



**EYFS Curriculum Map**  
**2021-2022**  
**Spring 1**

Year: EYFS - Reception and Nursery	Theme	Julia Donaldson Stories/Winter/Castles		
Subject/Area	Teaching	Learning		
<p><b>Literacy</b></p> <p><b>Book:</b>            Winter stories and poems:            The Mitten            The Gruffalo            The Gruffalo's child            The singing mermaid            The princess and the wizard            Zog link to castles, knights and dragons</p> <p><b>Love for Reading</b>            How to Catch a Star            The Tiger Who Came to Tea</p> <p><b>Author of the Term:</b>            Julia Donaldson</p>	<p>Winter stories and non-fiction books            Stories by Julia Donaldson            Pencil control            Name writing            Labelling models            Initial sounds Phonics            Oral blending            Rhyming            Story sequencing- Tales Toolkit            Home reading books            Daily letter formation/handwriting practise            Mark making in the sand/foam, magnetic letters            Fine motor skill activities such as threading beads, tweezers to pick up objects            Modelled line writing: Instructions to make a bird feeder, Gruffalo crumble, instructions to make a snowman, winter poems, labelling a castle, invitations to a banquet, rules of the palace, wishes for the day, lists of vehicles, descriptions of vehicles, road safety rules et            Follow Read to Write literacy writing scheme – Finding Story – Star in a Jar            Follow handwriting scheme to help letter formation – Teach Handwriting.</p>	<p><b>Writing</b>  <b>Reception (Reception) -</b>  <ul style="list-style-type: none"> <li>• Form lower-case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>• Re-read what they have written to check that it makes sense.</li> </ul> <b>Nursery (0-3) -</b></p>	<p><b>Comprehension &amp; Word Reading</b>  <b>Reception (Reception) –</b>  <ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read a few common exception words matched to the school's phonic programme.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul> <b>Nursery (0-3) -</b>            Enjoy sharing books with an adult.            Pays attention and responds to pictures or the words.</p>	<p><b>Physical Development</b>  <b>Reception (Reception) -</b>  <ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.                Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul> </p>

		<p>Enjoy drawing freely. Add some marks to their drawing, which they give meaning to. Make marks on their pictures to stand for their name.</p>	<p>Have favourite books and seeks them out. Repeats words and phrases from familiar books. Asks questions about books. Develop play around favourite stories using props. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p>	<p><b>Nursery (0-3) -</b> Develop manipulation and control. Explore different materials and tools.</p>
<p><b>Mathematics</b></p>	<p>Follow White Rose Maths and Lancashire LAPS Planning document –Alive in 5, growing 6,7,8 and Building 9 and 10. Estimating, testing &amp; counting the number of people who can be rescued from the icy water. Predict, try out, compare &amp; count. Pattern making with hats, scarves &amp; gloves. Ordering numbered penguins &amp; snowmen. Estimating the number of people who can fit in the Winter carriage. Add one more or one less. Numicon Activities addition - Marbles in the tower adding game. Counting reliably within 20, placing numbers in order and representing them correctly. Compare lengths of children's scarves. Look at the shapes which make up snowflakes To set up a scarves/hat winter shop and begin to understand the value of coins. Patterns with coloured cars. Measuring distance the cars travel on different surfaces. Counting bears – can the children count the bears to 10 and beyond. Counting coins – children to practice counting the coins in the home corner – how many are there? Estimates – children to estimate how many hearts are in a jar.</p>	<p style="text-align: center;"><b>Number</b></p> <p><b>Reception (Reception) –</b> •Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0–10.</p> <p><b>Nursery (0-3) -</b> Takes part in finger rhymes with numbers. Reacts to changes in amount in a group of up to 3. Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts.</p>	<p style="text-align: center;"><b>Numerical Pattern</b></p> <p><b>Reception (Reception) –</b> • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p><b>Nursery (0-3) -</b> Compare amounts, saying "lots", "more" or "few".</p>	<p style="text-align: center;"><b>Other (Shape, Space and Measure)</b></p> <p><b>Reception (Reception) -</b> • Select, rotate and manipulate shapes in order to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns. • Compare length, weight and capacity</p> <p><b>Nursery (0-3) -</b> Build with a range of resources, Complete inset puzzles. Compare sizes, weights etc. using gesture and language. Notice pattern and arrange things in pattern.</p>

