



Reception

Skills development is built upon as the Reception year progresses in each term. Skills and objectives are stated explicitly once but will be on-going as stated in the EYFS guidance. This plan highlights general themes and ideas we will explore with the children to reflect a broad and balanced skills-based curriculum. These themes may be adapted at various points to allow for our children's interests to flow through our provision.

Areas of Learning		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic and Key question		Super Me! What makes me special?	Into the Woods What might I find in the enchanted woods?	On the Move What is the best way to travel?	A ticket around the world How is life different in Japan?	Dinosaurs Which dinosaur is most awesome?	Ready Steady Grow What can we find in our local natural world?
RE		Who made the wonderful world?	Why is Christmas special for Christians?	Why do Christians believe Jesus is special?	What is so special about Easter?	Who cares for this special world?	How did Jesus rescue people?
Communication and Language	Listening, Attention and Understanding	Learn new vocabulary Enjoy listening to longer stories, retell what happens Understand how to listen carefully and why listening is important.	Learn new vocabulary Enjoy listening to longer stories and retell what happens. Understand a question or instruction that has two parts.	Learn new vocabulary. Begin to articulate thoughts and ideas through well-formed sentences. Engage in story times.	Learn new vocabulary. Begin to articulate thoughts and ideas through well-formed sentences. Engage in story times.	Learn new vocabulary. Ask questions to find out more and to check their understanding. Describe some events in detail.	Learn new vocabulary. Ask questions to find out more and to check their understanding. Describe some events in detail.
	Speaking	Listen carefully to rhymes and songs Ask and answer questions Develop social phrases- such as 'good morning, how are you?'	Continue to develop social phrases Listen carefully to rhymes and songs Use helicopter stories to encourage children to create their own stories and act them out. Learn problem solving words such as 'so that', 'because', 'I think it's...', 'you could...', 'it might be...' Articulate their ideas and thoughts in well-formed sentences.	Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems, and songs. Use helicopter stories to encourage children to create their own stories and act them out. Describe events in some detail	Retell stories with some exact repetition and own words. Articulate ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives Engage in non-fiction books.	Engage in non-fiction books. Connect one idea or action to another using a range of connectives Engage in non-fiction books.	Connect one idea or action to another using a range of connectives. Use talk to work out problems, organise thinking and activities, explaining how things work and why they might happen. Engage in non-fiction books
Personal social and emotional development	Managing Self	Manage their own basic hygiene and personal needs: going to the toilet and hand washing	Manage their own basic hygiene and personal needs: going to the toilet, hand washing, drinking water, being a safe pedestrian	Manage their own basic hygiene and personal needs: dressing, sensible amount of screen time	Manage their own basic hygiene and personal needs: teeth and oral hygiene (<i>Nurse visit</i>)	Manage their own basic hygiene and personal needs: healthy food choices Links to UTW types of diets	Manage their own basic hygiene and personal needs independently
	PATHS Self-Regulation Building Relationships	PATHS UNIT 1: Fostering a Positive Classroom Climate UNIT 2: basic feelings Lessons 1- 6	PATHS UNIT 3: Basic Feelings 2 Lessons 7- 13	PATHS Unit 4: Self Control Lessons 14- 19	PATHS UNIT 5: Sharing, Caring & Friendship Lessons 20- 24	PATHS UNIT 6: Basic Problem Solving Lessons 25- 27	PATHS FINAL UNIT 9: PATHS Wrap Up Unit Lessons 41-44
	Gross motor	<i>Outdoor area:</i> Running	<i>Outdoor area:</i> Jumping and landing	<i>Outdoor area:</i> Dancing	<i>Outdoor area:</i> Hopping	<i>Outdoor area:</i> Skipping	<i>Outdoor area:</i> Climbing
		Climbing wall and trim trail Scooters and wheeled resources	Climbing wall and trim trail Scooters and wheeled resources	Climbing wall and trim trail Scooters and wheeled resources	Climbing wall and trim trail Scooters and wheeled resources	Climbing wall and trim trail Scooters and wheeled resources Skipping ropes	Climbing wall and trim trail Scooters and wheeled resources Team games -negotiating space

