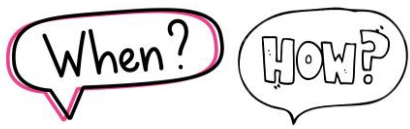
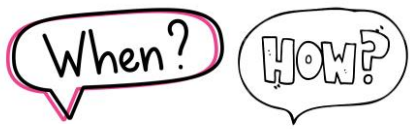


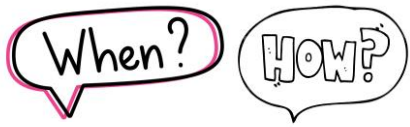
Long Term Overview								
N C	Area of Learning	Aspect	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Links to PSHE	Personal, Social and Emotional Development	JIGSAW	 <b>Being me in my world - Jigsaw</b>	 <b>Celebrating Differences - Jigsaw</b>	 <b>Dreams and Goals - Jigsaw</b>	 <b>Healthy Me - Jigsaw</b>	 <b>Relationships - Jigsaw</b>	 <b>Changing Me - Jigsaw</b>
		Nursery	<p>Helping others to feel welcome.            Introduce feelings – happiness, sadness, worry (transitioning-starting school).            Working together.            Using gentle hands.            Considering the feelings of others.            Developing a sense of responsibility and membership of our community.            Exploring the school site, other classes, staff members.</p>	<p>What am I good at?            Accepting differences.            How am I special/ unique?            Families and our special people.            Knowing that homes and houses are different.            Understanding how to be a good friend.            Using my words to resolve conflicts.</p> <p><b>Children in Need:</b>            Equality and accepting differences.</p>	<p>Overcoming challenges.            Never giving up.            Setting goals for myself.            Using kind words to encourage others.            Future goals.            Feelings of pride when goals are achieved.</p>	<p>Parts of my body.            The importance of physical activity.            The importance of healthy food choices.            The importance of good sleep.            The importance of washing our hands.            Stranger danger.</p>	<p>My family.            Making friends.            Sharing compliments about my friends.            Knowing what actions to take when someone is mean.            Managing feelings.            What makes a good relationship – working together.</p>	<p>Showing respect for myself and my body.            Making healthy choices.            Stages of development – from babies to adults.            Accepting changes in myself and others.            Transiting to Reception – changes/feelings of worry.            Reflecting on the fun times throughout Nursery.</p>