	<p>Counting hearts – children to practice counting the hearts out of the jar?          Surveys, tallies and bar charts on car colours/vehicle types.          Investigate calendar and time          Daily ICT games used in starters and continuous provision.          Easimaths</p>				
<p><b>Knowledge and Understanding of the World</b></p>	<p>Winter walk looking at changes in the local landscape.          Finding out about Arctic and Antarctic animals and how they are suited to their environment.          Study of the Arctic and Antarctic and compare it with England          Rescuing animals stuck in the ice by melting it in a range of ways. Observe ice cubes and what happens when they are put in different places.          Make Arctic scenes in the water play.          Make ice lollies          Observing Jack Frost's ice hands melting and freezing          Melting chocolate experiment          Exploring/discussing the materials for Winter Clothing.          Make Crumble or a soup          Investigating different surfaces for cars to run down. How does it affect the friction?          Looking at the jobs people in the past had in Castles. Compare to today. Feeling a variety of materials, discussing properties &amp; finding out which is best for the knight's suit of armour and shield. Playing Dress the Knight on the IWB. (ICT) Learn about medieval banquets and have one! Learning the story of George and the Dragon.          History Unit – Why do we wear different clothes</p>	<p><b>Past and Present</b></p> <p><b>Reception (Reception) –</b></p> <ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>	<p><b>People, Culture and the Communities</b></p> <p><b>Reception (Reception) –</b></p> <ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Draw information from a simple map.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> </ul> <p><b>Nursery (0-3) -</b></p> <p>Makes connections between the features of their family and other families.          Notices differences between</p>	<p><b>The Natural World</b></p> <p><b>Reception (Reception) –</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul> <p><b>Nursery (0-3) –</b></p> <p>Repeats actions that have an effect.          Explores materials and different properties.          Explores natural materials, indoor and outside.          Explores and responds to different natural phenomena in their setting or on trips.</p>	

	<p>during the year?  R.E. – SACRE Planning – Special Stories  Geography – Take a look at different castles around the world.  Science – Winter Investigations, Ice Cube experiment.</p>		<p>people.</p>	
<p><b>Expressive arts and Design</b></p>	<p>Georges Seurat Pointilism- painting with cotton buds  Penguin collages  Snowflake cutting  Paint with cold colours and compare to warm colours  Make snow/ice collages using foil/magazines  Make igloos from junk modelling/cups liked to Frozen 1 and 2 Ice castle  Draw with white chalk on black paper  Listen to gentle, floating music/spiky music  Experiment with instruments and make spiky/floaty sounds  Medieval torches. Art straw castles. Prince/princess crowns. Egg box dragons. Shield making. Learn medieval dances. Lowry study Stained glass windows-Frank Lloyd Wright  Art - Take a look at different famous artists surrounding winter – Van Gogh – Starry Night.  D&amp;T – Design and make a Mitten.  Music – Charanga Scheme – Everyone!</p>	<p style="text-align: center;"><b>Creating with Materials</b></p> <p><b>Reception (Reception) –</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively sharing ideas, resources and skills.</li> </ul> <p><b>Nursery (Birth to 3) -</b></p> <p>Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</p> <ul style="list-style-type: none"> <li>• Start to make marks intentionally.</li> <li>• Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</li> <li>• Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li> <li>• Explore different materials, using all their senses to investigate them.</li> <li>• Manipulate and play with different materials.</li> <li>• Use their imagination as they consider what they can do with different materials.</li> <li>• Make simple models which express their ideas.</li> </ul>	<p style="text-align: center;"><b>Being Imaginative and Expressive</b></p> <p><b>Reception (Reception) –</b></p> <ul style="list-style-type: none"> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Develop storylines in their pretend play.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul> <p><b>Nursery (Birth to 3) -</b></p> <p>Show attention to sounds and music.</p> <ul style="list-style-type: none"> <li>• Respond emotionally and physically to music when it changes.</li> <li>• Move and dance to music.</li> <li>• Anticipate phrases and actions in rhymes and songs.</li> <li>• Explore their voices and enjoy making sounds.</li> <li>• Join in with songs and rhymes, making some sounds.</li> <li>• Make rhythmical and repetitive sounds.</li> <li>• Explore a range of sound-makers and instruments and play them in different ways.</li> </ul>	

