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| --- | --- | --- | --- | --- | --- | --- |
|  | **AUTUMN 1 (7 WEEKS)** | **AUTUMN 2 (7 WEEKS)** | **SPRING 1 (6 WEEKS)** | **SPRING 2 (6 WEEKS)** | **SUMMER 1 (6 WEEKS)** | **SUMMER 2 (7 WEEKS)** |
| **Topic title (Cornerstones)** | **Why do you love me so much?** | **Why do leaves go crispy?** | **How does that building stay up?** | **How many colours in a rainbow?** | **Why is water wet?** | **Can we explore it?** |
| **Additional points to consider** | New children settling in.  ***Baseline assessment to be completed***  **Diwali** (24th October 2022) | **Halloween** (31st October)  **Bonfire Night** (5th November 2022)  **Remembrance day** (11th Nov)  **Christmas Nativity**  ***Autumn term assessment*** | **Chinese New Year** (22nd Jan 23– year of the Rabbit) | **Pancake Day** (Tuesday 21st February)  **Mother’s day** (19th March 2023)  **Easter** (Easter Sunday 9th April 2023)  ***Spring term assessment*** | ***Final assessments for end of year data***  **Father’s Day** (18th June 2023)  **Eid**  (21st April) | Transition into Reception ***End of year data*** |
| **WOW Event** | Teddy bear picnic | Stay and play  Walk to the glen? | Safety Week – visitors in school. | Stay and play  Caterpillar/Butterfly | Pirate visitor – story telling?  Push bike course | Parents invited in for end of year celebration/stay and play  Trip to a farm/park? |
| **School Events** | McMillan Coffee morning  Harvest festival | Children in Need  Christmas concert  FS Nativity |  | Comic relief  World Book day 2;3;23  St Georges and St Patricks day |  | Sports Afternoon  Meet your new teacher |
| **Parental Engagement and workshops** | Tapestry information evening  Parents invited into school to observe a phonics lesson  Parents invited in for phonics information evening | Parents invited in to share arts week  Parents in to watch Nativity  Parents evening | Parents invited into school for stay and play linked to topic  Parents evening  Safety week – online workshops | Parents invited in for science day | Parents invited in for a tapestry drop-in | End of year reports  Transition Meetings for new starters and parents  Parents invited into school for sports day |
| **SHARED READ HIGH QUALITY TEXTS**  **(2 week cycle)** | **Shared Read:**  Guess how much I love you.  The tiger who came to tea.  A piece of cake. | **Shared Read:**  Baby Bear eats the night  Don’t wake up the bear.  Snow Bear  Nocturnal animals | **Shared Read:**  Winter (Nonfiction)  Day monkey night monkey  The firefighter | **Shared Read:**  The Ugly Duckling  Egg drop | **Shared Read**  What a ladybird heard next  How does a butterfly grow? Nonfiction | **Shared Read:**  Ten tiny dinosaurs  Dinosaurs can’t roar! |
| **AREA OF LEARNING** | **Communication and Language**  **This underpins all areas of learning in EYFS**  In Nursery we understand that children’s back and forth interactions from an early age form the foundations for cognitive and language development. Therefore, in nursery we spend much of our time engaging in quality conversations with our children, whilst also immersing them in a language rich environment as we understand that this is crucial to their development. During independent play and planned activities, we build on the child’s language, commenting and being interested in what a child has to say. We always add new vocabulary (through shared read and topic sessions) to build on what they already know. Skills will be revisited throughout the year to ensure progression of each skill. | | | | | |
|  | **AUTUMN 1**  **(Coverage)** | **AUTUMN 2**  **(Coverage)** | **SPRING 1**  **(Coverage)** | **SPRING 2**  **(Coverage)** | **SUMMER 1**  **(Coverage)** | **SUMMER 2**  **(Coverage)** |
| **Listening Attention and Understanding.**  **Speaking** | \*Enjoy listening to longer stories and can remember much of what happened  Begin to pay attention to more than one thing.  Use a wider range of vocabulary  Understand a question or instruction that has 2 parts  Understand why, who, what and where questions  Identifies friends | \*Hold a conversation  \*Sing a large repertoire of songs  \*Know many rhymes and be able to talk about and retell familiar books  \*Uses talk to organise themselves during play e.g let’s go on a bus, you sit there and I’ll be the driver. | Work on tenses and model – e.g runned for ran  Model correct pronunciation of sounds – common difficulties include ‘r, j, th, ch and sh  Practise saying multisyllabic words such as pterodactyl or hippopotamus. | \*Begin to express a point of view and be able to disagree using actions and words  \*Start a conversation with an adult and take turns in conversations.  Use talk to organise their play.  \*Tell a long story  \*Use longer sentences | \*Join in with repeated refrains in rhymes and songs  \*Respond to simple instructions  \*Use talk in pretend play  \*Use intonation rhythm and phrasing to make meaning clear to others  \*Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. | \*Pay attention for longer period of time  \*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.  \*Question why things happen and give explanations  \*Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.  \*Extend sentences joined up with words like because, or and |