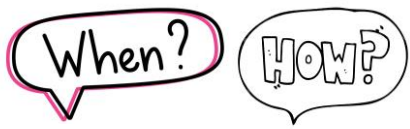
Personal, Social and Emotional Development	Reception	<p>Sense of belonging – recognising similarities and differences between people.            Recognising and managing my feelings (anxiety, fear – transitioning year groups).            Working with others to make school a better place.            Thinking about other peoples wants, needs and rights to learn.            Consider the feelings of others.            Being responsible and seeing themselves as a valuable individual.</p>	<p>Recognising that everyone, including myself is good at something.            Being different makes us all special/unique.            Recognising similarities and differences between my family and special people.            Why my home is special.            Understanding how to be a good friend.            Using my words to give compliments and resolve conflicts.  <b>Children in Need:</b>            Equality and accepting differences.</p>	<p>Persevering and staying motivated.            Recognising times when I didn't give up.            Setting goals for myself and knowing what I have to do to achieve it.            Using kind words to encourage others            Future goals.            To feel proud when goals are achieved.</p>	<p>The importance of exercise.            The importance of moving and resting.            Identifying healthy and non healthy food choices.            The importance of sleep and ways to help myself sleep.            The importance of washing our hands and when (after toilet, before eating).            Stranger danger.</p>	<p>My family and feelings of belonging.            Making friends and finding ways to include myself.            Solving conflicts.            Understanding the impact of unkind words.            Managing feelings.            Knowing what makes a good friend.</p>	<p>Naming parts of the body.            How to respect my body.            Stages of development – from babies to adults.            Transitioning to Year 1 – expressing feelings.            Expressing what I am looking forward to about being in Year 1.            Reflecting on the memories made in Reception.</p>
		<p><b>Related texts:</b>            - <b>Starting School</b> by Janet and Allan Ahlberg.            - <b>Going To School</b> by Usborne Books.            - <b>Shine</b> by Sarah Asuquo.            - <b>Ruby's Worry</b> By Tom Percival            - <b>Ravi's Roar</b> by Tom Percival.</p>	<p><b>Related texts:</b>            - <b>Monkey Puzzle</b> by Julia Donaldson.            - <b>Christmas Story/Nativity Family and ME</b> by Michaela Dias-Hayes            - <b>All are welcome</b> by Alexandra Penfold.            - <b>We are family</b> by Patricia Hegarty.</p>	<p><b>Related texts:</b>            - <b>Oh, the Places You'll Go</b> by Dr. Seuss.            - <b>Incredible You</b> by Rhys Brisenden.            - <b>The Most Magnificent Thing</b> by Ashley Spires.            - <b>Giraffes Can't Dance</b> by Giles Andreae.            - <b>The Snail and the Whale</b> by Julia Donaldson.</p>	<p><b>Related texts:</b>            - <b>Somebody Swallowed Stanley</b> by Sarah Roberts.            - <b>Oliver's Vegetables</b> by Vivian French.            - <b>Oliver's Fruit Salad</b> by Vivian French.            - <b>Tiny Seed</b> by Eric Carle.            - <b>Who's in the loo</b> by Jeanne Willis.            - The tiger who came for tea by <b>Judith Kerr.</b></p>	<p><b>Related texts:</b>            - <b>Sharing a Shell</b> by Julia Donaldson.            - <b>The Bad Tempered Ladybird</b> by Eric Carle.            - <b>Tadpole's Promise</b> by Jeanne Willis.            - <b>Superworm</b> by Julia Donaldson            - <b>Guess How Much I Love You</b> by Sam McBratney</p>	<p><b>Related texts:</b>            - <b>The North Star</b> by Peter Reynolds.            - <b>The Koala Who Could</b> by Rachel Bright.            - <b>The Lion Inside</b> by Rachel Bright.            -</p>



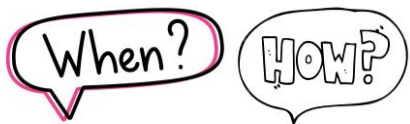
Personal, Social and Emotional Development	Self – Regulation	<p>Four point scale – emotions. Golden Rules and behaviour systems. Explore feelings through stories and opportunities to share and talk about their own feelings Positive reinforcement (Nursery: stickers, green stamps, good friend / super star lanyards, star of the day) (Reception: stickers, green stamps, mathematician/writer/super star lanyards, certificates, star of the day). Reinforce the need to look after our environment: Choose it, use it, put it away Consistently establishing the expected behaviour. Interventions to help reduce conflict and help children to resolve their own problems. Labelling emotions in the environment. Labelling provision areas so children become confident and familiar within each of them. Reinforcing both indoor/outdoor rules.</p>
	Managing Self	<p>Embedding expectations, rules and routines (lining up, assemblies). Toileting/hand washing/putting on and zipping up coat. Getting changed for PE/Outdoor learning. Personal safety: NSPCC: Pantasaurus highlighted throughout. Perseverance, resilience and independence developed through challenges set by adults. Understanding right and wrong: exploring this theme through stories. Staying healthy: PE, physical activity, healthy eating, oral hygiene. Model independence, resilience, and perseverance in the face of challenge. Reinforce the need to stay healthy: sun safety, being a safe pedestrian. Develop self-care routines including wearing/choosing appropriate clothes in different weather.</p>
	Building Relationships	<p>Jigsaw – Relationships (learning to be kind, make new friends). Provide children with opportunities to learn to share/take turns/work as a team through games during morning jobs. Forming positive relationships with new adults. Teachers to encourage reception to help nursery with certain tasks. Developing particular friendships. Learning to work and play cooperatively. Able to find ways to resolve conflicts, asking adults for support when needed. Showing sensitivity to others. Teachers modelling how to make positive relationships. Circle times. Allowing opportunities for children to share information about themselves. Talking about family. Modelling how to play games/jigsaws fairly as a group.</p>