			<ul style="list-style-type: none"> <li>• Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</li> <li>• Start to develop pretend play, pretending that one object represents another.</li> </ul>
<b>Personal, Social and Emotional Development</b>	<p>Talking about self and own abilities.  Confidence to speak out in a group and speak in role play situations.  Act out roles with others  Resolution. Working towards a goal.  Finding out about keeping safe on the roads. Road Safety rules.  Look at ways of keeping warm in the Winter-clothing/earring/moving around/warm drinks  Have a selection of warm clothes and discuss which parts of the body they will keep warm.  Explore how the Inuit people keep warm  Explore how animals keep warm  Understand the dangers of snow and ice  Study pictures of snowflakes and understand they are all different, just like us  Use a recipe to make hot chocolate and share together after a winter walk.  Circle Time.  Key worker time.  Follow SCARF Unit – Keeping Myself Safe.</p>	<p><b>Self-Regulation</b>  <b>Reception (Reception) –</b></p> <ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> </ul> <p><b>Nursery (Birth to 3) –</b></p> <ul style="list-style-type: none"> <li>• Find ways to calm themselves, through being calmed and comforted by their key person.</li> <li>• Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.</li> <li>• Feel strong enough to express a range of emotions.</li> <li>• Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</li> <li>• Be increasingly able to talk about and manage their emotions.</li> <li>• Safely explore emotions beyond their normal range through play and stories.</li> <li>• Are talking about their feelings in more elaborated ways:</li> </ul>	<p><b>Managing Self - Reception (Reception) –</b></p> <ul style="list-style-type: none"> <li>• Manage their own needs.</li> <li>• Show resilience and perseverance in the face of challenge.</li> </ul> <p><b>Nursery (Birth to 3) -</b></p> <ul style="list-style-type: none"> <li>• Establish their sense of self.</li> <li>• Find ways of managing transitions, for example from their parents to their key person.</li> <li>• Thrive as they develop self-assurance.</li> <li>• Look back as they crawl or walk away from their key person. Look for clues about how to respond to something</li> </ul> <p><b>Building Relationships - Reception (Reception) –</b></p> <ul style="list-style-type: none"> <li>• Build constructive and respectful relationships.</li> <li>• Think about the perspectives of others.</li> </ul> <p><b>Nursery (Birth to 3) -</b></p> <ul style="list-style-type: none"> <li>• Engage with others through gestures, gaze and talk.</li> <li>• Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</li> <li>• Develop friendships with other children.</li> <li>• Notice and ask questions about</li> </ul>