| **AREA OF LEARNING** | **Personal, Social and Emotional Development**  In Nursery this area of learning is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the vital attachments that shape their social world. Children learn how to understand their own feelings and the feelings of others through experiencing warm, supportive and strong relationships with adults. We need to support our children to manage their emotions, develop a sense of self-worth, set themselves goals and develop confidence in their own abilities. Skills will be revisited throughout the year to ensure progression of each skill. | | | | | |
|  | **AUTUMN 1**  **(Coverage)** | **AUTUMN 2**  **(Coverage)** | **SPRING 1**  **(Coverage)** | **SPRING 2**  **(Coverage)** | **SUMMER 1**  **(Coverage)** | **SUMMER 2**  **(Coverage)** |
| **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT.**  **Self- regulation**  **Managing Self**  **Building Relationships** | \*Start to join in play with other children  \*Seek out others to share experiences  \*Separate from carer with support when coming in to nursery  \*Tell us what they like or don’t like  \*Shows understanding and cooperate with some nursery boundaries  \*Responds to feelings and wishes of others | \*Support in making friendships with other children  \*Select and use resources with help  \*Begin to show confidence in asking adults for help  \*Seek comfort from familiar adults or Key workers if needed  \* Develop a sense of responsibility | \*Play in a group extending play ideas  \*Welcomes praise for what they have done  \*Start to inhibit own behaviour and distract self when upset  \*Be aware that some actions can hurt or harm others  \*Try to help or comfort when others are upset | \*Initiate play  \*Enjoy responsibility of carrying out small task e.g. shaking the shaker for tidy up time  \*Become aware of own feelings  \*Help to find solutions to conflicts  \*Understand rules and understand why they are important. | \*Keep play going by responding to ideas of playmates  \*Confident to talk to other children  \*Talk freely about home and community  \*Begin to accept the needs of others  \*Learn to tolerate delay when needs are not immediately met | \*Demonstrate friendly behaviour with adults and peers  \*Becomes more confident towards unfamiliar people  \*Adapt behaviour to different events and social situations  \*Develop appropriate ways of being assertive  \*Talk about feelings  \*Regulate emotions during transition to Reception |
| **AREA OF LEARNING** | **Physical Development**  In Nursery physical activity is crucial for children to have a happy, healthy and active life. Both gross and fine motor development are incremental throughout early childhood, beginning with sensory explorations and development of strength, co-ordination and positional awareness. Children in Nursery take part in daily physical activities such as 5aday and yoga. Adults can support this development by providing opportunities both indoors and outdoors for children to develop their core strength, stability, spatial awareness, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being whereas fine motor control and precision helps with hand-eye co-ordination which is linked to literacy. Skills will be revisited throughout the year to ensure progression of each skill. | | | | | |
|  | **AUTUMN 1**  **(Coverage)** | **AUTUMN 2**  **(Coverage)** | **SPRING 1**  **(Coverage)** | **SPRING 2**  **(Coverage)** | **SUMMER 1**  **(Coverage)** | **SUMMER 2**  **(Coverage)** |
