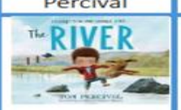
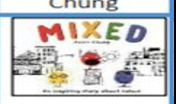
Progression of Skills & Curriculum Overview 2026 - 2027

Over-arching themes/topic	Autumn 1 – Super you!	Autumn 2 – If you go down to the woods	Our Living World Spring 1 and 2		Summer 1 – Iwondersaurus	Summer 2 – Journeys
Other Possible Themes	Pets Superheroes Our Family History Looking after ourselves People Who Help Us Our Local Area The Human Body (external / internal)	Autumn Firefighters Diwali Christmas Remembrance Day Bonfire Night, Bears *Lancashire Day* *Anti-bullying week* *Places in our wider environment*	Mini-beast focus Valentine's Day Chinese New Year- year of the dragon Winter-seasonal change Life Cycles Big schools garden watch Jan Safer internet day	Plants and growth focus Spring animals- new life/farming Pancake Day-13th Feb Easter International Women's Day Mother's day	Healthy eating Oral hygiene Mary Anning Fossils World environment day – local area (urban/rural) Father's Day	Holidays Pirates Transport Looking after the ocean Journeys Space David Attenborough Great Inventions - Transport
Enrichment Activities	Walk around our Local Area Superhero Day Visit from a police officer Roald Dahl Day Black History month- Oct	Visit from a Fire-Fighter Parents stay and play sessions Making porridge *Nativity Performance* *Christmas Jumper/Dinner Day* *Teddy bears picnic*	Creepy Crawly experience/roadshow. *Chinese New Year Parade/assembly* Secret reader begins Making sandwiches	Making fruit salad Growing/planting flowers and beans Cress heads World Book Day Easter Bonnet Parade Trip to the farm	Dinosaur break in. Fossil creation Visit from a dentist.	Trip to the zoo Pirate Picnic End of year party Children's art day
Communication and Language Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions. New vocabulary will be introduced throughout. Communication and language skills underpin all other areas of learning.	***Listening, Attention and Understanding*** Children will understand how to listen carefully and know why it is important. Children will engage in story times ***Speaking*** Children will talk in front of small groups and their teacher offering their own ideas. Children will be able to use social phrases.	***Listening, Attention and Understanding*** Children will begin to understand how and why questions. Children will listen carefully to rhymes and songs. ***Speaking*** Children will use new vocabulary throughout the day. Children will talk about stories to build familiarity and understanding	***Listening, Attention and Understanding*** Children will learn to ask questions to find out more. Children will describe events in some detail. Children will engage in non-fiction texts. ***Speaking*** Children will talk in sentences using conjunctions, e.g. and, because. Children will learn rhymes, poems and songs.	***Listening, Attention and Understanding*** Children will retell a story with exact phrases and their own words without pictures or props. ***Speaking*** Children will articulate their thoughts and ideas in well-formed sentences.	***Listening, Attention and Understanding*** Children will be able to understand a question such as who, what, where, when, why and how. ***Speaking*** Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events. Children will listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	***Listening, Attention and Understanding*** Children will be able to have conversations with adults and peers with back-and-forth exchanges. ***Speaking*** Children will use talk in sentences using a range of tenses. Children will ask questions to find out more and to check they understand what has been said to them.
	Listening, Attention and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. ***Speaking:*** Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.					
Personal, Social and Emotional Development Children develop their personal, social and emotional skills throughout the year through their interactions, routines, circle times, social stories, ELSA support, diversity stories and more.	***Self-Regulation*** Children will be able to follow one step instructions. Children will recognise different emotions. Children will focus during short whole class activities. ***Managing Self*** Children will learn to wash their hands independently. ***Building Relationships*** Children will seek support from adults and gain confidence to speak to peers and adults.	***Self-Regulation*** Children will talk about how they are feeling and to consider others feelings. ***Managing Self*** Children will understand the need to have rules. ***Building Relationships*** Children will begin to develop friendships. Children will practice skills of assertion, negotiation and compromise and look to a supportive adult for help in resolving conflicts.	***Self-Regulation*** Children will be able to focus during longer whole class lessons. ***Managing Self*** Children will begin to show resilience and perseverance in the face of a challenge. Children will understand the importance of good oral hygiene ***Building Relationships*** Children will be able to use taught strategies to support in turn taking.	***Self-Regulation*** Children will identify and moderate their own feelings socially and emotionally. ***Managing Self*** Children will develop independence when dressing and undressing. ***Building Relationships*** Children will develop particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking.	***Self-Regulation*** Children will be able to control their emotions using a range of techniques. ***Managing Self*** Children will manage their own basic needs independently. Children will learn to dress themselves independently. ***Building Relationships*** Children will learn to work as a group.	***Self-Regulation*** Children will be able to follow instructions of three steps or more. ***Managing Self*** Children will show a 'can do' attitude. Children will understand the importance of healthy food choices. ***Building Relationships*** Children will be increasingly socially skilled, taking steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support.
	Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability. ***Managing Self:*** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ***Building Relationships:*** Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.					

Physical Development Children improve their gross and fine motor skills daily by engaging in different Funky Fingers activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, outdoor provision, bike riding, fit trails, forest school and P.E. lessons	***Gross Motor*** Children will learn to move safely in a space. Children will be able to control a ball in different ways. ***Fine Motor*** Children will show a preference for a dominant hand, using a comfortable grip with good control when holding pens and pencils. Children will begin to use a tripod grip when using mark making tools.	***Gross Motor*** Children will explore different ways to travel using equipment. ***Fine Motor*** Children will accurately draw lines, circles and shapes to draw pictures.	***Gross Motor*** Children will balance on a variety of equipment and climb. Combine different movements with ease and fluency. ***Fine Motor*** Children will handle scissors, pencil and glue effectively.	***Gross Motor*** Children will jump and land safely from a height. Children will further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. ***Fine Motor*** Children will use cutlery appropriately.	***Gross Motor*** Children will move safely with confidence and imagination, communicating ideas through movement. Develop overall body-strength, balance, co-ordination and agility. ***Fine Motor*** Children will hold scissors correctly and cut out small shapes. Children will begin to use anticlockwise movements and retrace vertical lines.	***Gross Motor*** Children will be able to play by the rules and develop coordination. Children will develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Children will travel with confidence and skill around, under, over and through balancing and climbing equipment. ***Fine Motor*** Children will form letters correctly using a tripod grip. Children will develop the foundations of a handwriting style which is fast, accurate and efficient.
	Gross Motor: Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ***Fine Motor:*** Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.					
Literacy The importance of reading and writing is activity promoted through a literature rich environment including; stories, songs, poems, mark making and writing in a variety of different contexts and for different purposes using a wide range of media. Children are exposed to reading and writing through all our areas of provision, which promote, discreetly or directly, active reading, mark making and writing. Writing skills are taught using a whole-school approach via Ready, Steady Write. Daily Phonics lessons are taught using our DfE validated SSP programme – Essential Letters and Sounds. Daily handwriting is explicitly taught and modelled via our St Cuthbert's Handwriting Policy which focuses on Letter Families and uses ELS mnemonics.	***Comprehension*** Children will independently look at a book, hold it the correct way and turn pages. Children will listen to and join in with stories and poems, when reading one-to-one and in small groups. Children will begin to be aware of the way stories are structured, and to tell own stories. ***Word Reading*** Children will develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words Children will read individual letters saying the sound for them. ***Writing*** Children will give meanings to the marks they make. Children will attempt to write their names	***Comprehension*** Children will engage and enjoy an increasing range of books. Children will talk about events and principal characters in stories and suggest how the story might end. ***Word Reading*** Children will segment and blend sounds together to read words. Children will begin to segment 2 letter and CVC words and blend them together, using sound buttons. Children will read words 'a', 'to', 'I', 'the', 'no' and 'go' by sight. ***Writing*** Children will begin to write initial sounds they can hear in words. Children can segment to spell cv and vc or cvc words Children will form letters correctly. Children will begin to write some high frequency words from memory	***Comprehension*** Children will act out stories using recently introduced vocabulary. ***Word Reading*** Children will accurately blend to read words and begin to read captions and sentences. Children will recognise taught digraphs in words and blend the sounds together. Children will read words 'he', 'she', 'we', 'be', 'me,' 'was', 'you', 'they', 'all', 'are' by sight. ***Writing*** Children will write words representing the sounds with a letter/letters. Children will write labels/phrases representing the sounds with a letter/letters. Adults can read children's writing.	***Comprehension*** Children will describe main story settings, events and principal characters in increasing detail Children will re-enact and reinvents stories they have heard in their play ***Word Reading*** Children will read books containing tricky words and digraphs Children will link sounds to 8 or more digraphs. Children will identify digraphs within words. ***Writing*** Children will orally rehearse a sentence before writing. Children will write simple captions, representing sounds in words with a letter/letters. Words will be phonetically plausible. Children will begin to use full stops more consistently.	***Comprehension*** Children will retell a story using vocabulary influenced by their book. ***Word Reading*** Children will read books matched to their phonics ability containing diagraphs and trigraphs. ***Writing*** Children will write words which are spelt phonetically. Children will re-read their writing to check for sense. Children will enjoy creating texts to communicate meaning for an increasingly wide range of purposes.	***Comprehension*** Children will be able to answer questions about what they have read. ***Word Reading*** Children will read longer sentences containing phase 4 words and tricky words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Children will say a sound for each letter and at least 10 digraphs Children will recognise the words 'said', 'have', 'like', 'so', 'do', 'some', 'come' by sight. - Reads sentences containing known sight words. ***Writing*** Children will write phonetically plausible phrases and sentences, with finger spaces, that can be read by themselves and others. Children will form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Children will form some capital letters correctly