			<p>interesting.</p> <ul style="list-style-type: none"> <li>• Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.</li> <li>• Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.</li> </ul>	<p>differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</p>
<p><b>Communication and Language</b></p>	<p>Hot seating of the different characters in the stories. Talk about their favourite Julia Donaldson story and say why.</p> <p>Using small world play with the arctic animals</p> <p>Finding out about Winter and about some of the creatures in the chosen books.</p> <p>Asking and answering questions about what happens to ice and chocolate when it is heated.</p> <p>Explaining to others how and why the ice melted in the investigations.</p> <p>Anticipating what might happen when testing road surfaces for toy cars and voicing predictions.</p> <p>Explaining why cars move better on some surfaces than others.</p> <p>Learning new vocabulary from the stories and about Winter and using the new vocabulary in their play and writing.</p>	<p><b>Listening, Attention and Understanding Reception (Reception) –</b></p> <ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Engage in story times.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> </ul> <p><b>Nursery (Birth to 3) –</b></p> <ul style="list-style-type: none"> <li>• Turn towards familiar sounds. They are also startled by loud noises and accurately</li> </ul>	<p><b>Speaking Reception (Reception) –</b></p> <ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary through the day.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Describe events in some detail.</li> <li>• Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</li> <li>• Develop social phrases.</li> <li>• Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Learn rhymes, poems, and songs.</li> </ul>	

	<p>Hot seating of roles in the castle. Finding out about life in the castle &amp; sharing findings. Role play in the castle</p> <p>Wellcomm Assessment of all children.</p>	<p>locate the source of a familiar person's voice, such as their key person or a parent.</p> <ul style="list-style-type: none"> <li>• Recognise and are calmed by a familiar and friendly voice.</li> <li>• Listen and respond to a simple instruction.</li> <li>• Understand simple instructions like "give to mummy" or "stop".</li> <li>• Recognise and point to objects if asked about them.</li> <li>• Generally focus on an activity of their own choice and find it difficult to be directed by an adult.</li> <li>• Listen to other people's talk with interest, but can easily be distracted by other things.</li> <li>• Listen to simple stories and understand what is happening, with the help of the pictures.</li> <li>• Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'.</li> <li>• Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</li> <li>• Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</li> </ul>	<p><b>Nursery (Birth to 3) –</b></p> <ul style="list-style-type: none"> <li>• Enjoy singing, music and toys that make sounds.</li> <li>• Copy your gestures and words.</li> <li>• Use intonation, pitch and changing volume when 'talking'.</li> <li>• Can become frustrated when they can't make themselves understood.</li> <li>• Start to say how they are feeling, using words as well as actions.</li> <li>• Start to develop conversation, often jumping from topic to topic.</li> <li>• Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.</li> <li>• Use the speech sounds p, b, m, w.</li> <li>• Are usually still learning to pronounce: <ul style="list-style-type: none"> <li>- l/r/w/y - s/sh/ch/dz/j</li> <li>- f/th - multi-syllabic words such as 'banana' and 'computer'</li> </ul> </li> </ul>	
<p><b>Physical Development</b></p>	<p>In addition to the activities below, the children have daily access to the Outdoor Areas which includes den making, wheeled vehicles on the track, sand, water, PE trolley of equipment, space hoppers, gardening equipment, small world toys, construction, role play areas, chalk &amp; large boards, instruments, mats for free movement, large building blocks &amp; the parachute.</p> <p>Toilet use and hand washing.</p>	<p><b>Gross Motor Skills</b></p> <p><b>Reception (Reception) –</b></p> <ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> <li>- rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</li> </ul> </li> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Develop the overall body strength, co-ordination, balance and agility needed to</li> </ul>	<p><b>Fine Motor Skills</b></p> <p><b>Reception (Reception) –</b></p> <ul style="list-style-type: none"> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>• Develop their small motor skills so that</li> </ul>	<p><b>Other Reception (Reception) –</b></p> <ul style="list-style-type: none"> <li>• Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> <li>- regular physical</li> </ul> </li> </ul>

Winter Olympics, circuit training including throwing, catching, pating, kicking and an obstacle course with under/over equipment.  
 Circuit of stations practising fundamental skills eg skipping, bats and balls, balancing etc.  
 Follow the Early Years Scheme of work for Lancashire  
 Improving pencil grip and use of tools using fine motor station and loose parts area.  
 Introduce and follow handwriting scheme – Teach Handwriting.  
 Discuss healthy eating during and following lunch times to promote awareness of a balanced diet.  
 Promote independence by offering challenges with zips etc.

engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.

- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

**Nursery (Birth to 3) –**

- Reach out for objects as co-ordination develops.
- Pass things from one hand to the other. Let go of things and hands them to another person or drops them.
- Clap and stamp to music.
- Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.
- Enjoy starting to kick, throw and catch balls.
- Build independently with a range of appropriate resources.
- Walk, run, jump and climb – and start to use the stairs independently.
- Spin, roll and independently use ropes and

they can use a range of tools competently, safely and confidently.  
 Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

**Nursery (Birth to 3) –**

- Develop manipulation and control.
- Explore different materials and tools.

activity

- healthy eating
- toothbrushing
- sensible amounts of 'screen time'
- having a good sleep routine
- being a safe pedestrian
- Further develop the skills they need to manage the school day successfully:
- lining up and queuing
- mealtimes
- personal hygiene

**Nursery (Birth to 3)**

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- Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.
- Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.
- Learn to use the



		swings (for example, tyre swings). <ul style="list-style-type: none"> <li>• Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</li> </ul>		toilet with help, and then independently. <ul style="list-style-type: none"> <li>• Eat finger food and develop likes and dislikes.</li> <li>• Try a wider range of foods with different tastes and textures.</li> </ul>
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**Characteristics of Effective Learning**

<b>Playing and Exploring</b>	<ul style="list-style-type: none"> <li>• Realise that their actions have an effect on the world, so they want to keep repeating them.</li> <li>• Reach for and accept objects. Make choices and explore different resources and materials</li> <li>• Plan and think ahead about how they will explore or play with objects.</li> <li>• Guide their own thinking and actions by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: “Where does that one go? – I need to find the big horse next.”</li> <li>• Make independent choices.</li> <li>• Do things independently that they have been previously taught.</li> <li>• Bring their own interests and fascinations into early years settings. This helps them to develop their learning.</li> <li>• Respond to new experiences that you bring to their attention.</li> </ul>
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<b>Active Learning</b>	<ul style="list-style-type: none"> <li>• Participate in routines, such as going to their cot or mat when they want to sleep.</li> <li>• Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set or get their coat when the door to the outdoor area opens.</li> <li>• Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object.</li> <li>• Use a range of strategies to reach a goal they have set themselves.</li> <li>• Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit.</li> <li>• Keep on trying when things are difficult.</li> </ul>
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<b>Creating &amp; Thinking Critically</b>	<ul style="list-style-type: none"> <li>• Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or ‘drink’ from a pretend cup.</li> <li>• Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets.</li> <li>• Review their progress as they try to achieve a goal. Check how well they are doing.</li> <li>• Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a</li> </ul>
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	<p>third. Finally, they might check at the end that everyone has the same number of strawberries.</p> <ul style="list-style-type: none"> <li>• Use pretend play to think beyond the 'here and now' and to understand another perspective. For example, a child roleplaying the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce."</li> <li>• Know more, so feel confident about coming up with their own ideas.</li> <li>• Make more links between those ideas.</li> <li>• Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.</li> </ul>	
<b>Online Safety</b>	Rules and responsibilities for using the computers and other hardware and software	Talk about why it is important to use computers safely
<b>RE</b>	<p><b>Key Question</b> (to be used all year): <b>Why are some things special?</b></p> <p><b>Focus Question</b> (for this investigation): <b>Special stories:</b> Why are some stories special? What special messages can we learn from stories? In this unit pupils will become familiar with the idea that some books are sacred and holy. They will learn stories from the Bible and Qur'an and know that they are special to Christians and Muslims. Children will be given the opportunity to retell stories and respond in a variety of ways. There will be strong links between this unit and age appropriate communication, language and literacy skills.</p>	