



**EYFS Skills Curriculum 2023-24**

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Glossary of terms and abbreviations</b></p>	<p><b>COEL</b> – Characteristics Of Effective Learning  <b>CLL</b> – Communication, Language and Literacy  <b>PD</b> – Physical Development  <b>PSED</b> – Personal, Social and Emotional Development  <b>UW</b> – Understanding the World  <b>EAD</b> – Expressive Arts and Design  <b>LIT</b> – Literacy  <b>M</b> – Maths  <b>Phonics</b> – The way we teach children to read words using sounds (phonemes) assigned to letters or groups of letters (graphemes)  <b>HFWS</b> – High Frequency Words. The most common words in English – these are not always decodable using phonics.  <b>EYFS</b> – Early Years Foundation Stage (Nursery and Reception)  <b>EAL</b> – English as an Additional Language – children whose first language is not English, or who have a language that is not English as the primary spoken language at home.  <b>National Curriculum</b> – The objectives and skills taught in years 1 to 6  <b>KS1</b> – Key Stage 1 – years 1 and 2  <b>Tapestry</b> – computer software used by staff in Reception and Nursery to record children’s development. This can be accessed by parents.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Overview</b></p>	<p>CLL &amp; PD &amp; PSED are the prime areas and as such run through all the other areas of learning (specific areas). Children need to be confident in these areas to reach their full potential in all areas of learning. COEL are embedded in all these areas, too.</p> <p>Classrooms will be set up to encourage independence (children know how to access resources), core muscle strength (standing at tables, lying on the floor, stretching to play, etc).</p> <p>The curriculum model will begin on entry to our Nursery or Reception classes and follow through to the end of Reception. At the end of each term will be a curriculum goal – things we want the children to achieve in our setting and these will be planned through our medium term plans and weekly plans. Any gaps in children’s learning will be identified through observations and adult led activities, and next steps put in place to deal with these. Some might be immediate interventions, while others might involve outside agencies and long term interventions.</p>

# Physical Development

	Expectations during Nursery		Expectations during Reception			Links to KSI
	End of Nursery year 1	End of Nursery year 2	End of Autumn term	End of Spring term	End of Summer term	
<b>Dressing</b>	Take off coat Pull down pants to use toilet	Put on shoes without fastening (may be wrong foot) Pull zips up and down, may need help to put shank in	T-shirt and jumper on/off on own, may be back to front Pull up clothes on own	Put on shoes and socks correctly Fasten zip on own	Dress and undress on own	Fasten buttons at top of t-shirt Tie own laces
<b>Riding a bike</b>	Can walk a balance bike/push a tricycle with feet	Can use feet to scoot a balance bike/ride a scooter/pedal a tricycle	Can maintain balance around corners/cones	Can stop a bike using brakes/feet. Can pedal down an incline maintaining balance	2 wheel bike – can pedal and maintain balance for a few feet on the flat	Can pedal and maintain balance while manoeuvring around obstacles on a 2 wheeled bike
<b>Ball Skills</b>	Begin to throw ball overhead Catch a ball by chasing Use foot to tap a ball	Throw ball underhand Catch a large ball between extended arms Kick ball with 1 foot while swinging arms	Throw ball forward using appropriate technique-rotating trunk/swinging arms Catch a large ball by bringing hands into chest Direct kick to knock down a tower	Hit a target with a tennis ball using underarm throw Bounce a large ball Walk towards and kick a ball	Throw tennis ball underhand using trunk rotation and opposing arm/leg movements Bounce and catch a large ball using 2 hands Run towards and kick a ball	Can usually hit a target with an overhand toss Catch a tennis ball using only hands Co-ordinate body to meet and kick a ball that is rolled to them from a distance
<b>Balance</b>	Stand on tiptoes	Stand on 1 foot for 2 seconds	Walk along a chalk line	Walk along a low wide balance beam	Hold a controlled static balance on one leg	Walk along a low narrow balance beam
<b>Jumping</b>	Jump of a low object with both feet off the ground	Jump over a small stationary object	Jump forward taking off and landing on 2 feet	Hop on 1 foot 2-3 times	Jump and turn in the air	Hop up to 10 times on alternate feet
<b>Using tools</b>	Pour from 1 container to another	Explore a range of tools-spoons, spades, paintbrushes etc	Use one handed tools for making snips in paper with scissors for example	Use scissors to cut paper in half	Use scissors to cut around a shape on paper	Use scissors to cut fabric
<b>Brushing Teeth</b>	Why is this important? Able to squeeze toothpaste onto a toothbrush.	To know the names of teeth/gums/tongue Able to use a toothbrush with adult help	Able to use a toothbrush regularly with only a little help	Able to brush teeth at front/sides/inside teeth etc with a little adult help	Talks about importance of brushing teeth regularly. Knows which foods are bad for our teeth. Beginning to brush teeth on own	Able to brush teeth on own Able to know the importance of teeth brushing regularly
<b>Eating</b> (encouraged at snack & lunch times)	Use a spoon to pick up food and put in mouth	Stab food using a fork Spoon cereal from container to dish with little spilling	Use a knife to cut soft food like bananas etc	Spread using a knife	Cut using a knife	Use knife and fork on own
<b>Pencil grip</b>	Palmer grasp	Digital pronate grasp	4 finger grasp	Static tripod grasp		Dynamic tripod grasp
<b>Construction</b> Stacking Enclosing Duplo/Train set Joining Bridging	Large blocks/Planks Recycled materials Able to build a tower and fix some things together		Stickle bricks/mobile etc Small boxes/cups/lolly sticks/guttering/ Able to build houses, transformers etc and to join construction together Able to use Sellotape, masking tape, blu tak		Able to select construction for a particular purpose and join using paper clips, Sellotape dispenser, staples, paper fasteners	Small lego etc and building using a variety of learnt techniques
<b>Malleable</b> Standing at tables to build stomach muscles Playdoh, pastry, clay, sponges	Making big balls using whole palm, squeezing		Roll flat Rolling pins with side handles Cut out shapes with cutters		Knead squeeze Use knuckles, thumb pots Potato masher, scissors, colander Rolling pins with no handles	Refine skills to produce an end product
<b>Independence</b>	Children work independently to develop basic skills		Start to make up own physical games		Collaborate with others to devise team games and manage resources	Edit and refine movements and games