| **PHYSICAL DEVELOPMENT**  **Gross Motor**  **Fine Motor** | \*Develop gross motor skills such as running safely, walking up and down stairs two feet at a time and kicking a large ball.  \*Develop fine motor movement such as drawing simple shapes and develop a tripod grip for holding pencils and paint brushes.  \*Learn or continue to tell us if they need the toilet and drink their drink without spilling. | \*Continue developing gross motor skills particular upper body and shoulder which contribute to writing such as using large rollers to make marks, draw lines and circles using gross motor movements  \*Continue to develop fine motor skills such as cutting and having increasing control over mark making tools  . | \*Continue developing gross motor skills by practising moving freely in a range of ways  \*Continue to develop fine motor skills such as using one handed tools and equipment  e.g. makes snips in paper  \*Gains more bowel and bladder control and can attend to  toileting needs most of the time themselves.  \*Can usually manage washing and drying hands.  \*Dresses with help, e.g. puts arms into open-fronted coat or  shirt when held up, pulls up own trousers, and pulls up zipper  once it is fastened at the bottom. | \*Continue developing gross motor skills by practising mounting stair with alternate feet, walk downstairs two feet to each step \*Continue to develop fine motor skills such as holding pencil between thumb and two fingers  \*Gains more bowel and bladder control and can attend to  toileting needs most of the time themselves.  \*Can usually manage washing and drying hands.  \*Dresses with help, e.g. puts arms into open-fronted coat or  shirt when held up, pulls up own trousers, and pulls up zipper  once it is fastened at the bottom. | \*Continue developing gross motor skills by practising catching large balls, balancing on one foot  \*Continue to develop fine motor skills such as holding pencil near point and use with good control  \*Gains more bowel and bladder control and can attend to  toileting needs most of the time themselves.  \*Can usually manage washing and drying hands.  \*Dresses with help, e.g. puts arms into open-fronted coat or  shirt when held up, pulls up own trousers, and pulls up zipper  once it is fastened at the bottom.  \*Eat independently learning how to use a knife and fork | \*Continue developing gross motor skills by practising running skilfully negotiating spaces and obstacles  \*Continue to develop fine motor skills such as copying some letters  \*Gains more bowel and bladder control and can attend to  toileting needs most of the time themselves.  \*Can usually manage washing and drying hands.  \*Dresses with help, e.g. puts arms into open-fronted coat or  shirt when held up, pulls up own trousers, and pulls up zipper  once it is fastened at the bottom.  \*Make healthy choices about food |
| **AREA OF LEARNING** | **Literacy Development**  In Nursery we believe it is crucial for our children to develop a life long love of reading. This consists of two dimensions, language comprehension and word reading. In Nursery we follow Read write Inc, teaching phonics daily to our children and ensure our books selected are in line with the lexile value for the children’s age. Children are given the opportunity to listen to and read a range of stories and genres to ensure that their love for reading is promoted and the language they hear is broad and of great quality. Our environments are filled with rich vocabulary and promote the love of reading. Skills will be revisited throughout the year to ensure progression of each skill. | | | | | |
|  | **AUTUMN 1**  **(Coverage)** | **AUTUMN 2**  **(Coverage)** | **SPRING 1**  **(Coverage)** | **SPRING 2**  **(Coverage)** | **SUMMER 1**  **(Coverage)** | **SUMMER 2**  **(Coverage)** |
| **LITERACY**  **Comprehension and Word reading** | **Songs and Rhymes**:  Nursery rhymes – We use well known rhymes (Head shoulders knees and toes, 10 in a bed)  alongside poetry basket.  *In nursery children will listen and begin to join in with favourite nursery rhymes and poem*  **Phonics**  Exploring sounds and distinguishing between sounds  Rhyme and alliteration  **Reading:**  Understand that print has meaning | **Songs and Rhymes**:  Nursery rhymes including sleeping bunnies and dingle dangle scarecrow. Children will join in with the actions from poems taken from poetry basket.  *In nursery children will begin to hear the missing rhyming words in poems and rhyming books.*  **Phonics**  Exploring sounds and distinguishing between sounds  Rhyme and alliteration  **Reading:**  Understand that print can have different purposes | **Songs and Rhymes**:  Nursery rhymes including  Five little snowmen, Ten green bottles, Rainbow song, Wee Willie Winkie  *In nursery children will be encouraged orally find the missing rhyming object during small group activities.*  **Phonics**  Introduce sounds – children to recognise and apply sounds  **Reading:**  Understand that we read from left to right and top to bottom (When English) | **Songs and Rhymes**:  Various: Nursery rhymes Children’s favourites. Incy Wincy Spider, Old Mac Donald had a farm, Baabaa Black Sheep, Mary had a little Lamb. Children will be begin to recall poetry basket poems for memory  **Phonics**  Oral segmenting and blending  **Reading:**  The names of different parts of books | **Songs and Rhymes**:  Various: Nursery rhymes  Children’s favourites  **Phonics**  Continue learning letters and sounds they make  Oral segmenting and blending  **Reading:**  Page sequencing  Recognise words with the same initial sounds as each other | **Songs and Rhymes**:  Various: Nursery rhymes  Children’s favourites  *In nursery children will be able to select pictures (alongside words) to complete a 2-part rhyming string)*  **Phonics**  Continue learning letters and sounds they make  Some children to begin to blend some of their letters to read simple words  **Reading:**  Develop vocabulary and the meaning of new words |
