate ideas in well-formed sentences.
- I will listen to and talk about stories to build familiarity and understanding.
- I will engage with and talk about non-fiction books.
- I will read simple phrases and sentences.
- I will write short sentences.
- I will describe events in some detail.
- I will develop small motor skills to use pencils for writing.
- I will read simple phrases and sentences.
- I will spell words by identifying the sounds and then writing them.
- I will re-read what I have written to check if it makes sense.
- I will spot and suggest rhymes.
- I will listen attentively to books read to me and respond to questions, comments, or actions.
- I will write a caption/label.
- I will re-tell stories.
- I will write simple factual sentences.
- I will use and understand recently acquired vocabulary.
- I will sing in a group or on my own, increasingly matching the pitch and following the melody.
- I will listen attentively, move to and talk about music, expressing my feelings and responses.
- I will explore and engage in music making and dance, performing solo or in groups. I will recognise and name 3D shapes
- I will find 2D shapes within 3D shapes
- I will use 3D shapes for tasks
- I will find 3D shapes in the environment
- I will identify more complex patterns
- I will copy and continue patterns
- I will explore patterns in the environment
- I will explore numbers beyond 10
- I will continue patterns beyond 10
- I will build numbers beyond 10
- I will verbally count beyond 20
- I will explore verbal counting patterns



Cycle B – Term 5: **Walking Through the Jungle**

Knowledge and Skills Specific to the Reception Routine and Learning

- I will demonstrate good independence with my belongings i.e. putting on my coat/puddle suit and wellies to go outside on free-flow or on my Forest Friday session! I will also organise myself with additional belongings e.g. my lunch box / bookbag, 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 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 phase 3 sounds.
- I will take part in activities to help me identify phase 4 tricky words.
- I will start to recognise the letter names in my name.
- I will write my name using correct letter formation.
- I will take part in 'Squiggle While 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.
- I will know when I am taking part in an after-school activity.
- I will follow the school rules in school and also on out of school visits.
- I will remember to self-register every morning.

Knowledge and Skills Specific to the Theme

- I will be able to use my feet to move with a ball.
- I will be able to kick a ball using different parts of my feet.
- I will begin to understand how we control a ball.
- I will understand the meaning of the word control and why it is important to keep the ball close to me.
- I will be able to dribble using my feet to move with a ball.
- I will know what a family is.
- I will know that different people in a family have different responsibilities (jobs).
- I will know some of the characteristics of healthy and safe friendship.
- I will know that friends sometimes fall out.
- I will know some ways to mend a friendship.
- I will know that unkind words can never be taken back and they can hurt.
- I will know how to use Jigsaw's Calm Me to help when feeling angry.
- I will know some reasons why others get angry.



- I will be able to identify the people that can help me.
- I will be able to identify where animals may live in the world.
- I will be able to look for patterns between the animal and its environment.
- I will be able to recognise some environments that are different to the one in which they live.
- I will start to understand the effect of changing seasons on the natural world.
- I will be able to explain in simple terms how animals adapt to their habitat.
- I will be able to observe what happens to the temperature over time with and without insulation.
- I will be able to ask questions to help research facts about an animal.
- I will be able to research facts about a chosen animal.
- I will be able to apply my knowledge of animals through movement.
- I will be able to identify different animals and use observations to move like different animals.
- I will be able to identify land and water on a map or globe.
- I will be able to make observations about the characteristics of places (in stories, photographs or in the school grounds/local area).
- I will know that usually water is represented in blue on a map or globe.
- I will know the name of their school and the place where they live.
- I will know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).
- I will be able to discuss how environments in stories and images are different to the environment they live in.
- I will know that places within this country can differ from each other.
- I will know that there are differences between places in this country and places in other countries.
- I will be able to read CVCC and CCVC words with short vowel sounds.
- I will be able to read CCVCC, CCCVC and CCCVCC words with short vowel sounds.
- I will be able to read root words ending in 'ing', 'ed' and 'est' including the graphemes, digraphs and trigraphs learnt.
- I will recognise tricky words 'said', 'so', 'have', 'like', 'some', 'come', 'love', 'do', 'were', 'here', 'little', 'says', 'there', 'when', 'what', 'one', 'out' and 'today'.
- I will be able to read sentences including Phase 4 words with short vowel sounds.
- I will be able to write sentences including Phase 4 words with short vowel sounds.
- I will talk about things I find interesting, puzzling or wonderful and also about my own experiences and feelings about the world.
- I will re-tell stories, talking about what they say about the world, God, human beings.
- I will think about the wonders of the natural world, expressing ideas and feelings.
- I will express ideas about how to look after animals and plants.
- I will explore the natural world, making space for responses of joy, wonder and curiosity.
- I will talk about what people do to mess up the world and what they do to look after it.
- I will hold conversations using new vocabulary about caring for the world.
- I will talk about the lives of other people using simple ideas about care for nature and animals.
- I will talk about information on the ways different religious communities care for our world.
- I will use longer sentences of four to six words.
- I will learn and use new vocabulary.
- I will understand how to listen carefully and why listening is important.
- I will articulate ideas in well-formed sentences.