Physical development		Cooperation games i.e. parachute games. Negotiate space and awareness when moving around an area. <i>Indoor:</i> line up and queue independently	Simple ball skills throwing and catching. Balancing equipment <i>Indoor:</i> Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.	Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.	Obstacle activities children moving over, under, through and around equipment	
	PE Lessons	Fundamentals Unit 1 Introduction to PE: Unit 1	Fundamentals Unit 2 Introduction to PE: Unit 2	Dance: Unit 1 Ball skills: Unit 1	Gymnastics: Unit 1 Games: Unit 1	Dance: Unit 2 Ball skills Unit 2	Sports Day Prep Gymnastics: Unit 2 Games: Unit 2
	Fine motor Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality) We will provide extra support and close guidance when needed.	Threading, cutting, weaving, playdough, handwriting practise Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Develop pencil Grip	Threading, cutting, weaving, playdough, handwriting practise Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation	Threading, cutting, weaving, playdough, handwriting practise Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	Threading, cutting, weaving, playdough, handwriting practise Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed Start to draw pictures that are recognisable / build things with smaller linking blocks, such as Duplo or Lego	Threading, cutting, weaving, playdough, handwriting practise Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / start to cut along a curved line, like a circle / Draw a cross	Threading, cutting, weaving, playdough, handwriting practise Hold a pencil effectively– using the tripod grip Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle Start to colour inside the lines of a picture show accuracy and care when drawing
Literacy	Comprehension	Joins in with stories and poems, when reading one-to-one and in small groups Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Answers simple questions when looking at books; who what where when why	Begins to be aware of the way stories are structured, and to tell own stories Talks about events and principal characters in stories and suggests how the story might end Shows interest in illustrations and words in print and digital books and words in the environment Describes main story settings, events and principal characters in increasing detail Re-enacts and reinvents stories they have heard in their play Begins to draw and use story maps.	Enjoys an increasing range of print and digital books, both fiction and non-fiction Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading Knows that information can be retrieved from books, computers and mobile digital devices Discussing word meanings	Is able to recall and discuss stories or information that has been read to them, or they have read themselves Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story.	Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Understands the difference between non-fiction and fiction.	Can independently point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Make predictions Begins to sort books into simple categories. Develop pleasure in comprehension of texts Explain clearly their understanding of what is read to them
	Word Reading	Linked with phonics Recognises initial sounds oral blending CVC sounds reciting known stories	Linked with phonics Beginning to blend sounds rhyming with increased accuracy	Linked with phonics Blend sounds rhyming with increased accuracy reading words in the environment such as signs and instructions	Linked with phonics identifying characters and settings, names of people and animals	Linked with phonics Internal blending Distinguishing capital letters and lower-case letters.	Linked with phonics Reading simple sentences with fluency and confidence

		<p>listening to stories with attention and recall</p> <p>Rhyming activities.</p> <p>Enjoys looking at books</p>	<p>Rhyming strings- linked to traditional tales</p> <p>knows that print is read from left to right</p>				