| **Writing** | \*Distinguishes between the different marks that they make | \*Distinguishes between the different marks that they make  \*Sometimes gives meaning to marks as they draw write and paint | \*Distinguishes between the different marks that they make  \*Sometimes gives meaning to marks as they draw write and paint  \*Ascribes meanings to marks that they see in different places | \*Sometimes gives meaning to marks as they draw write and paint  \*Ascribes meanings to marks that they see in different places  \*Use writing in play e.g pretend shopping lists | \*Sometimes gives meaning to marks as they draw write and paint  \*Ascribes meanings to marks that they see in different places  \*Continues a rhyming string. HA  \*Hears and says the initial sound in words HA  \*Can segment the sounds in simple words and blend them together. HA  \*Links sounds to letters, naming and sounding the letters of the alphabet. HA  \*Uses some clearly identifiable letters to communicate meaning HA  \*Write letters within their name/writes their name. | \*Sometimes gives meaning to marks as they draw write and paint  \*Ascribes meanings to marks that they see in different places  *\*Continues a rhyming string. HA*  *\*Hears and says the initial sound in words HA*  *\*Can segment the sounds in simple words and blend them together. HA*  *\*Links sounds to letters, naming and sounding the letters of the alphabet. HA*  **\*Uses some clearly identifiable letters to communicate meaning.** |
| **AREA OF LEARNING** | **Mathematical Development**  In Nursery we need to ensure we develop a strong grounding in number, this is essential so that children develop the necessary building blocks to exel mathematically. Our children should be able to count confidently and develop a deep understanding of the numbers to 5, the relationship between them and any patterns within those numbers. Through daily number ninja sessions, children are able to re-visit skills to promote fluency and a quick recall with number recognition. At Royd, we are awarded with the Early years charter mark, meaning that children’s mathematical development does not stop inside the classroom. Children in Nursery are encouraged to engage in mathematical play both inside and outside. Skills will be revisited throughout the year to ensure progression of each skill. | | | | | |
|  | **AUTUMN 1**  **(Coverage)** | **AUTUMN 2**  **(Coverage)** | **SPRING 1**  **(Coverage)** | **SPRING 2**  **(Coverage)** | **SUMMER 1**  **(Coverage)** | **SUMMER 2** |
| **MATHEMATICS**  **Number and Numerical Patterns** | \*Differentiate between letters and numbers – Know what a number is.  \*Recognise numbers to 3  \*Count out and begin to recognise up to 3 objects not always having to count them (Subitise)  \*Say one number for each item in order (forwards) 1,2,3,4,5  \*Know that the last number reached when counting a set is the total (Cardinal)  \*Show finger numbers up to 3  \*Link numerals and amounts – matching number to quantity – up to 3  \*Look at patterns around us | \*Recognise numbers around them  \*Recites numbers in order to 5 (forwards and backwards)  \*Number recognition to 5  \*Counts 1:1 with numbers up to 5  \*Shows numbers up to 5 on their fingers.  \*Recognise up to 5 objects not always having to count them (subitise)  \*begins to use language associated with more and less  \*Name and sort 2D shapes – circle, triangle and square  \*Recognises simple patterns e.g stripes and spots | Numeral recognition up to 5  \*Match numbers to quantity up to 5  \*Makes patterns or pictures with 2D shapes – circle, square and triangle  Talk about and explore 2D and 3D shapes for example circles, rectangles, and using informal mathematical language e.g sides, corners, straight, flat and round  \*Compares quantities (most and least) | \*Subitise up to 5  \*Begins to recite numbers up to 10  \*Orders numbers to 5  Forwards  \*Recognition of numbers up to 5  \*Identifies missing numbers in a sequence up to 5  Understand position through words alone e.g the bag is under the table  \*Finds 1 more and 1 less (beginning to solve simple