# Communication & Language

	Expectations during Nursery		Expectations during Reception			Links to KSI
	End of Nursery year 1	End of Nursery year 2	End of Autumn term	End of Spring term	End of Summer term	
<b>EAL and S&amp;L difficulties:</b> Early assessment and referral to speech therapist our priority	Understand action words Who's jumping? Enjoys listening to stories and remembers what happens Use a wider range of vocab/understand a 2-part instruction Understand why questions Sing a repertoire of songs Able to talk about familiar stories Able to tell a long story Begin to use longer sentences of 4-6 words Begins to turn take in conversations Uses talk to organise themselves and their play	Using a sentence of 4-6 words Using 'because' and 'and' Answer simple why questions using past and future tenses Ask and answer simple questions using past and future tenses Children can use the past and future tenses when discussing things that have happened, and will happen, to them Children can use everyday language related to time (before, after, then, etc.)	Social phases Engage in stories Start a conversation Learn new vocabulary Active listening Engage in non-fiction books Describe an event	Use new vocab/ask relevant questions Connect ideas using connectives Retell stories in their own words Articulate ideas in sentences Answer 'how' and 'why' questions about stories and events	Hold a back and forth conversation and explain why things happen Children can describe the key settings, events and principle characters of a story	Speaks articulately Tells a simple story using full sentences Uses future tenses Says name and address

# Personal, Social & Emotional Development

Expectations during Nursery		Expectations during Reception			Links to KSI
End of Nursery year 1	End of Nursery year 2	End of Autumn term	End of Spring term	End of Summer term	
Starts to enjoy the company of peers Forms relationships with new adults Selects and uses activities with help Shows increasing confidence in new surroundings Plays with more than 1 friend Helps to suggest solutions to conflicts	Ability to follow the rules Becoming more outgoing with unfamiliar people Begins to understand how others feel Has developed ways of being assertive Takes part in pretend play Able to settle at an activity for a while	Knows peers' names Forms new friendships/knows class rules Manage toileting Able to share Begin to regulate behaviour Think about others and wait their turn Express their feelings and consider others' feelings		Begin to moderate their own feelings socially and emotionally Changing for PE Focus attention Know right from wrong Regulate own behaviour	Shows more independence Can tell what's make believe and real Likes to sing, dance and act Aware of gender Agrees with rules Wants to be like friends

