**Barlow Curriculum Overview 2025-2026 (Cycle B)**

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| Intent:At SMSB, it is our intent to provide a child-centred approach, within a well-resourced, organised and engaging learning environment. Our Early Years provision is designed to ensure that children can learn through a play-based curriculum, which is supported effectively by timely interactions from Early Years practitioners. Our pupils lead their own learning; adults join in at the child’s level, where they can model, scaffold, question and support pupils to develop their skills and knowledge even further. We make it our business, that as practitioners, we know every child’s next steps; this can only truly happen through playing alongside every individual. We understand that play is an integral part of learning and have tailored our Early Years curriculum to ensure that play is at the heart of everything we do. It is our intent to allow children choice in their learning, which enables them to be fully engaged and motivated by it; a fundamental aspect of effective learning and early brain development. Our teaching is therefore underpinned by the principle that if a child’s level of well-being and involvement within the setting are high, inspirational learning experiences can take place.Through our bespoke curriculum, children’s curiosity is supported and nurtured, enabling deep and meaningful learning experiences and outcomes to develop. The curriculum responds to the learning needs and interests of ALL children and the environments are adapted accordingly. We have high expectations for ourselves and ALL children, meaning that our learners are challenged to aim high, make progress, achieve well and become the very best they can be, so that they are Year 1 ready at the end of the academic year. Our ambitious curriculum is intended to support children in becoming independent learners and to develop their characteristics of effective learning, through exciting and creative continuous provision, both indoors and outdoors.Our curriculum has been adapted to build upon the pupils’ starting points, so that their Cultural Capital is further enhanced. We make it our priority to get to know every child and their family, prior to starting school, so that the curriculum can be developed accordingly. We also ensure that the pupils are provided with a range of first-hand, memorable experiences which will enable them to make links to prior learning, stimulate their interest and provide them with a hook to hang their learning on to.The acquisition of new vocabulary is of the upmost importance to us at SMSB. It is our intent to provide a substantial number of ‘back and forth’ interactions with our pupils, meaning that practitioners can model and teach new vocabulary continuously, allowing us to build a solid grounding in children’s communication and language skills. Through this approach, we also endeavour to model warm and positive relationships, which allow children to understand how to identify different feelings and regulate their behaviour accordingly. We believe that these fundamental cognitive skills will help support our pupils to build happy and fulfilling lives.Implementation:At SMSB, we follow the Statutory Framework for the Early Years Foundation Stage to ensure that we are fulfilling the requirements for learning and development. We also follow the framework to actively safeguard and promote the welfare of all our children.We ensure that our Curriculum develops the following seven areas: Prime Areas:Communication and LanguagePhysical DevelopmentPersonal, Social and Emotional DevelopmentSpecific Areas:LiteracyMathematicsUnderstanding the WorldExpressive Art and DesignTeaching and learning is responsive to children’s learning needs and interests. Observations of the children throughout the day is paramount to extending learning and providing high quality provision. These observations and assessments are not always recorded, as we feel it is most beneficial to spend quality time joining in with the children. Every term, judgements are made across the seven areas of learning as to whether each child is on track or not on track. Interventions are then put in place to ensure that pupils who are not on track, make progress to catch up and keep up.We prioritise creating a child-centred approach to learning at SMSB, utilising the principles and pedagogy of the role of the adult as the expert play practitioner. Children in Reception are therefore able to spend extended periods of the day directing their own learning on a