problems. | \*Begins to recognise numbers up to 10  \*Order numbers forwards and backwards up to 5  \*Say 1 more or 1 less of a given number up to 5  \*Completes an ABAB pattern  \*Notices and corrects mistakes in ABAB patterns  \*Name rest of shapes – rectangle, star, heart – begins to describe properties vertices/corners  \*Make comparison between objects relating to size, length and weight and capacity  \*Begin to combine shapes to make new ones | \*Subitise up to 5  \*Recite, recognise and order numbers up to 5 and beginning to up to 10  \*Begin to represent numbers  \*Finds one more and one less of a given number up to 10  \*\*Name rest of shapes – rectangle, star, heart – begins to describe properties vertices/corners  \*Tesselate shapes to create new ones e.g 2 semi circles to make a circle.  \* Describe a familiar routine  \*Discuss routes and locations using word like in front of and behind, 1st and 2nd  \*Makes numbers up to 5 (Problem solving)  \*Make a simple ABAB pattern  \*Addition and subtraction through real life problems and number rhymes |
| **AREA OF LEARNING** | . **Understanding of the World**  In Nursery we wish to guide our children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology, and the environment. Children will explore planting seeds, observing changes in living eggs and have the opportunity to listen to visitors. Skills will be revisited throughout the year to ensure progression of each skill. | | | | | |
|  | **AUTUMN 1**  **(Coverage)** | **AUTUMN 2**  **(Coverage)** | **SPRING 1**  **(Coverage)** | **SPRING 2**  **(Coverage)** | **SUMMER 1**  **(Coverage)** | **SUMMER 2**  (Coverage) |
| **UNDERSTANDING OF THE WORLD**  **Past and Present**  **People, Culture and Communities**  **The Natural World** | \*Have a sense of own immediate family and relations  \*In pretend play imitate actions and events from family and cultural background  \*Enjoy playing with small world  \*Discuss the Harvest festival and what happens at this time. (RE)  \*Begin to understand about Diwali festival, discussing briefly about how this festival is celebrated. (RE)  Naming family members (Past and Present)  Naming body parts (Natural world)  Talking about where we live - including our homes, rooms within our home  Navigate our way around the nursery – geography -  (People, Culture and communities)  \*Children to bring in photos of someone they love/an object they love/is important to them. (History) | \*Begin to have their own friends  \*Learn they have similarities and differences  \*Notice detailed features of their environment  \* Can talk about some of the things they have observe such as plants, animals, natural and found objects.  \*Talk about baby Jesus and the story of Christmas (RE)  \*Remembrance Day (Past and present)  Discussing seasons and changes we notice around us  (The natural world).  Sorting clothes/objects old and new (Past and present) Early navigation/map work-finding things in our area (The natural world)  \*Explore the past through stories. (History) | \*Show an interest in lives of people who are familiar to them  \*Comments and asks questions of their familiar world  \*Explore materials and their properties  People who help us and job roles/what do you want to be when you are (People, culture and communities)  Begin to use nonfiction materials to compare buildings in the local environment.  Comment on pictures about things that they can see e.g. familiar places – school, Aldi, the park  \*To explore old and new (looking at old and new uniform for people who help us) (History) | \*Remember and talk about significant events in their own experience  \*Can talk about some of the things they have observed  \*Show care and concern for living things and the environment  \*Use a range of vocabulary when describing what they see  \*Use brief terms to talk about the Easter story (RE)  Observing changes over time - make comparisons to do with what we need to wear etc.  How do caterpillars change over time. (The natural world)  \*Show care and concern for living things and the environment  \*To order a sequence of events (brushing teeth, getting ready for Nursery) (History) | \*Recognise and describe special events and family occasions  \*Show care and concern for living things and the environment  \*Develop an understanding of growth, decay and changes over time  \*Explore different forces and how they feel  \*Develop a positive attitude about the differences between people  \*The Celebration of Eid and who celebrates it. (RE)  \*Plant seeds and care for growing things – show respect for living things  \*To begin to use use past and present tense when speaking. (Weather forecast today and tomorrow) (History)  To explore environments where water is found (e.g seaside).(The natural world).  Look at old pictures of the seaside (past and present)  To reflect on our past learning and our experiences during school. (History). | \*Show an interest in different occupations and ways of life  \*Know that some things make them unique  \*Talk about why things happen and how things work  **\*** Early navigation/map work-finding treasure (The natural world)  Changes-How have we changed? (Past and present)  Environments (The natural world)  Healthy eating and visit from the hygienist (Natural world) |