	Writing	<p>gives meaning to their drawings and paintings</p> <p>includes mark making and early writing in their play</p> <p>attempt to write own name and some tricky words such as I, am, the, to</p> <p>labels</p> <p>cards and invitations</p> <p>speech bubbles</p>	<p>Begin to use the correct formation of letters</p> <p>writing recognisable letters in sequence, such as their own name</p> <p>Writing letters and cards to others</p> <p>Character description</p> <p>Attempt to write a simple sentence</p> <p>Instructions</p> <p>Lists</p>	<p>Continue to develop the correct formation of letters</p> <p>write a simple sentence using finger spaces</p> <p>speech bubbles</p> <p>recount</p> <p>Cards</p>	<p>Continue to develop the correct formation of letters</p> <p>write a simple sentence using finger spaces, capital letters and full stops</p> <p>non- fiction writing</p> <p>questions</p>	<p>Use the correct formation of letters</p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>write a simple sentence using finger spaces, capital letters and full stops</p> <p>write a simple sentence using finger spaces, capital letters and full stops</p> <p>planning and writing a story</p>	<p>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>write a simple sentence using finger spaces, capital letters and full stops</p> <p>planning and writing a story</p>
	Literacy – Key Texts	<p>The family book -Todd Parr Eyes, nose, fingers and toes- Judy Hindley Kipper’s Birthday –Mick Inkpen Supertato - Sue Hendra (whole collection)</p>	<p>The Gruffalo- Julia Donaldson Little Red Riding Hood The Three Little Pigs Goldilocks and the Three Bears</p>	<p>Mr Gumpy’s Motor Car - John Burningham Naughty Bus - Jan Oke The Train Ride - June Crebbin. Mr Gumpy’s Outing -John Burningham Maisy goes on a plane – Lucy Cousins Astromouse- Steve Smallman</p>	<p>Owl Babies Martin Waddell (Walker Books) Handa’s Surprise Eileen Browne (Walker Books) Whatever Next Jill Murphy (Macmillan)</p>	<p>How to look after your dinosaur – Jason Cockcroft Stomp, dinosaur, stomp - Margaret Mayo Gigantosaurus - Jonny Duddle Dinosaurs love underpants – Claire Freedmann</p>	<p>The chimpanzees of Happy Town - Giles Andreae Oliver’s fruit salad - Vivien French The very hungry caterpillar - Eric Carle The very busy spider - Eric Carle The bad-tempered ladybird - Eric Carle The Bumble bear- Nadia Shireen Norman the slug with the silly shell - Sue Hendra</p>
	Literacy - Poetry	<p>Structured poetry Nursery rhymes Music lesson linked</p>	<p>Famous / Classic Poems for children to perform off by heart Twinkl Twinkl little star</p> <p>Structured poetry Julia Donaldson Christmas poems</p>	<p>Free verse poetry - List Poem Create a list poem based on transport (after train visit)</p>	<p>Visual poetry - Shape poem Create a shape poem</p>	<p>Structured poetry Nursery rhymes</p>	<p>Famous / Classic Poems for children to perform off by heart Incy Wincy Spider</p>
	Phonics	<p>Unlocking Letters and sounds</p> <p>Phase 2 Teach: s,a,t,p i,n,m,d g,o,c,k ck,e,u,r h,b,f,ff l,ll,ss, reading words: The, to, into, no, I, go</p>	<p>Unlocking Letters and sounds</p> <p>Phase 3 Teach: j,v,w,x, y,z,zz,qu ch,sh,th,ng ai,ee,igh,oa oo,oo, ar, or, ur</p> <p>Reading words: Me, we, be, he she was you they all Write words: The, into, go, to, I, no</p> <p>Read words continuing ‘ing’ endings with no change to the route word.</p>	<p>Unlocking Letters and sounds</p> <p>Phase 3 Teach:ow,oi,ear air,ure,er</p> <p>Reading words: Are, my, her,</p> <p>Phase 3 mastery</p>	<p>Unlocking Letters and sounds</p> <p>Phase 3 mastery</p>	<p>Unlocking Letters and sounds</p> <p>Phase 4 CVCC , CCVC words Blending of words with adjacent consonance that contain graphemes thought in phase 2.</p> <p>Read words containing ‘ing’ and ‘ed’ with no change to the route word.</p> <p>Reading words: Said, have, like, so, do, some, come, were, there, little, one, when, out, what</p> <p>Write words: He, she, we, me, be, was, you, my, her, they, all, are,</p>	<p>Unlocking Letters and sounds</p> <p>Phase 4 mastery</p> <p>Phase 4 CVCC words Blending of words with adjacent consonance that contain graphemes thought in phase 3. Blending of polysyllabic words</p> <p>Revisiting all words taught Blending of CCCVCC , CCVCC words</p>
Mathematics	Number	<p>Exploration of continuous provision School routines and times</p>	<p>Repeating patterns: Cpying simple alternating AB patterns.</p>	<p>Subitise within 5 focusing on die patterns. Match numerals to quantities within 5</p>	<p>Shape and space: - Developing visualising skills and</p>	<p>Counting – larger sets and things that cannot be seen. Subitising – to 6, including in structured arrangements.</p>	<p>Measure: - Understanding which attribute is being</p>