daily basis, focusing on their interests and developing independence and creativity through play. Our skilled practitioners carefully observe children and know when to stand back, allowing creativity and independence to flourish and when to interact with children to move their learning forwards through a ‘teachable moment’. To enable this to happen effectively, the children are provided with extended opportunities to be in provision. We have also chosen not to have a playtime, for pupils to have non-interrupted sessions. We carefully time our taught inputs, so that ‘Busy Time’ is maximised.We have set up our indoor and outdoor learning environment to enable our children to have access to all resources. Our aim is to develop fundamental life and academic skills that will contribute hugely towards their educational and life successes. We ensure there are ample opportunities for children to strengthen their core muscles and fine and gross motor skills through physical play. Our learning environment is adaptable to reflect children’s interests and is enhanced regularly to suit this, as well as to embed learning from prior learning.Pupils learn to read and write through Lancashire Red Rose Phonics scheme. Phonics is a focused, formal session at the start of the day. Our curriculum is planned around high-quality texts which are used throughout our curriculum to ensure that pupils have exposure to effective, new vocabulary and experiences. Throughout the year, we celebrate religious festivals, so that pupils can begin to understand what life is like for people who may live in different countries and have different cultures, beliefs and life experiences. |
| Characteristics of Effective LearningPlaying and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions. |
| Over Arching PrinciplesUnique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others. Play: At St Mary’s and St Benedict’s RC Primary School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of ‘Learning through play. Play is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.’. |
|  | Autumn 1 Me and my world! | Autumn 2Sparkle and shine | Spring 1Brilliant bears! | Spring 2Roots, shoots and muddy boots | Summer 1All creatures great and small | Summer 2Transport and Travel  |
|  | 8 weeks | 7 weeks | 6 weeks | 5 weeks | 5 weeks 4 days | 7 weeks |
| Enrichment/ Important Dates | Home visits week 1Baseline assessment weeks 2-4Diwali 21st October 2025 | Bonfire Night 5th November 2025 Remembrance Day 11th November 2025World Nursery Rhyme Week 10-14th November 2025 | Penguin Awareness Day- 20th January 2026Lunar New Year 17th February 2026Shrove Tuesday 17th February 2026 | Polar Bear Day- 27th February 2026Farm visit- Smith hills- TBC World book Day 5th March 2026Mother’s Day-15th March 2026Global Recycling Day- 18th March 2026World Frog Day- 20th March 2026 | World Bee Day 20th May 2026Elmer’s Birthday 24th May 2026 | Father’s Day- 21st June 202622-28th June 2026 Insect WeekTransition into ks1 afternoon  |
| The Big Question | Who am I? | How do we celebrate? | Why do Polar bears have thick fur? | Where does our food come from? | Who made these footprints? | What journeys can you make? |
| Themes  | All about meHealthy meHomes and housesFamilies DiwaliSeasonal Changes | Seasonal changesBonfire NightChristmas | BearsFrozen PlanetWoodlandTraditional Tales | Farming Growing and changingMinibeastsSeasonal changes | DinosaursAnimalsJungles | TravelTransportJourneysSeasonal changes |
| Possible lines of enquiry | Who am I?What do I look like? What is a family?Who is in my family?How is my family the same/different to other families? How have I grown and changed?Is everybody’s house like mine?Who is special to me? What does this body part do?How do I stay healthy?What are the signs of Autumn? | What celebrations do I celebrate?Are all celebrations the same?How does my family celebrate?Are celebrations the same around the world? | Are all bears the same?Do bears all live in the same environment?Do all bears eat the same?How do bears survive in the wild?How is our country the same/different to other countries?What are the signs of Winter? | What animals will I see on a farm?What job does a farmer do? What is a plant? What plants need to stay healthy?What is a lifecycle? What are the signs of Spring?What is a minibeast?Where can I find a minibeast?Which minibeasts may I find in our environment at school?How can I help to look after minibeasts? | Are dinosaurs alive today?What is the largest animal on planet Earth? | How do I get to school everyday?Have I had experience of being on a train,plane,boat?How is our country the same/different to other countries? |