<b>CL</b>  Communication and Language	-Listening, Attention and Understanding	<p>Wellcomm interventions throughout the year. SALT support for identified children. Engagement in core stories, rhymes, singing, poems, etc. Blank Level Questions: questioning specific to the needs of individual children. Beginning to recreate and retell their own stories through story scribing. Invite visitors into school, which will develop listening, and attention skills. Weekly P4C sessions which help children to speak in full sentences and specifically develop listening and attention skills. Encouraging children to listen carefully through playing rhymes, poems and songs.</p>
	-Speaking	<p>Language rich environment. Engagement in stories, non-fiction, rhymes, singing, poems, etc. Blank Level Questions: questioning specific to the needs of individual children. Focus on vocabulary and language structures: Conversations and talk at the centre of everything that we do. Using core stories to develop and extend vocabulary of each individual child. Modelling correct sentence structures back to children. For example, “Me is hungry”. “I am hungry”. Beginning to recreate and retell their own stories through story scribing. Providing real and meaningful experiences encourage children to talk and question. Weekly P4C sessions which help children to speak in full sentences and specifically develop listening and attention skills. Morning P4C Question of the Day and Book of the Day. Morning jobs involve the children speaking and working cooperatively together. Developing high quality conversations outdoors as well as indoors. Encouraging children to talk about themselves and their family.</p>

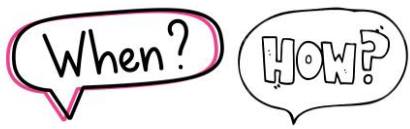


Links to PE	Physical Development	Gross Motor	<p><b><u>Resources are available throughout the year to support the development of Gross Motor Skills.</u></b>            Outdoor Physical Shed: bats, balls, skipping ropes. Hula-hoops, balancing steppingstones, bean bags.            Large scale construction, sand, water and mud kitchen – blocks, tyres, crates, cones, spades, brushes, buckets, utensils, water wall etc.            Music in the playground twice a week – dancing.            Wheely Wednesdays – bikes and scooters on the playground every Wednesday.            Adults to enhance/provide resources to support gross motor development e.g- painting large scale.            Reinforce routines of getting ready for the PE coaches.</p>					
			<p><b><u>PE SESSION</u></b>  <b><u>Nursery</u></b>            Physical Literacy 1            (Fundamental skills)</p>	<p><b><u>PE SESSION</u></b>  <b><u>Nursery</u></b>            Movement to music</p>	<p><b><u>PE SESSION</u></b>  <b><u>Nursery</u></b>            Gymnastics 1 (body movements)</p>	<p><b><u>PE SESSION</u></b>  <b><u>Nursery</u></b>            Physical literacy 2            (throwing, catching, sending, receiving)</p>	<p><b><u>PE SESSION</u></b>  <b><u>Nursery</u></b>            Sports Day Events</p>	<p><b><u>PE SESSION</u></b>  <b><u>Nursery</u></b>            Physical Literacy 3</p>
			<p><b><u>PE SESSION</u></b>  <b><u>Reception</u></b>            Intro to games 1</p>	<p><b><u>PE SESSION</u></b>  <b><u>Reception</u></b>            Movement to music</p>	<p><b><u>PE SESSION</u></b>  <b><u>Reception</u></b>            Gymnastics 2 (balance and rolls)</p>	<p><b><u>PE SESSION</u></b>  <b><u>Reception</u></b>            Intro to racket skills</p>	<p><b><u>PE SESSION</u></b>  <b><u>Reception</u></b>            Sports Day Events</p>	<p><b><u>PE SESSION</u></b>  <b><u>Reception</u></b>            Physical literacy 2            (throwing, catching, sending, receiving)</p>