	<p align="center">And Numerical Patterns</p>	<p>Subitising within 3 Focus on counting skills Explore how all numbers are made of 1s Focus on composition of 3 and 4 Comparison of sets – ‘just by looking’ Use the language of comparison: more than and fewer than Subitise objects and sounds Repeating patterns:</p> <ul style="list-style-type: none"> - copying simple alternating AB patterns - identifying different structures in the ‘unit of repeat’ - exploring patterns made with objects exploring patterns in movements or sounds - identify and create patterns in a range of other contexts. Such as: printed patterns, timetables, numbers and stories. 	<p>Identifying different structures in the ‘unit of repeat’. Exploring patterns made with objects Exploring patterns in movements or sounds. Identify and create patterns in a range of other contexts. Such as: printed patterns, timetables, numbers and stories.</p> <p>Focus on counting skills Focus on the ‘five-ness of 5’ using one hand and the die pattern for 5. Comparison of sets – by matching. Use the language of comparison: more than, fewer than, an equal number. Explore the concept of ‘whole’ and ‘part’. Focus on the composition of 3, 4 and 5. Practise object counting skills. Match numerals to quantities within 10 Verbal counting beyond 20.</p>	<p>Counting – focus on ordinality and the ‘staircase’ pattern. See that each number is one more than the previous number. Focus on 5 Focus on 6 and 7 as ‘5 and a bit’ Compare sets and use language of comparison: more than, fewer than, an equal number to. Make unequal sets equal.</p> <p>Shape and space:</p> <ul style="list-style-type: none"> - Developing visualising skills and understanding relationships. - Developing spatial skills. - Explore spatial relations and the properties of shapes 	<p>understanding relationships. - Developing spatial skills. - Explore spatial relations and the properties of shapes</p> <p>Focus on the ‘staircase’ pattern and ordering numbers. Focus on ordering of numbers to 8. Use language of ‘less than’ Focus on 7 Doubles – explore how some numbers can be made with 2 equal parts. Sorting numbers according to attributes – odd and even numbers.</p>	<p>Composition – ‘5 and a bit’ Composition – of 10 Comparison – linked to ordinality Play track games</p> <p>Measure:</p> <ul style="list-style-type: none"> - Understanding which attribute is being measured. E.g weight as opposed to size. - Understanding the idea of conservation: that the amount stays the same, even if the appearance alters, e.g. if dough is stretched out or in bits. - Measuring with non-standard units. 	<p>measured. E.g weight as opposed to size. - Understanding the idea of conservation: that the amount stays the same, even if the appearance alters, e.g. if dough is stretched out or in bits. - Measuring with non-standard units</p> <p>Subitise to 5 Introducing Rekenrek Automatic recall of bonds to 5 Composition of numbers to 10 Comparison Number patterns Counting</p>
<p align="center">Understanding the World</p>	<p align="center">Past and Present</p>	<p>Look at baby photos talk about changes over time</p> <p>Comment on images of familiar situations in the past.</p> <p>Talk about people in their families and jobs they have</p>	<p>Discuss when traditional tales were written – difference in images/ language used</p>	<p>What was transport like in the past? What different kinds of transport are there?</p> <p>Different jobs that people have with transport in mind</p> <p>different modes of transport</p> <p>How transport has changed over time</p> <p>What modes of transport people choose to use and why</p> <p>Discuss why things happen and how things work</p> <p>Garrett Morgan – Patented a 3 tier traffic light system</p>		<p>What happened to the dinosaurs?</p> <p>Understand the past through non-fiction texts</p> <p>Extinction of animals</p> <p>How did we find out about dinosaurs- link to jobs</p> <p>Similarities and differences between dinosaurs and other animals now</p> <p>Compare environments</p>	<p>Life cycles – butterflies</p> <p>Different jobs that people have with plants in mind</p> <p>How can we look after the world?</p>