Ready, Steady, Write Text	**Autumn 1** **The Something** by Rebecca Cobb  **Outcome:** **Encodable** Losing Story Sentences **Purpose:** To retell  **Outcome:** **Encodable** Animal Information Sentences **Purpose:** To inform	**Autumn 2** **Star in the Jar** by Sam Hay  **Outcome:** **Encodable** Finding Story Sentences **Purpose:** To retell  **Outcome:** **Encodable** Poster Sentences **Purpose:** To inform	**Spring 1** **Juniper Jupiter** by Lizzy Stewart  **Outcome:** **Encodable** Superhero Sentences **Purpose:** To retell  **Outcome:** **Encodable** Letter Sentences **Purpose:** To inform	**Spring 2** **The River** by Tom Percival  **Outcome:** **Encodable** River Story Sentences **Purpose:** To retell **Mixed** by Arree Chung  **Outcome:** **Encodable** Community Story Sentences **Purpose:** To retell	**Summer 1** **The Extraordinary Gardener** by Sam Boughton  **Outcome:** **Encodable** Instruction sentences **Purpose:** To instruct  **Outcome:** **Encodable** Transformation Story Sentences **Purpose:** To retell	**Summer 2** **The Storm Whale** by Benji Davies  **Outcome:** **Encodable** Friendship Story Sentences **Purpose:** To retell  **Outcome:** **Encodable** Whale Poem Sentences **Purpose:** To describe

	Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. ***Word Reading:*** Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ***Writing:*** Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.					
Mathematics **We use 'Mastering Number' to provide pupils with a variety of opportunities to develop the understanding of number, shape, measure and spatial thinking. Children will develop a deep understanding of the numbers to 10 in order to stand them in good stead for maths that follows as they move through school.** **-Understanding the link between numbers and quantity.** **-Investigating how quantities are composed of smaller parts.** **-Knowing how numbers relate to one another and being able to compare and order them.** **-Exploring how quantities can change when you add to them or take some away.** 	***Number*** Children will be able to match, sort and compare amounts Children will be able to Recite numbers past 5. Children will know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Children will be able to Say one number for each item in order: 1,2,3,4,5. ***Numerical Patterns/measure, shape and spatial thinking*** Children will be able to compare size, mass and capacity using appropriate vocabulary. Children will be able to create a simple repeating pattern ABABAB Children will be able to describe the sequence of the day and describe items within their new environment using positional language.	***Number*** Children will have a deep understanding of 1-3. (Representing, comparing and understanding the composition of) Children will develop an understanding of numbers 1-5. (Representing) Children will be able to identify one more and less. ***Numerical Patterns/ measure, shape and spatial thinking*** Children will compare equal and unequal groups. Children will identify and describe the properties of circles, triangles and 4 sided shapes. Children will be able to use positional language accurately.	***Number*** Children will have a deep understanding of 1-5. (Representing, comparing and understanding the composition of) Children will have a deep understanding of 6-8 (Representing, comparing and understanding the composition of) Children will be able to understand the meaning of a pair of items being two. Children will understand the value of zero. ***Numerical Patterns/ measure, shape and spatial thinking*** Children will be able to compare mass and capacity using language such as heavy/light, lighter/lightest etc. Full/empty and words to describe containers such as tall, thin, narrow, wide, shallow etc.	***Number*** Children will have a develop an understanding of and be able to represent and compare numbers 9 and 10 Children will be able to combine two groups to find out how many there are altogether. Children will be able to subitise quantities within 9 and 10. Children will be able to explore number bonds to 10 using real objects in different contexts. ***Numerical Patterns/ measure, shape and spatial thinking*** Children can use language to describe and compare length and height. Children will continue to use language accurately to order and sequence times in their day. Children can continue to apply the counting principle when counting to and back from 9 and 10	***Number*** Children will build and identify numbers to 20 and beyond Children will understand that larger numbers are made by full tens and parts of the next ten. Children will understand that the quantity of a group can be changed by adding more. Children will begin to 'count on' to find a new total. Children will understand that the quantity of a group can be changed by taking away ***Numerical Patterns/ measure, shape and spatial thinking*** Children will be able to count on and back from different starting points, to say what comes before and after a given number and to place sequences of number in order. Children will recognise that numbers 1-9 repeat after every full ten. Children will be able to select and rotate shapes to fill a given space. Children will understand that shapes can be combined and separated to create new shapes.	***Number*** Children will understand that double means twice as many Children will know some double facts for numbers to 10. Children will begin to identify an 'unknown number' in addition and subtraction number stories. Children will begin to use symbols to represent addition and subtraction ***Numerical Patterns/ measure, shape and spatial thinking*** Children will be able to share equally, recognising and creating equal groups Children will begin to understand that some quantities can be shared equally into two groups and some can't. Children will be able to investigate and identify odd and even numbers by pairing. Children use positional language to describe where objects are in relation to other items.