| **AREA OF LEARNING** | **Expressive Arts and Design**  In Nursery we aim to develop our children’s artistic and cultural awareness and support their imagination and creativity. We feel that is important to allow children regular opportunities to engage with the arts, and enable to them to explore and plan with a wide range of materials and media. Each year the children take part in a whole school arts project, linking to artists, music and various arts techniques and media. We enjoy daily singing time in Nursery, listening to and singing along to nursery rhymes and child friendly songs. Children are able to access music through provision, where they can make their own music using various percussion instruments. | | | | | |
|  | **AUTUMN 1**  **(Coverage)** | **AUTUMN 2**  **(Coverage)** | **SPRING 1**  **(Coverage)** | **SPRING 2**  **(Coverage)** | **SUMMER 1**  **(Coverage)** | **SUMMER 2**  **(Coverage)** |
| **EXPRESSIVE ARTS AND DESIGN**  **Creating with Materials**  **Being imaginative and Expressive** | \*Join in singing favourite songs  \*Create sounds by banging, shaking and tapping  \*Beginning to use representation to communicate  \*Begins to make believe by pretending  \*To explore and create using different materials.  Drawing family members  Making cards for family  (Creating with materials)  Acting out tea party for The Tiger who came to Tea (Imaginative and expressive) | \*Shows interest in the way instruments sound  \*Experiments with blocks colours and marks  \*Beginning to be interested in and describe the texture of things  \*Engages in imaginative role play  \*Decide the best materials to use  Christmas cards  Leaf rubbing  Autumn collage  (Creating with materials)  Nativity  (Being imaginative and expressive) | \*Enjoys joining in with dancing and ring games  \*Sings a few familiar songs  \*To explore printing  \*Use different materials to create a collage.  Building a tower using various materials  Joining structures together  (Creating with materials)  Builders dance moves, responding to music (Imaginative and expressive). | \*Begin to move rhythmically  \*Initiates movement in response to music  \*Sings to self and makes up simple songs  \*Uses various construction materials  \*Uses available resources to create props to support role play  Naming colours  Mixing colours  Using a range of colours  (Creating with materials)  Retelling stories (Imaginative and expressive) | \*Begins to construct and creating spaces  \*Joins construction materials to build and balance  \*Uses movement to express feelings  \*Builds stories around toys  Fathers day cards (Creating with materials)  Retelling stories we have heard (Imaginative and expressive) | \*Explores and learns how sounds can be changed  \*Makes up rhythms  \*Realises tool can be used for a purpose  \*Begin to develop  preference for forms of expression  \*Captures experiences and responses with a range of media  ARTS WEEK |
| **AREA OF LEARNING** | **ICT links**  In Nursery we use various technology, including cameras, beebots, easi speak microphones and computers. We want our children to be masters of technology and know how to use technology responsibly and safely. | | | | | |
|  | **AUTUMN 1**  **(Coverage)** | **AUTUMN 2**  **(Coverage)** | **SPRING 1**  **(Coverage)** | **SPRING 2**  **(Coverage)** | **SUMMER 1**  **(Coverage)** | **SUMMER 2** |
| **ICT links** | Relevant websites for independent activities in provision  Acquire basic skills e.g. turning on ICT equipment and mouse control | Relevant websites for independent activities in provision  Show interest in technical equipment Using Activ Inpsire | Relevant websites for independent activities in provision  Know how to operate simple equipment e.g. Easi speak microphones. | Relevant websites for independent activities in provision  Know how to play an interactive game on PC  Interest in real life technology  Cameras | Relevant websites for independent activities in provision  Show skill in making toys work  Beebots | Relevant websites for independent activities in provision  Know that information can be retrieved from computers  Use simple programmes affectively (selecting and dragging) |