	<p align="center">People, culture, communities</p>	<p>What makes me special?</p> <p>Notice differences between people and families.</p> <p>Make connections between the features of their family and other families.</p> <p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them.</p> <p>Birthdays</p>	<p>How do people celebrate around the world?</p> <p>Understand that some places are special to members of their community. - church visit</p> <p>similarities and differences between themselves and others, and among families, communities, cultures and traditions</p> <p>Celebrations: Diwali</p>	<p>Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences</p> <p>Show images of familiar situations in the past, such as homes, schools, and transport.</p> <p>Draw information from a simple map</p> <p>What modes of transport do people use around the world and why</p> <p>Celebrations: Chinese New Year</p>	<p>How is life different in other countries around the world?</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Places in the world that contrast with locations they know well.</p> <p>Compare animals in different locations</p> <p>Draw information from a simple map</p>	<p>Begin to organise events using basic chronology, recognising that things happened before they were born.</p> <p>Celebrations: Start of Ramadan Eid</p>	<p>Observe own environments</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Draw information from a simple map</p> <p>Celebrations: Father’s Day</p>

			Hanukah Eid Black History Month Remembrance Day Guy Fawkes / Bonfire Night Christmas around the world Nativity	Valentine's Day	Celebrations: Mother's Day Easter		
	Natural World	Draw children's attention to the weather and seasonal features – Autumn Harvest Naming body parts.	Materials and building in the three little pigs.	Draw children's attention to the weather and seasonal features Investigate floating and sinking in continuous provision. (submarines and boats)	Explore the natural world around them	Draw children's attention to the weather and seasonal features What happened to the dinosaurs? Make observations of dinosaurs and what they ate.	Discuss habitats and compare environments Seasons Explore the natural world around them. Investigate seeds and plants Life cycles and habitats
Diversity		Understanding how we are all diverse and special	Christmas around the world Religious festivals	Other countries' forms of transport; different genders/sexes Black History - Garrett Morgan	Languages, food, culture, clothes	Herbivores and carnivores – choices we make.	Changes with age; biodiversity
Expressive arts and design	Creating with Materials	Use tools safely and for a purpose. Begin to mix colours Use resources to build models using construction equipment. Self-portraits, junk modelling, Explain what they did. Provide opportunities to work together to develop and realise creative ideas. Mask making. Create a self-portrait. Show different emotions in their drawings and paintings, like happiness, sadness, fear	Use tools safely and for a purpose. Use different textures and materials to make a house Firework pictures Christmas decorations Christmas cards Divas	Use tools safely and for a purpose. Observational drawings of modes of transport Designing new transport Collage transport Printing Making lanterns Chinese writing	Begin to use a variety of drawing tools Use tools safely for a purpose, experiment with colour and design. Explain processes used Explore mixing colours animal prints / country based art Explore techniques for joining materials Explore techniques for mixing colour Create Easter art	Use a variety of drawing tools Use tools safely and for a purpose. Explain processes used Build own dinosaur using recycled modelling materials Join materials with precision Salt dough fossils	Use tools safely for a purpose, experiment with colour and design. Explain processes used Explore symmetry Use tools and materials with care and precision. Create own garden
	Being Imaginative and Expressive Closely linked with music and role play	Join in with songs (focus on Nursery rhymes). Join in with role play games Echo phrases of songs Explore sounds and how they can be changed, tapping out of simple rhythms Exploration of other countries – dressing up in different items of clothing	Recount narratives Perform songs Christmas songs/poems Listen to music and make their own dances in response Role play celebrations Perform to an audience	Retelling familiar stories. Join in with roleplay games Perform songs, poems and rhymes Move in time with music Watch and talk about dance and performance art, expressing their feelings and responses- <i>perform workshop</i>	Perform to an audience- class assemblies Move in time with music Join in with roleplay games	Move in time with music Perform to an audience- class assemblies Join in with roleplay games	Invent and adapt stories Sing a range of well-known nursery rhymes and songs Perform rhymes, poems and stories Move in time with music.