# Literacy

	Expectations during Nursery		Expectations during Reception			Links to KSI
	End of Nursery year 1	End of Nursery year 2	End of Autumn term	End of Spring term	End of Summer term	
<b>Phonics</b>	<b>Phase 1</b> Aspects 4-7 Rhythm & rhyme Alliteration Voice sounds Oral blending & segmenting	<b>Phase 2</b> S a t p l n m n d g o c k c k e u r h b f f l l s s Tricky words & HFWs Blending & segmenting (by Xmas) Writing simple sentences (by Xmas/Easter)		<b>Phase 3</b> j v w x y z z z q u c h s h t h n g a i e e i g h o a o o a r o r u r o w o i e a r a i r u r e e r Tricky words & HFWs Blending & segmenting  <b>Phase 4</b>		<b>Phase 3</b>  <b>Phase 4</b>  <b>Phase 5</b>
<b>Writing</b>	<b>Pre-Literate</b> Scribble stage Symbolic stage Directional scribble Symbolic/mock letters	<b>Emergent</b> Strings of letters Groups of letters Labelling pictures Environmental print		<b>Transitional</b> Letter/word representation First/last letter representation Medial letter sounds	<b>Fluent</b> Beginning phase writing Sentence writing	<b>Six traits of writing</b> Conventions, organization, voice, ideas, word choice, sentence fluency
<b>Reading</b> Promote a love of reading	Explores books independently Listens to stories read Imitate reading a book out loud	<b>Understand the 5 key concepts of print</b> Print has meaning Print can have different purposes We read English text from left to right and from top to bottom The names of different parts of the book Page sequencing	Name beginning sounds or words Match some letters to sounds Develop awareness of syllables Retell a story that has not been read to them	Say some rhyming words Match some spoken and written words Recognise some familiar words in print Predict what will happen next Identify initial, final sounds	Identify medial sound Say the meaning of some words Read simple words in isolation and in context Retell the main parts – who/what/when/where/how/why Arrange story in sequence	Decode unfamiliar words 'on the fly' Read with some fluency Read taking note of punctuation Able to self-correct

# Maths

	Expectations during Nursery		Expectations during Reception			Links to KSI	
	End of Nursery year 1	End of Nursery year 2	End of Autumn term	End of Spring term	End of Summer term		
<b>Number</b>	<h2>See table below</h2>		Fast recognition up to 3 objects (subitising) Match objects using 1-1 correspondence to 5 Recite numbers past 5 Link numerals and amounts to 5 Cardinal principle – know the last number reached when counting sets of objects Record in own way Begin to sort objects Solve real world problems to 5	Count objects, actions, sounds to 5 Subitise to 5 Link the numeral to the cardinal number to 5 Understand 1 more/1 less Explore composition of numbers to 10 Sort objects giving reasons Compare numbers Able to record in own way Able to combine 2 groups altogether Orders numbers to 5	Automatically recall number bonds 0-10 Count verbally beyond 20 Use mathematical vocab – more than/less than/add/take away etc Able to use correct notations for writing sums Able to write numbers 1-10 Able to recognise coin values and exchange them up to 10p Orders numbers to 10	Read and write numbers 1-100 Count in twos, fives and 10's up to 100 Add and subtract to and from 20 using objects/number line	
<b>Measurement</b>			Begin to make comparisons between sizes, length, etc.	Arrange objects according to size, capacity, etc. Begin to understand vocab tall/short, heavy/light, etc.	Use vocab tall/short, heavy/light, etc. Able to make a prediction and test it – Which hold more?, etc.		Record measurements Sequence events in order – first, second, etc. Read digital clocks Understand coin values
<b>Spatial sense and geometry (shapes)</b>			Explore 2D & 3D shapes Begin to use vocab sides, corners, etc. Select appropriate shapes for building Combine shapes to make new ones Use spatial words in play, under, in, on, up, down, besides, between	Able to identify and sort 2D shapes and give reasons Describe a familiar route – obstacle route, etc. Begin to compose and decompose shapes	Able to sort 3D shapes and name them Able to describe common 2D and 3D shapes Know that a shape can have other shapes within it		Name shapes such as oval, hexagon Move objects in relation to others – over, under, etc.
<b>Patterns</b>			Talk about and identify the patterns around them Extend and create ABAB patterns stick, Leaf, stick, leaf	Notice and correct an error in a repeating pattern Talk about patterns in events first, then, next, etc.	Able to continue patterns with varying rules AB, ABB, ABBC		Make and extend patterns Recognise similarities and differences in patterns Children can describe similarities and differences

# Nursery Maths

Assessments will take place 'in the moment' and in 'teacher led activities' and closing the gap time, will be given, to those children who need it to understand concepts before moving them on. End of term assessments will take place to ensure all children are working at ARE in line with the curriculum goals.