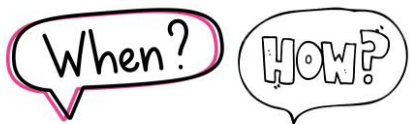
		Fine Motor	<p><b>Resources available throughout the year to support the development of Fine Motor Skills.</b>  Pencils, paintbrushes, scissors, cutlery, hole punch.  Adults to enhance/ provide resources to support fine motor development e.g.- tweezers and pom poms, threading etc.  Letter formation/handwriting  Children encouraged to use a dominant hand.  Fine motor station.  Provide opportunities for children to hold a pencil/pen (writing area).  Encourage children to start using cutlery to cut up their own food.  Teachers show children how to hold a pencil using a tripod grip (modelling writing).</p>					
			<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
			Core Stories/we allow room to follow interests also. Reading hut book and RWI book to go home each week.					
Literacy	Literacy	Comprehension	<u>Nursery –</u> -The Gingerbread Man -Three Billy Goats Gruff	<u>Nursery –</u> -We’re Going on a Bear Hunt -Elmer	<u>Nursery –</u> -Shark in the Park -Dear Zoo  See Read Write Inc Scheme	<u>Nursery –</u> -Goldilocks and the Three Bears  See Read Write Inc Scheme	<u>Nursery –</u> -The Very Hungry Caterpillar -Oi Frog See Read Write Inc Scheme	<u>Nursery –</u> -The Three Little Pigs  See Read Write Inc Scheme
			<u>Reception –</u> -Funny bones -Room on the Broom  See Read Write Inc Scheme	<u>Reception –</u> -Owl Babies -The Gruffalo  See Read Write Inc Scheme	<u>Reception –</u> -The Rainbow Fish -Little Red Riding Hood See Read Write Inc Scheme	<u>Reception –</u> -Jack and the Beanstalk --SuperTato  See Read Write Inc Scheme	<u>Reception –</u> -Pirates Love Underpants  See Read Write Inc Scheme	<u>Reception –</u> -Handa’s Surprise  See Read Write Inc Scheme



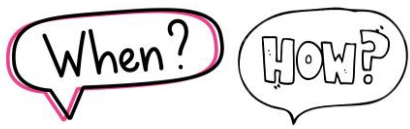


			<u>Christmas cards</u> (writing cards) Letters to Father Christmas Bonfire posters/rules	<u>Mother's Day</u> (writing cards) <u>Chinese New Year</u> -Draw and write the ancient story of the animals / Chinese zodiac animal story <u>Easter</u> (writing cards)	<u>Father's Day cards</u> (writing cards)		
<b>Maths</b>  <b>Mathematics</b>			<u>Provision</u> Maths area (games, maths resources available for children to access in the provision) Maths through rules and routines (Counting how many children are in school, lining up for dinner etc) Maths through Morning Jobs (daily) Maths stories Counting songs Core Rhymes (five little speckled frogs)				
			<u>Nursery</u> Core rhymes (e.g.- 1, 2, 3, 4, 5, once I caught a fish alive) Counting songs Maths through rules and routines (Counting how many children are in school, lining up for dinner etc) Maths area (games, maths resources available for children to access in the provision) Daily Maths sessions (rapid recall, songs, activities)- See short term plans. Practical maths (numbers to 3, numbers to 5, comparing amount, reciting numbers).				
		Number	<u>Autumn (Power Maths Book A)</u>	<u>Spring (Power Maths Book B)</u>	<u>Summer (Power Maths Book C)</u>		
		<u>Reception</u> <u>See Power Maths</u> Numbers to 5	<u>Reception</u> <u>See Power Maths</u> -Number bonds within 5	<u>Reception</u> <u>See Power Maths</u> -Numbers to 10 -Addition to 10	<u>Reception</u> <u>See Power Maths</u> -Number bonds to 10 -Subtraction to 10	<u>Reception</u> <u>See Power Maths</u> -Counting on and counting back -Numbers to 20	<u>Reception</u> <u>See Power Maths</u> -Sorting