	Number: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. ***Numerical Patterns:*** Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.					
Understanding the World Our over-arching themes and topics will provide an adaptable framework from which the children can make sense of their physical world and their community. Through a range of enriching experiences, the children will increase their knowledge and sense of the world around them. From local visits, field-trips, hands on projects and experiments, to meeting important members of society such as police officers, nurses and firefighters, the children	***History:*** *Past and Present* Children will know about their own life story and how they have grown and changed. ***Geography:*** *People, Culture and Communities* Children will know about features of the immediate environment. Children will talk about their families, naming and describing people who are familiar to them. Children will develop positive attitudes about the differences between people	***History:*** *Past and Present* Children will know some similarities and differences between things in the past and now. ***Geography:*** *People, Culture and Communities* Children will recognise that people have different beliefs and celebrate special times in different ways. Children will begin to understand the effect of changing seasons on the natural world around them.	***History:*** *Past and Present* Children will know some similarities, differences, patterns and change in nature, such as life cycles. ***Geography:*** *People, Culture and Communities* Children will know some similarities and differences between themselves and others, and among families, communities, cultures and traditions.	***History:*** *Past and Present* Children will examine and describe changes over time for example growing plants ***Geography:*** *People, Culture and Communities* Children will recognise some similarities and differences between life in this country and life in other countries. Children will understand that some environments are different from the one in which they live.	***History:*** *Past and Present* Children will know about the past through settings, characters and events. ***Geography:*** *People, Culture and Communities* Children will talk about the features of their own immediate environment and how environments might vary from one another.	***History:*** *Past and Present* Children will know about the past through settings, characters and events. Children will comment on images of familiar situations in the past. ***Geography:*** *People, Culture and Communities* Children will know that simple symbols are used to identify features on a map. Children will be able to draw information from a simple map. Children will recognise some similarities and differences between life in this country and life in other countries.

will build their knowledge of our culturally, socially, technologically and ecologically diverse world. By listening to a broad selection of stories, non-fiction, rhymes and poems we will foster their understanding and familiarity with new vocabulary which will support later reading comprehension. 	***Science:*** *The Natural World* Children will understand the terms 'same' and 'different'. ***RE:*** *People, Culture and Communities* Children will understand why we say thank you to God at harvest time and be able to talk about him being creator. Children will understand that they are unique and special. Children will know they are loved, valued and made by God.	***Science:*** *The Natural World* Children will explore and ask questions about the natural world around them. Children will describe what they see, hear and feel whilst outside. ***RE:*** *People, Culture and Communities* Children will know that Christmas is the celebration of Jesus' birth. Children will know why Christians perform nativity plays.	***Science:*** *The Natural World* Children will talk about features of the environment they are in and learn about the different environments. Children will make observations of animals and plants and explain why some things occur, describing changes ***RE:*** *People, Culture and Communities* Children will retell a story of the Old Testament and understand that Jesus would have heard these stories as he was growing up. Children will know that stories Jesus told, teach us about God.	***Science:*** *The Natural World* Children will make observations about plants discussing similarities and differences. Children will be able to name and describe some common plants and animals including life cycles. ***RE:*** *People, Culture and Communities* Children will know why people say sorry. Children will describe some symbols of Easter Children will know that Jesus died and rose again and this is the celebration of Easter.	***Science:*** *The Natural World* Children will make observations about animals discussing similarities and differences. Children will begin to understand the effect their behaviour can have on the environment. ***RE:*** *People, Culture and Communities* Children will develop an understanding of a place being considered as a special/holy place where believers go to worship. Children will understand that some places are special to members of their community. Children will recognise that people have different beliefs and celebrate in different ways or places.	***Science:*** *The Natural World* Children will know some important processes and changes in the natural world, including states of matter. Children will be able to describe ways in which we can care for the natural world around us. ***RE:*** *People, Culture and Communities* Children will be able to describe some special/holy times. Children will describe some ways in which special times are celebrated, remembered and the reasons why. Children will know that the arrival of the holy spirit is remembered at Pentecost.