The first 3 weeks will be our settling in period and baseline and then the curriculum will start

## Number Principles

1-1 correspondence - 1 number name for each object that is counted

stable order – know that numbers are said in a certain order

cardinal principle – number name assigned to the final object in the grp is total no of objects in that group

abstraction principle – understand anything can be counted, including sound and movement

order irrelevance principle – order we count in is irrelevant there will always be the same number

Term	Autumn	Spring	Summer
Skills Taught	<p><b>Shapes, Space and Measures</b>            Sorting – objects and categorise objects identifying those that are the same/sort a group 2 different objects/sort &amp; match objects/sort by size/            Colours – rec/name/match            Use language of same/different when matching            Begin to recite numbers in order to 5 – by singing songs/rhymes/counting objects/counting steps etc            Find the odd one out of a group            Begin to talk about shapes            Describe shapes in own way and learn some shape properties and the vocab for this            Begin to make arrangements of shapes and build with shapes            Show an interest in shapes in the environment            Begins to notice patterns in the environment            Begins to make simple patterns – leaf/conker/leaf, etc.</p> <p><b>Number (continuous teaching)</b>            Begin to understand that the last number counted is how many are in a set            Begin to realise there is an order to counting            Begin to assign 1 counting word to each object 1-3            Begin to say how many are left – from singing number rhymes (five speckled frogs)            Investigate that a group of objects changes when an object is added or taken away</p> <p><b>Number 1/2/3</b>            Counting to ... and recognising the numeral            Manipulate .... of many objects            Give 1/2/3 spoons to each teddy            Select 1/2/3 object from a group – pls give me 1.....            Begin to represent numbers using fingers – show me 1/2/3 fingers            Circle shape – has 1 curved side a triangle has 3 sides            Link numerals and amounts – at tidy up time have pencil pots labelled with 1/2/3 pencils for children to tidy up</p>	<p><b>Shapes, Space and Measures</b>            Compare objects and learn the vocabulary – big/little/small etc.            Develop an understanding of size – big/little/small/large etc.            Copies a pattern ABABAB using everyday objects pine cones/leaves etc.            Continues a pattern ABABAB            Corrects an error in a pattern            Explore patterns using body actions            Able to name the pattern – leaf/twig/leaf/twig etc.            Begins to make own repeated patterns            Positional language – follow instructions using positional language – behind/in front/next to, etc.            Begins to use puzzles            Develops an understanding of measuring using a range of objects – ribbons/cubes, etc.</p> <p><b>Number (continuous teaching)</b>            Review numbers 1/2/3            Know that numbers identify how many in a set            Give me 1/2/3 objects from a larger group            Subitising 1 and 2 – fast recognition of up to 3 objects without counting them, look there are 2 objects!!            Realise that not only objects can be counted            Records using own marks – adult to model recording when adult led activity or playing games inside and outside</p> <p><b>Number 4/5</b>            Recite numbers to 4/5            Begin to count 3/4 objects saying 1 number for each item            Begin to separate a grp of 4 objects in different ways            Square shape – 4 sides            Begin to match numeral and quantity            Sing number rhymes and understand how many are left – 5 little ducks went swimming....            Use language of same and different when comparing 2 dice rolled at the same time for example            Begin to find 1 more/1 less than 4/5            Begin to find an interest in number problems            Represent numbers 1/2/3/4/5 using fingers</p>	<p><b>Shapes, Space and Measures</b>            Use shapes appropriately for tasks – a cone for the top of a castle etc.            Talk about the shapes of everyday objects            Makes arrangements with shapes            Goes on a shape hunt            Select a particular named shape            Able to complete a simple puzzle            Develops an understanding of capacity and vocab – pouring/filling/full/empty/half full            Continues to develop an understanding of tall/short and compare objects            Uses the language of weight – heavy/light</p> <p><b>Number (continuous provision)</b>            Solve number patterns, 1 2 1 2 what comes next?            Begins to subitise numbers within 5 – able to make ..... in different ways using dice/numicon/objects etc. on own            Begins to select the correct numeral for numbers 1-5            Begins to order numbers to 5            Counts 5 objects in an irregular arrangement            Begins to count beyond 5 saying 1 number for each item            Begins to count backwards from 5            Begins to use words bigger/smaller when comparing numbers on a number line to 5            Begins to recognise numerals 1-5 in and out of order            Solves some real world problems to 5 – there are four of you but there aren't enough chairs...?            Children record in their own way – how many balls they can throw into a hoop?</p>
	<p><b>Autumn 1</b>            Begins to subitise to 3            Explores 2-D &amp; 3D shapes            Compare quantities more, fewer</p>	<p><b>Autumn 2</b>            Count objects in order to 5            Recite numbers past 5            Investigate properties of shapes            Recognises patterns</p>	<p><b>Spring 1</b>            Show finger numbers up to 5            Compare by size            Experiments with recording using own marks            Creates ABAB patterns</p> <p><b>Spring 2</b>            Match numerals and amounts to 5            Position – under, on top, etc.            Compare by weight            Corrects an error in a pattern</p>
End of term objectives			