- I will listen to and talk about stories to build familiarity and understanding.
- I will engage with and talk about non-fiction books.
- I will read simple phrases and sentences.
- I will re-read books to build up confidence.
- I will write short sentences.
- I will talk about members of my immediate family and community.
- I will ask questions to find out more and check I understand.
- I will describe events in some detail.
- I will develop small motor skills to use pencils for writing.
 - I will read simple phrases and sentences.
 - I will spell words by identifying the sounds and then writing them.
 - I will re-read what I have written to check if it makes sense.
 - I will spot and suggest rhymes.
 - I will listen attentively to books read to me and respond to questions, comments, or actions.
 - I will write a caption/label.
 - I will re-tell stories.
 - I will write simple factual sentences.
 - I will pose a question to a visitor.
 - I will use and understand recently acquired vocabulary.
 - I will write questions with question marks.
 - I will read words and simple sentences.
 - I will sing in a group or on my own, increasingly matching the pitch and following the melody.
 - I will listen attentively, move to and talk about music, expressing my feelings and responses.
 - I will explore and engage in music making and dance, performing solo or in groups.
 - I will explore simple addition
 - I will explore simple subtraction
 - I will select shapes for a purpose
 - I will rotate shapes
 - I will manipulate shapes
 - I will explain shape arrangements
 - I will compose shapes
 - I will decompose shapes
 - I will copy 2D shape pictures
 - I will find 2D shapes within 3D shapes



Cycle A – Term 6: Magic Carpet Adventure

Knowledge and Skills Specific to the Reception Routine and Learning

- I will demonstrate good independence with my belongings i.e. putting on my coat/puddle suit and wellies to go outside on free-flow or on my Forest Friday session! I will also organise myself with additional belongings e.g. my lunch box / bookbag, 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 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 phase 4 words.
- I will take part in activities to help me identify phase 4 tricky words.
- I will start to recognise the letter names in my name.
- I will write my name using correct letter formation.
- 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.
- I will know when I am taking part in an after-school activity.
- I will follow the school rules in school and also on out of school visits
- I will remember to self-register every morning.

Knowledge and Skills Specific to the Theme

- I will understand why it is important to take turns when playing a game.
- I will understand why we need to keep the score during a game.
- I will understand why we need to follow the rules during a game.
- I will understand why games have rules and understand the consequences if the rules of the game are not followed.
- I will understand different ways of avoiding a defender. I will be able to understand that challenges can be difficult.
- I will be able to recognise some of the feelings linked to perseverance.
- I will be able to talk about a time that they kept on trying and achieved a goal.
- I will learn skills which enable me to be ambitious.
- I will learn skills which enable me to be resilient.
- I will recognise how kind words can encourage people.
- I will be able to offer explanations for why things might happen.
- I will be able to make careful observations.
- I will be able to identify different liquids.
- I will understand some important processes and changes in the natural world around me.



- I will carry out a simple test.
- I will be able to ask and answer simple questions linked to my test.
- I will be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories when appropriate.
- I will be able to plan simple tests.
- I will be able to read CVCC and CCVC words with long vowel sounds.
- I will be able to read CCVCC, CCCVC and CCCVCC words with long vowel sounds.
- I will be able to read Phase 4 root words ending in 'ing, 'ed' and 'est'.
- I will be able to read longer words ending in 's' and 'es'.
- I will be able to read sentences including Phase 4 words with long vowel sounds.
- I will be able to write sentences including Phase 4 words with long vowel sound
- I will talk about some religious stories.
- I will recognise and use new vocabulary, especially some religious words, e.g. God, Jesus, Bible, Christian, Prophet. Muhammad, Muslim.
- I will identify some of my own feelings in the stories they hear.
- I will identify and name a sacred text and religion, e.g. 'the Bible is for Christians' 'The Qur'an is for Muslims'.
- I will use recently acquired vocabulary to talk about simple teachings from the religious stories e.g. Jesus and Muhammad taught people about keeping promises, being thankful or being kind.
- I will use talk expressively to share ideas about the experiences of thanking and being thanked, praising and being praised.
- I will write simple report sentences.
- I will use longer sentences of four to six words.
- I will understand how to listen carefully and why listening is important.
- I will articulate ideas in well-formed sentences.
- I will listen to and talk about stories to build familiarity and understanding.
- I will engage with and talk about non-fiction books.
- I will read simple phrases and sentences.
- I will ask questions to find out more and check I understand.
- I will read simple phrases and sentences.
- I will re-read what I have written to check if it makes sense.
- I will listen attentively to books read to me and respond to questions, comments, or actions.
- I will write a caption/label.
- I will re-tell stories.
- I will write simple factual sentences.
- I will use and understand recently acquired vocabulary.
- I will sing in a group or on my own, increasingly matching the pitch and following the melody.
- I will listen attentively, move to and talk about music, expressing my feelings and responses.
- I will explore and engage in music making and dance, performing solo or in groups.
- I will explore grouping and sharing
- I will explore even and odd sharing
- I will explore building doubles



- I will identify units of repeating patterns
- I will explore and create my own pattern rules
- I will replicate and build scenes and constructions
- I will visualise from different positions
- I will describe position
- I will give instructions to build
- I will explore mapping
- I will represent maps with models
- I will create my own maps from familiar places and story situations.