| RE- Magister | Creation & Covenant  | Prophecy & Promise | Galilee to Jerusalem | Desert to Garden | To the Ends of the Earth | Dialogue & Encounter  |
| Communication and Language (C & L) | The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. |
| Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.Start a conversation with an adult or a friend and continue it for many turns.Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” | Use longer sentences of four to six words | Develop their communication but may continueto have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. Develop their pronunciation but may have problems saying:• some sounds: r, j, th, ch, and sh• multi-syllabic words such as ‘pterodactyl’,‘planetarium’ or ‘hippopotamus’. | Use a wider range of vocabulary.Understand a question or instruction that has two parts such as: “Get your coat and wait at the door”.Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”. | Sing a large repertoire of songs.Know many rhymes, be able to talk about familiar books, and be able to tell a long story. | Enjoy listening to longer stories and can remember much of what happens.Pay attention to more than one thing at a time, which can be difficult. |
| Physical Development (PD) | Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye coordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. |
| Start taking part in some group activities which they make up for themselves, or in teams.Increasingly be able to use and remembersequences and patterns of movements whichare related to music and rhythm. | Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge asmall hole they dug with a trowel.Collaborate with others to manage large items,such as moving a long plank safely, carrying largehollow blocks. | Use one-handed tools and equipment, for example,making snips in paper with scissors. Use a comfortable grip with good control whenholding pens and pencils.Show a preference for a dominant hand. | Be increasingly independent as they get dressed and undressed, for example, putting coats on anddoing up zips. | Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width | Continue to develop their movement, balancing,riding (scooters, trikes and bikes) and ball skills.Go up steps and stairs, or climb up apparatus,using alternate feet.Skip, hop, stand on one leg and hold a pose fora game like musical statues.Use large-muscle movements to wave flags andstreamers, paint and make marks. |
| PSED | Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. |
| Develop appropriate ways of being assertive.Talk with others to solve conflicts.Talk about their feelings using words like ‘happy’,‘sad’, ‘angry’ or ‘worried’.Understand gradually how others might be feeling.\*myHappymindModule 1 Meet your BrainTen TenModule 1: Created and loved by God | Select and use activities and resources, with helpwhen needed. This helps them to achieve a goalthey have chosen, or one which is suggestedto them.\*myHappymindModule 2 CelebrateTen TenModule 1: Created and loved by God | Play with one or more other children, extendingand elaborating play ideas.Find solutions to conflicts and rivalries. For example,accepting that not everyone can be Spider-Man inthe game, and suggesting other ideas.\*myHappymindModule 3 AppreciateTen TenModule 2: Created to love others | Increasingly follow rules, understanding why theyare important.Remember rules without needing an adultto remind them.\*myHappymindModule 4 RelateTen TenModule 2: Created to love others | Become more outgoing with unfamiliar people,in the safe context of their setting.Show more confidence in new social situations.\*myHappymindModule 5 EngageTen TenModule 3: Created to live in community  | Develop their sense of responsibility andmembership of a community.Ten TenModule 3: Created to live in community |
| Literacy (L) | It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). |