# Expressive Arts and Design

	Expectations during Nursery		Expectations during Reception			Links to KSI				
	End of Nursery year 1	End of Nursery year 2	End of Autumn term	End of Spring term	End of Summer term					
<b>Small world / role play area</b>	<p>Children can use different resources to represent real-life locations</p> <p><b>Character Development</b> Familiar fantasy – superheroes etc. Familiar characters Familiar domestic situations</p> <p><b>Story Telling</b> Animals, people, mini-mes, puppets, cars, trains, dinosaurs, vehicles</p> <p><b>Environment</b> Specific resources - Airport, fire engines, rocket, pirate ship, etc.</p>		<p><b>Character Development</b> Mini-mes Familiar situations – shop, bus etc Shared fantasy – adult introduces</p> <p><b>Story telling</b> Mini mes, finger puppets, story character masks, re-telling familiar stories</p> <p><b>Environment</b> Non-Specific resources – cave, toad stools, etc.</p>			<p><b>Character Development</b> Unfamiliar fantasy – made up by child Unfamiliar real life situations – artie, nativity, etc.</p> <p><b>Story telling</b> Own resources, block people, resources not gender specific, made up characters, mini-mes</p> <p><b>Environment</b> Models made out of construction Junk materials Fabrics for capes, etc. Natural materials – bark, logs, conkers, pine cones</p>				
<b>Painting</b>	<p>Experiment with a variety of tools and different sized brushes – sponge brushes, fingers twigs, vehicles, rollers, sponges, hands, feet</p> <p><b>Brushes:</b> large rollers, large brushes</p>		<p>Recognise and name the primary colours and mix colours Match the colours to artefacts and objects Use fingers, fruit and veg. 3D shapes</p> <p><b>Brushes:</b> medium brushes, smaller rollers</p>			<p>Explore working with paint on different surfaces – paper, card, and different sized and shaped paper</p> <p><b>Use:</b> marbles, cotton buds, small brushes</p>			<p>Select own resources and use own ideas to produce a piece of work Look and talk about their art work and describe the techniques used and media used</p>	<p>Explore lighting and darkening paint Begin to control marks made Start to record in a sketch book Blending colours</p>
<b>Drawing</b> <i>Can to be taught how to draw people, animals, snowmen, etc.</i>	<p>Enjoys using fingers, hands, chalk, pens, pencils to make marks Can distinguish between drawing and writing Beginning to draw shapes for a person</p>		<p>Draws a person with 2-4 body parts and shows emotions in the face Draws on different surfaces and different sized paper vertically and horizontally</p>			<p>Draws a person with at least 6 body parts Draws from imagination, observations and illustrations Talks about what they have drawn in detail</p>			<p>Begins to control the marks they make Records in a sketch book Develops tone Symmetrical features</p>	
<b>Textiles</b>	<p>Plays with a variety of fabrics, textiles Uses glue sticks, glue spreader to join materials</p>		<p>Decorates a piece of fabric Collages using fabrics to show layering Able to weave paper, twigs, etc. Uses sticky tape, pegs to join materials</p>			<p>Uses appropriate vocab to describe what they have produced Uses hole punch, paper clips, treasury tags, etc. I know that threading is putting one material through an object</p>			<p>Begins to identify types of textiles Colours textiles and prints them Simple stitch work</p>	
<b>Print Making</b>	<p>Rubbings – leafs, bark, coins, corrugated card, natural resources, bubble wrap</p>		<p>Printing using objects – man made &amp; natural Patterns using objects</p>			<p>Stencils to create a picture Look and talk about what they have produced</p>			<p>Printing with ink, string and card, etc. Explore the work of artists</p>	
<b>Music</b>	<p>Listen to sounds Respond to a variety of music from different cultures through dance, instruments</p>		<p>Remember and sing entire songs Sing the pitch of a tone by another person – high/low Sing the melodic shape – up down, etc.</p>			<p>Move to and talk about their favourite artists/songs Sing in a group or do a solo Match the pitch and the melody Replicate a choreographed dance and make up one of their own Perform in front of others on a stage</p>			<p>Listen and respond Explore and create Sing Share and perform</p>	
<b>Modelling, sculpting and materials</b>	<p>Children can use different resources to represent real-life and imaginary objects and locations</p>		<p>I can make simple suggestions to improve or fix a junk model I know there are a range to different materials that can be used to make a model and that they are all slightly different</p>			<p>I know that 'waterproof' materials are those which do not absorb water I know that a design is a way of planning our idea before we start</p>			<p>Design process Evaluating and improving a product Properties of materials</p>	