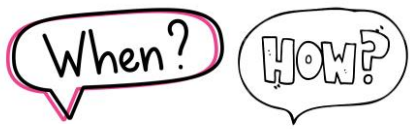




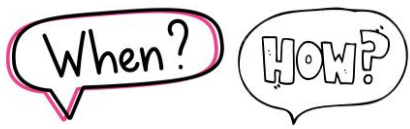
		Numerical Patterns	<b>Reception</b> <u>See Power Maths</u> -Comparing groups within 5	<b>Reception</b> <u>See Power Maths</u> -Change within 5 (One more, one less)	<b>Reception</b> <u>See Power Maths</u> -Comparing numbers within 10	<b>Reception</b> <u>See Power Maths</u> -Exploring patterns	<b>Reception</b> <u>See Power Maths</u> -Numerical patterns	<b>Reception</b> <u>See Power Maths</u> -Time
		Shape, Space and Measure	<b>Reception</b> <u>See Power Maths</u> -Shape (2D, 3D)	<b>Reception</b> <u>See Power Maths</u> -Space	<b>Reception</b> <u>See Power Maths</u> Measure (length, height, weight)	<b>Reception</b> <u>See Power Maths</u>	<b>Reception</b> <u>See Power Maths</u> -Shape (composing and decomposing shapes)	<b>Reception</b> <u>See Power Maths</u> -Measure (volume and capacity)
Links to <b>HISTORY</b>	Understanding the World	<b>Overarching Themes</b>						
		❖ <b>All About Me</b> ❖ <b>Seasons</b>			❖ <b>Living Things</b> ❖ <b>Where do I live?</b> ❖ <b>Seasons</b>			❖ <b>Traditional Tales</b> ❖ <b>Minibeasts</b> ❖ <b>Seasons</b>
		❖ <b>Families</b> -Display of family trees on class wall. Encourage children to ask questions about the past. ❖ <b>Day of the Week Chart</b> - Talk about the day, date, month and season daily. Talk about their daily routines/ weekly activities.						
		❖ <b>Halloween</b> Talk about witches and how the legend believes they met on Halloween eve. Dress up in Halloween costumes, play tricks and games, write spells, identify scary characters.	❖ <b>Remembrance Day</b> Talk about WW2. Look at secondary sources from the War and make simple comparisons. Discuss the importance of the poppy. -Talk about Dame Vera Lynne. Listen to her songs.  ❖ <b>Bonfire Night</b> Talk about how we celebrate Bonfire	❖ <b>Chinese New Year-</b> Talk about the traditions of the Chinese New Year celebrations, taste Chinese food, zodiac animal story.	❖ <b>Holi</b> Talk about the ancient traditions of Holi. Represent the festival through media of their choice.  ❖ <b>Easter</b> Talk about life in Jesus's time – compare houses,	❖ <b>St George's Day</b> Read, act out the story of Saint George. Research knights, castles, dragons through internet, stories using IT and books.	❖ <b>Great Inventions</b> Trains Microwave Telephones Television	
		Past and Present						