|  | Understand the five key concepts about print:• print has meaning• print can have different purposes• we read English text from left to right and fromtop to bottom• the names of the different parts of a book• page sequencingDeveloping finemotor and markmaking skillsthroughcontinuousprovision | Engage in extended conversations about stories,learning new vocabulary.Developing finemotor and markmaking skillsthroughcontinuousprovisionBegin phase 1 phonics(Red Rose Scheme) | Develop their phonological awareness, so thatthey can:• spot and suggest rhymes• count or clap syllables in a word• recognise words with the same initial sound,such as money and motherDeveloping finemotor and markmaking skillsthroughcontinuousprovisionContinue phase 1 phonics(Red Rose Scheme) | Write some letters accurately.Developing finemotor and markmaking skillsthroughcontinuousprovisionContinue phase 1 phonics(Red Rose Scheme) | Write some or all of their name.Developing finemotor and markmaking skillsthroughcontinuousprovisionContinue phase 1 phonics(Red Rose Scheme) | Use some of their print and letter knowledge intheir early writing. For example: writing a pretendshopping list that starts at the top of the page;writing ‘m’ for mummy.Developing finemotor and markmaking skillsthroughcontinuousprovisionContinue phase 1 phonics(Red Rose Scheme) |
| Linked themed texts – Pre-School | The Colour Monster Goes to School by Anna LlenasAll You Need by Katie PiperRuby’s Worry by Tom PercivalI Love Me! By Marvyn Harrison & Diane EwenThat’s Not My Name by Anoosha SyedMy Family, Your Family by Laura Henry-Alain MBEMeasuring Me! by Nicola KentNon-fiction books- families, different types of housesNon-fiction books- Feelings Non-Fiction books Celebrations | Alive with Poppies by Tomos RobertsThe Quiet Little Firework by Nicola CopackWe’re Going on a Leaf Hunt by Steve MetzgerTidy by Emily GravettTree by Patricia HegartyLittle Robin Red Vest by Jane FearnleyTwinkly, Twinkly Nativity by Sam TaplinNon fiction books on celebrations | Where’s My Teddy? By Jez AlboroughI Want My Hat Back by Jon KlassenWe’re Going on a Bear Hunt by Michael Wayne RosenLittle Lost Penguin by Igloo Books I Love Chinese New Year! By Eva Wong NavaMr Wolfs Pancakes by Jan FearnleyNon- Fiction Texts- Bears Usborne Beginners | Life Cycle Stories: Frog by Flora LilyLulu Loves Flowers by Anna MquinnFarmyard Hullabaloo by Giles AndreaeBig Bear, Little Bear by David BedfordThe Life of a Little Plastic Bottle by Igloo BooksNon- Fiction: Frog life-cycle | Day at the Zoo by Amber LilyBoo! A Fishy Mystery by Kate ReadI’m a Dinosaur by Ruth Symons My Butterfly Bouquet by Nicola Davies Little Bee by Autumn PublishingElmer’s Colours by David McKeeNon-Fiction Texts- AnimalsNon Fiction texts-dinosaursNon-Fiction- Spiders Usborne Beginners  | Mr Gumpy’s Motor Car by John BirninghamTrains, Trains, Trains by Donna DavidEmma Jane’s Aeroplane by Katie HaworthWe Catch the Bus by Katie AbeyThe Boat by Emma HopperMad about Minibeasts by Giles AndreaeBusy Bikes by Campbell BooksNon- fiction books- transport and travelNon-Fiction texts- how transport has changed over the yearsNon- Fiction Text: My First Book of London |
| Linked themed rhymes | Brush your teeth, Head, shoulders, knees and toes, The Hokey Cokey, If you’re happy and you know it, I’ve got a body, Ten in a bed, Wind the bobbin up | Twinkle, twinkle little star, I can sing a rainbow, I hear thunder, It’s raining, it’s pouring, The twelve days of Christmas | The bear went over the mountain, When Goldilocks went to the house of the bears, Teddy bear, teddy bear, turn around | Baa, baa, black sheep, Busy Farmer Ben, Five little ducks went swimming one day, Five little speckled frogs, I went to visit a farm one day, Little Bo Peep, Oats and beans and barley grow, Old Macdonald had a farm, One man went to mow, Wiggly Woo | The animals went it two by two, Did you ever see a bunny?, Dinosaurs, Down in the jungle, Five little monkeys jumping on a bed, Incy windy spider, 1, 2, 3, 4, 5, Once I caught a fish alive, the goats came marching, Horsie, horsie don’t you stop, | The big ship sails on the ally ally oh, Down at the station, Five little men in a flying saucer, row, row, row your boat, A sailor went to sea, sea, sea, We’re driving in our car, The wheels on the bus |
| Mathematics (M) | Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes. |
| Baseline assessmentsSelect shapes appropriately: flat surfaces forbuilding, a triangular prism for a roof, etc.Combine shapes to make new ones – an arch,a bigger triangle, etc. | Comparison 1 – More than, fewer than, sameShape, space and measure 1 – Explore and build with shapes and objectsPattern 1 – Explore repeatsCounting 1 – Hear and say number namesCounting 2 – Begin to order number namesSubitising 1 – I see 1, 2, 3Pattern 2 – Join in with repeatsDevelop fast recognition of up to 3 objects, withouthaving to count them individually (‘subitising’).Recite numbers past 5.Say one number for each item in order: 1,2,3,4,5.Know that the last number reached when countinga small set of objects tells you how many there are in total (‘cardinal principle’).Show ‘finger numbers’ up to 5.Link