# Understanding the World

	Expectations during Nursery		Expectations during Reception			Links to KSI
	End of Nursery year 1	End of Nursery year 2	End of Autumn term	End of Spring term	End of Summer term	
<b>The Natural World</b>	<p>Explore natural materials and their own environment using their senses Observe what they see and talk about it using newly learnt vocab Describe and sequence what they have seen (melting, cooling, heating, etc.) Use magnifying glasses to support observations Begin to understand the changes in seasons</p>		<p>Able to make collections of natural objects they are interested in Talk about similarities and differences between their life and life in other countries Able to explore the natural world – use senses, songs, close observation, drawings, etc. Discuss contrasting environments to where they live Able to draw information from a simple map Understand the change in seasons and describe the changes with support Know there are other countries in the world – non-fiction books, globes, maps, google Children can engage with non-fiction books Children can say how some things change over time Children can create representations of the different seasons</p>			<p>Study the weather Hot &amp; cold climates Maps</p>
<b>Families and People</b>	<p>Explore their own life stories – sequence events in their own life stories Show interest in a range of occupations Develop positive attitudes to other cultures through Diwali, Christmas, Chinese New Year, etc. and listening to stories, puppets, small world With support, children can say how life is different in other countries</p>		<p>Talk about their own families and look at real life families in books and discuss different types of families Children can talk about past and present events in their lives and the lives of their family members Able to talk about important people in the community – lollipop man, nurse, doctor, dentist, etc. Learn about people in the past – bonfire night, Xmas story, etc. Children can ask and answer simple questions about the people they are learning about Homes in the past, etc. Look at important place in the community churches, mosques, etc. Children can describe and sequence events that have and will happen to them Children can compare their lives to those of people in other countries</p>			<p>Famous people in the past Famous women in the past</p>
<b>Growth</b>	<p>Know how plants grow from a seed Understand a simple life cycle – ducks/butterflies</p>		<p>Begin to understand how to care and protect living things and the environment Caterpillars – look after them and learn how to care for them and able to talk about their life cycle and to record it</p>			<p>Animal groups Food groups</p>
<b>Forces and Magnets</b>	<p>Explore how things work wind-up toys, pulleys, cogs, etc.  Explore the changes in materials – melting/cooking Floating/sinking /shadows Learn new vocab to use to explain what they observe</p>		<p>Learn about and explain and learn new vocab to use for ice melting/sounds causing vibrations/light travelling through materials/shadows, magnets, floating and sinking</p>			<p>Identify materials Classify materials Learn about the properties of materials</p>
<b>ICT</b>	<p>Use of iPads/iPods for photographs/stories/educational games Know how to turn on/off/swipe/operate a game/story/camera</p>		<p>Uses the camera for a purpose. Uses the magnifier when outside looking at insects, etc. Understands you can find out information on google, etc.</p>		<p>Begins to understand how to use technology safely</p>	<p>Uses a keyboard Creates a simple program E safety What is email?</p>