			<ul style="list-style-type: none"> <li>❖ <b>Diwali</b> Read, act out and draw images of the traditional story of Rama and Sita.</li> </ul>	<p>night in our family units. Re-enact the story of The Gunpowder Plot. Look at images of Guy Fawkes, King James and plotters.</p> <ul style="list-style-type: none"> <li>❖ <b>Christmas-</b> Talk about how/why we celebrate Christmas. Read, retell Christmas story. Talk about the birth of Jesus. Perform Nativity play (Learn carols).</li> </ul>		<p>transport, food, clothes with today. Ask questions about the past.</p>	
Links to GEOG	Understanding the world	People, Culture and Communities	<p><b><u>Trips</u></b> -Compare immediate locality around school and on journey to other places -Travel on the minibus or local walks observing the journey and describing what they see on the way (roads, buildings, schools, shops, motorways, and farmland).</p> <p><b><u>Through Provision:</u></b> -<b>BeeBots</b> available in the provision so children can follow directions. -Throughout the year, children encouraged to comment and ask questions about where they live and the natural world. -<b>Globe</b> Locate places on the world maps/ globe where families originate from/have visited during play. <b>Family Display- as continuous reference</b> - encourage children to talk confidently about the photos of families on our display.</p>				
			<ul style="list-style-type: none"> <li>❖ <b>Diwali-</b> Talk about <b>India</b> and describe the country through images, books and clips. Compare clothes, buildings, food, traditions using books and internet to research. Food tasting.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Bonfire Night</b> Talk about <b>London</b> as the city where the plot was foiled. Compare Irlam and London, now, in terms of size, buildings, and people.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Chinese New Year</b> Talk about <b>China</b> and describe the country through images, books, and clips. Compare clothes, buildings. Food tasting. Walk to local Chinese restaurant.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Holi</b> Talk about <b>India</b> and describe the country through images, books, and clips. Compare clothes, buildings, food traditions.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Life in different countries through stories:</b> Paddington's Post Poles Apart The Emperors Egg</li> </ul>

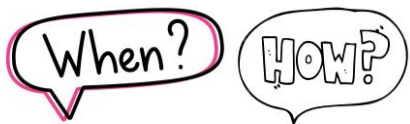


			<ul style="list-style-type: none"> <li>❖ <b><u>All About Me (My Local Area)</u></b> Local walk or take the mini bus to see different features of our local area.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b><u>Children in Need</u></b></li> <li>❖ <b><u>Christmas</u></b></li> </ul>				Handa's Surprise The Koala who could
Links to <b>SCIENCE</b>	Understanding the world	The Natural World	<ul style="list-style-type: none"> <li>❖ <b><u>Weather Chart</u></b> - Introduce the daily weather chart. Reading symbols to represent each type of weather. Talk about the weather each day.</li> <li>❖ <b><u>Materials</u></b> -Label materials in the provision. Provision carefully set up to encourage children to sort materials (wooden food, plastic food).</li> <li>❖ <b><u>Seasons</u></b> – observing how things change throughout each season. Compare the outdoors over each season.</li> <li>❖ <b><u>Weather boxes</u></b> <u>Windy day</u>- paper streamers, balloons, kites, bubbles, balloons, parachute <u>Rainy day</u>- buckets, washing-up liquid, collection containers, umbrellas, water-proof materials <u>Snowy/icy day</u>- tuff trays, scoops.</li> </ul>					
			<ul style="list-style-type: none"> <li>❖ <b><u>All about me (Ourselves)</u></b> Core rhyme: head, shoulders, knees and toes.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b><u>Seasons - Autumn/Winter</u></b> Observing changes in foliage, weather, animals, clothes, ground, smells and colours.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b><u>Sea Creatures</u></b> Observe sea creatures and talk about their habitat, food, physical features.</li> <li>❖ <b><u>Zoo Lab</u></b> Handling a variety of animals and talking about their habitats, food, physical features. Ask questions about the animal care given.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b><u>Chicks</u></b></li> <li>❖ <b><u>Plants</u></b> Observing/naming a variety of plants and trees in their environment.</li> <li>❖ <b><u>Seasons - Spring/Summer</u></b> Observing changes in foliage, weather, animals, clothes, ground, smells and colours.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b><u>Butterflies or Frogs</u></b></li> </ul>	<ul style="list-style-type: none"> <li>❖ <b><u>Mini beasts-</u></b> Collecting mini beasts. Using non-fiction books and clips to observe bugs in detail.</li> </ul>