numerals and amounts: for example, showingthe right number of objects to match the numeral,up to 5. | Shape, space and measure 2 – Explore position and spaceSubitising 2 – Show me 1, 2, 3Counting 3 – Move and label 1, 2, 3Shape, space and measure 3 – Explore positions and routesPattern 3 – Explore own first patternsCounting 4 – Take and give 1, 2, 3Understand position through words alone –for example, “The bag is under the table,” –with no pointing.Describe a familiar route.Discuss routes and locations, using words like‘in front of’ and ‘behind’. | Shape, space and measure 4 – Match, talk, push and pullSubitising 3 – Talk about dots Comparison 2 – Compare and sort collectionsPattern 4 – Lead on own repeatsShape, space and measure 5 – Start to puzzleTalk about and explore 2D and 3D shapes (forexample, circles, rectangles, triangles and cuboids)using informal and mathematical language:‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’. | Pattern 5 – Making patterns togetherSubitising 4 – Make games and actionsCounting 5 – Show me 5Pattern 6 – My own patternCounting 6 – Stop at 1, 2, 3, 4, 5Comparison 3 – Match, sort, compare Make comparisons between objects relatingto size, length, weight and capacity | Experiment with their own symbols and marksas well as numerals.Solve real world mathematical problems withnumbers up to 5.Compare quantities using language: ‘more than’,‘fewer than’. |
| Understanding the World (UTW) | Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension. |
| Begin to make sense of their own life-storyand family’s history.Show interest in different occupations.Continue developing positive attitudes about thedifferences between people. | Use all their senses in hands-on explorationof natural materials.Explore collections of materials with similar and/ordifferent properties.Talk about what they see, using a wide vocabulary.Talk about the differences between materialsand changes they notice. | Know that there are different countries in theworld and talk about the differences they haveexperienced or seen in photos. | Plant seeds and care for growing plants.Understand the key features of the life cycle of aplant and an animal. | Begin to understand the need to respect and care for the natural environment and all living things. | Explore how things work.Explore and talk about different forces theycan feel. |
| Expressive Arts and Design (EAD) | The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. |
| Take part in simple pretend play, using an objectto represent something else even though they are not similar.Begin to develop complex stories using smallworld equipment like animal sets, dolls and dollshouses, etc.Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city withdifferent buildings and a park. | Explore different materials freely, to develop their ideas about how to use them and what to make.Develop their own ideas and then decide whichmaterials to use to express them.Join different materials and exploredifferent textures. | Listen with increased attention to sounds.Respond to what they have heard, expressingtheir thoughts and feelings. | Remember and sing entire songs.Sing the pitch of a tone sung by another person(‘pitch match’).Sing the melodic shape (moving melody, such asup and down, down and up) of familiar songs.Create their own songs or improvise a song aroundone they know. | Create closed shapes with continuous lines and begin to use these shapes to represent objects.Draw with increasing complexity and detail, such as representing a face with a circle andincluding details.Use drawing to represent ideas like movementor loud noises.Show different emotions in their drawings andpaintings, like happiness, sadness, fear, etc.Explore colour and colour mixing.Show different emotions in their drawings –happiness, sadness, fear, etc. | Play instruments with increasing control to expresstheir feelings and ideas. |
| Computing  | Although Technology is no longer a strand in the Early Years Framework, we recognise that is vitally important to support and enhance learning. During the Early Years, children will learn how to use: iPads for educational games such as Phonics and counting Beebots for programming and position and direction Talking postcards/talking pegs and talking tins to support orally rehearsing writing and speech and language skills. |
| Online Safety-Being Safe in a Digital World  | Self-image and identityOnline relationships | Online ReputationOnline Bullying | Health, Wellbeing and Lifestyle | Privacy and Security | Managing Online Information | Copyright and Ownership |