	Music	Music - Charanga Unit 1 Cross-curricular/topic-based focus: Me! - explore: growing, homes, colour, toys, how I look	Music - Charanga Unit 2 Cross-curricular and topic-based focus: My Stories - explore: using your imagination Christmas, Festivals, Fairies, Pirates, Treasure, Superheroes, Let's pretend, Once upon a time	Music - Charanga Unit 1 Cross-curricular and topic-based focus: Everyone! - explore: family, friends, people and music from around the world	Music - Charanga Unit 2 Cross-curricular and topic-based focus: Our World - explore: animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space	Music - Charanga Unit 1 Big Bear Funk - A Transition Unit: 1. Listen and Appraise 2. Musical Activities - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments 3. Perform and Share	Music - Charanga Unit 2 Reflect, Rewind and Replay: Consolidation of learning and contextualising the history of music.

	Computing	<p>iPad / classroom computer</p> <p><i>Introduce busy things</i></p> <ul style="list-style-type: none"> -Make choices about the buttons/icons to press, touch or click on when using simple software/hardware -Uses ICT hardware to interact with age-appropriate computer software. -Completes a simple program on a computer. -Use technology safely and respectfully --Recognise technology that is used at home and in school. -Experience a range of technology and learn how to use it in a safe way. 	<p>iPad / classroom computer</p> <p><i>Busy things, online books, other forms of technology</i></p> <ul style="list-style-type: none"> - Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. -Recognise technology that is used at home and in school. - Understand what a computer is and the different uses of computers i.e. learning, communicating, finding information, playing games etc. -Experience a range of technology and learn how to use it in a safe way. 	<p>iPad / classroom computer</p> <p><i>Busy things, online books, taking photographs, model searching on kiddl and google in class inputs, adult led on iPad when asked a question</i></p> <ul style="list-style-type: none"> - recognise some ways in which the internet can be used to communicate and give examples - identify devices that could be used to access information on the internet. -Experience a range of technology and learn how to use it in a safe way. 	<p>iPad / classroom computer / introduce ICT room</p> <p><i>introduce computer room and safety rules, selecting paint to draw, exploring mouse control, learning to type name, learning to turn off and on computers</i></p> <ul style="list-style-type: none"> -understands how to add name to work so it belongs to them -Experience a range of technology and learn how to use it in a safe way. -Manages a device by correctly closing websites or apps and safely turning on and off. 	<p>iPad / classroom computer / ICT room</p> <p><i>Revisit computer room and safety rules, selecting paint to draw, exploring mouse control, learning to type name and sentences, continue to turn off and on computers</i></p> <ul style="list-style-type: none"> -Manages a device by correctly closing websites or apps and safely turning on and off. -Input commands using the space bar, backspace, enter, letters and numbers on a keyboard on any device (including on a tablet). -Input commands using a mouse to control a cursor and use the left click to select options OR use finger control to interact with a tablet (double tap, swipe) -Experiences simple apps and software and use these to present ideas. 	<p>iPad / classroom computer / ICT room</p> <p><i>Revisit computer room and safety rules, selecting paint to draw, exploring mouse control, learning to type name and sentences, continue to turn off and on computers, Programming / beebots</i></p> <p><i>Search on the internet</i></p> <ul style="list-style-type: none"> -Give commands/instructions e.g. forward, backwards, go, stop, when using simple software/hardware -Experience a range of technology and learn how to use it in a safe way. - Knows that information can be retrieved from computers. -Experience a range of technology and learn how to use it in a safe way.
	Possible Visits	<p>Parent and children visit the school</p>	<p>Junior site Woods (meet the Gruffalo)</p> <p>Church (blessing) Library visit</p>	<p>St Margaret's train station walk</p>	<p>Orleans House Gallery Library visit</p>	<p>Dinosaur workshop – Visit from Natural History museum workshop</p>	<p>York House gardens</p> <p>Library visit</p>
	Cooking	<p>Friendship biscuit decoration</p>	<p>Porridge</p>	<p>Chinese new year food</p>	<p>Food from around the world</p>	<p>Volcano sandwich</p>	<p>Fruit salad/ salad /healthy snack</p>