Links to <b>DT/ART</b>  Expressive Arts and Design	Creating with Materials	<p>Throughout the year the indoor and outdoor environment will be resourced with: Malleable materials, e.g. Playdough Station, Self-serve paint area, Transient Art, natural/real life objects to create/build/model with, small and large scale construction, Junk modelling. Resources to enhance/follow children's interests Children will experiment with modelling, printing, painting, and drawing. <b>DT Challenges</b></p>					
		<p><b>Modelling</b> Creating stable structures using different materials.</p> <p><b>Patterns and Printing</b> -Making patterns with different objects (potato, hand, sponges, fork, cotton reels, leaves)</p> <p><b>Diwali</b> - Create own artefacts (tea light holders, Mehndi patterns. taste Indian food)</p> <p><b>Halloween</b></p>	<p><b>Remembrance Day:</b> -create our own poppies with variety of media.</p> <p><b>Christmas</b> -Creating Christmas artefacts (cards, calendars, presents, decorations). -Christmas cookies.</p> <p><b>Bonfire Night</b> Firework pictures - Colour Mixing Children will explore colour through paint by using and mixing primary and secondary colours.</p>	<p>Children will continue to build on their experiences of painting, printing, modelling, drawing, building, etc.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>Chinese New Year</b> Create own Chinese artefacts (money wallets, dragons, calendars)</p>	<p>Make use of props and materials when role playing characters in narratives and stories: provision resourced with role play resources, e.g. cardboard boxes, fabrics/materials, open ended dressing up, etc.</p>	<p>Confidently and safely use and explore a variety of materials, tools and techniques.</p> <p>Continue to develop and become more confident with the skills acquired throughout the year.</p>	<p>Adults to model/teach skills that interest the children, e.g. sewing, fabric painting, sculptures etc.</p> <p>Looking at different artists including William Morris.</p> <p>❖ <b>Construction – Three Little Pigs</b></p>





			<p>Story Scribing introduced.</p> <p>Children learn and sing new songs as well as well-known nursery rhymes and songs.</p>	<p>Story Scribing.</p> <p><b><u>Christmas</u></b> Children to take part in Christmas Show. Making Christmas cards and decorations. Shop turned into the elves workshop.</p> <p><b><u>Self portrait (1)</u></b></p>	<p>Story Scribing.</p> <p>Children use their knowledge of stories to invent and develop their own role play using vocabulary influenced by those stories.</p>	<p>Story scribing.</p> <p><b><u>Mother's Day:</u></b> Provide children with opportunities to perform, e.g. Mother's Day Stay and Play. Making cards.</p> <p><b><u>Easter</u></b> Making cards Making Easter bonnets and showing them in the Easter parade. Easter songs.</p> <p><b><u>Self-portrait (2)</u></b></p> <p>❖ <b><u>Biscuit decorating</u></b></p>	<p>Story Scribing.</p> <p>Children are confident to invent their own role play narratives and are confident to ask for enhancements to meet the needs of their play.</p>	<p>Story scribing</p> <p><b><u>Self-portrait (3)</u></b></p> <p><b><u>Father's Day</u></b> Provide children with opportunities to perform, e.g. Father's Day Stay and Play. Make cards.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Computing</p>			<p>Throughout the year: Computing resources are readily available in the provision to help develop the skills and knowledge needed in preparation for the year 1 computing curriculum.</p> <ul style="list-style-type: none"> <li>-BeeBots</li> <li>-Remote controls</li> <li>-Laptops available in the computing area whereby children can play maths/phonics games</li> <li>-iPads used by teachers but children are encouraged to snap their own evidence and talk about their own creations etc.</li> <li>-Interactive whiteboard for children to draw, play games etc.</li> <li>-Pretend laptop, phones, microwave in the home corner.</li> </ul>					