	Past and Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. ***People, Culture and Communities:*** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. ***The Natural World:*** Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.					
Expressive Arts and Design 	***Music:*** *Being Imaginative/expressive* Children will sing and perform nursery rhymes. Children will listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. ***Art & Design:*** *Creating with Materials* Children will experiment mixing with colours. Children will create closed shapes with continuous lines and begin to use these shapes to represent objects.	***Music:*** *Being Imaginative/expressive* Children will experiment with different instruments and their sounds. Children will sing the pitch of a tone sung by another person ('pitch match'). Children will begin to sing in a group or on their own, increasingly matching the pitch and following the melody. (Christmas performance) ***Art & Design:*** *Creating with Materials* Children will experiment with different textures. Children will be able to use a variety of construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces Children will use tools for a purpose.	***Music:*** *Being Imaginative/expressive* Children will create narratives based around stories. Children will create representations of both imaginary and real-life ideas, events, people and objects ***Art & Design:*** *Creating with Materials* Children will safely explore different techniques for joining materials. Children will take inspiration from the natural world, creating responses from what they see.	***Music:*** *Being Imaginative/expressive* Children will move in time to the music. Children will use combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping ***Art & Design:*** *Creating with Materials* Children will make props and costumes for different role play scenarios. Children will take inspiration from the natural world, creating responses from what they see, returning to and building on their previous learning, refining ideas and developing their ability to represent them.	***Music:*** *Being Imaginative/expressive* Children will play an instrument following a musical pattern. Children will play cooperatively as part of a group to create, develop and act out an imaginary idea or narrative. ***Art & Design:*** *Creating with Materials* Children will explore and use a variety of artistic effects to express their ideas and feelings. Children will use their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking through a variety of artistic effects.	***Music:*** *Being Imaginative/expressive* Children will invent their own narratives, stories and poems. Children will respond imaginatively to art works and objects, (e.g. this music sounds likes dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth.) Children will be able to watch and talk about dance and performance art, expressing their feelings and responses. ***Art & Design:*** *Creating with Materials* Children will share creations, talk about process and evaluate their work. Children will be able to create collaboratively, sharing ideas, resources and skills.
	Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. ***Being Imaginative:*** Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.					

Technology	Despite computing not being explicitly mentioned within the Early Years Foundation Stage (EYFS) statutory framework there are many opportunities for young children to use technology to solve problems and produce creative outcomes. Through a variety of activities, children will use 'computational thinking'; Problem solving skills involving creativity, collaboration, recognising pattern, perseverance, algorithms and decomposition.					
Example activities and outcomes.	Our bodies- Children will be able to use logical reasoning; to build up a picture of what a body is and further refine their understanding based on new information they find. Children will be able to identify similarities and differences between bodies- finding pattern.	Creating a maze using natural Autumnal resources- Children will be able to create an algorithm to navigate the maze (a sequence of instructions or a set of rules to get something done.) Further activities could be explored, such as directing a remote control vehicle through the maze or a floor robot such as a beebot.	Making a picture of a mini-beast- Children will be able to use simple creative software program to produce a recognisable image of a mini-beast.	Planning a route for the bunnies to get to their carrots- children will be able to create and debug an algorithm. (Children will sometimes have mistakes in their algorithms. To debug (find and fix) their mistake, they will have to go back to their algorithm and check it through, correct the mistake and then test it again.	-Using an app to create an animated dinosaur picture. Children will be able to use a simple editing app on an ipad to take a picture and edit using simple tools and voice recording.	-Research sea creatures and pollution in the ocean- Children will be able to an use the internet with adult supervision to find and retrieve information of interest to them.