

EYFS LONG TERM OVERVIEW – 2020 FRAMEWORK

MRS TAYLOR

	AUTUMN 1 TOPIC	AUTUMN 2 TOPIC	SPRING 1 TOPIC	SPRING 2 TOPIC	SUMMER 1 TOPIC	SUMMER 2 TOPIC
	All about me and my family	The seasons	The world around us	People, culture and communities	Growing and changes	In the past
<p>COMMUNICATION AND LANGUAGE</p> <p>Listening and attention, understanding - L, A & U -and speaking - SP</p> <p><i>Link to story times, topic and discussion read and P4C sessions.</i></p> <p><i>Discussion read author focus: John Burningham.</i></p> <p><i>Learn rhymes, poems and songs.</i></p> <p><i>Use new vocabulary throughout the day and in different contexts.</i></p> <p><i>Wide range of non-fiction introduced.</i></p>	<p>Understand how to listen carefully and why listening is important. (YR)</p> <p>Engage in story times. (YR)</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. (L, A & U -ELG)</p>	<p>Ask questions to find out more and to check they understand what has been said to them. (YR)</p> <p>Develop social phrases. (YR)</p> <p>Engage in story times. (YR)</p> <p>Make comments about what they have heard and ask questions to clarify their understanding. (L, A & U - ELG)</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. (L, A & U - ELG)</p>	<p>Articulate their ideas and thoughts in well-formed sentences. (YR)</p> <p>Connect own idea or action to another using a range of connectives. (YR)</p> <p>Engage in non-fiction books. (YR)</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. (YR)</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (SP - ELG)</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. (SP - ELG)</p>	<p>Describe events in some detail. (YR)</p> <p>Use talk to help work out problems and organise thinking and activities. (YR)</p> <p>Explain how things work and why they might happen. (YR)</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems, when appropriate. (SP -ELG)</p>	<p>Listen to and talk about stories to build familiarity and understanding. (YR)</p> <p>Engage in non-fiction books. (YR)</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. (YR)</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems, when appropriate. (SP -ELG)</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. (SP -ELG)</p>	<p>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. (YR)</p> <p>Use new vocabulary in different contexts. (YR)</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. (SP - ELG)</p>

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	All about me and my family	The seasons	The world around us	People, culture and communities	Growing and changes	In the past
<p>Personal, Social and Emotional development</p> <p>Self-regulation (SR), managing self (MS) and building relationships (BR)</p>	<p>See themselves as a valuable individual. (YR)</p> <p>Build constructive and respectful relationships. (YR)</p> <p>Express their feelings and consider the feelings of others, regulate behaviour accordingly. (YR)</p> <p>Work and play cooperatively and take turns with others. (BR – ELG)</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions (SR – ELG)</p> <p>Form positive attachments to adults and friendships with peers. (BR – ELG)</p>	<p>Show resilience and perseverance in the face of challenge. (YR)</p> <p>Identify And moderate their own feelings socially and emotionally. (YR)</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. (MS – ELG)</p> <p>Manage own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. (MS – ELG)</p>	<p>Show understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. (SR – ELG)</p> <p>Set and work towards simple goal, being able to wait for what they want and control their immediate impulses when appropriate. (SR – ELG)</p> <p>Confident to try new activities and show independence, resilience and perseverance in the face of challenge. (MS – ELG)</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly. (MS – ELG)</p> <p>Manage own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. (MS – ELG)</p>	<p>Think about the perspective of others. (YR) Manage their own needs. (YR)</p> <p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. (SR – ELG)</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. (SR – ELG)</p> <p>Confident to try new activities and show independence, resilience and perseverance in the face of challenge. (MS – ELG)</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly. (MS –ELG)</p> <p>Manage own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. (MS – ELG)</p>	<p>Show sensitivity to their own and others’ needs. (BR – ELG)</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. (MS -ELG)</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in another activity and show the ability to follow instructions involving several ideas or actions. (SR – ELG)</p>	

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Physical development Gross motor skills (GM) and fine motor skills (FM)	<p>INVASION GAMES – PE Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes and personal hygiene. (YR)</p> <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian. (YR)</p>	<p>BODY GYMNASTICS – PE Revise and refine the fundamental movement skills that they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. (YR)</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (GM – ELG)</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others. (GM – ELG)</p>	<p>BALL SKILLS – PE Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming. (YR)</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. (YR)</p> <p>Demonstrate strength, balance and coordination when playing. (GM – ELG)</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others. (GM – ELG)</p>	<p>DANCE – PE Combine different movements with ease and fluency. (YR)</p> <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian. (YR)</p>	<p>ATHLETICS AND SPORTS DAY – PE Progress towards a more fluent style of moving, with developing control and grace. (YR)</p> <p>Combine different movements with ease and fluency. (YR)</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others. (GM – ELG)</p> <p>Demonstrate strength, balance and coordination when playing. (GM – ELG)</p>	<p>APPARATUS GYMNASTICS – PE Confidently and safely use a range of large and small apparatus indoors and outside and in a group. (YR)</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (GM – ELG)</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others. (GM – ELG)</p> <p>Demonstrate strength, balance and coordination when playing. (GM – ELG)</p>
Ongoing skills (GM)	<ul style="list-style-type: none"> Develop their overall body strength, co-ordination and balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. (YR) 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 spoon. (YR) Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. (YR) Develop overall body strength, balance, co-ordination and agility. (YR) 					
Ongoing skills (FM)	<p>Develop fine motor skills – holding pencil correctly, using scissors, etc. (YR)</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery. (FM – ELG)</p> <p>Begin to show accuracy when drawing. (FM – ELG)</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient. (YR)</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. (FM – ELG)</p>					

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	All about me and my family	The seasons	The world around us	People, culture and communities	Growing and changes	In the past
Literacy						
Comprehension (C), word reading (R) and writing (W)	Read individual letters by saying the sounds for them. (YR)	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. (YR)	Read some letter groups that each represent one sound and say sounds for them. (YR)	Read simple phrases and sentences made up of words with known letter – sound correspondences and where necessary, a few exception words. (R – ELG)	Form lower-case and capital letters correctly. (YR)	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. (YR)
<i>Include discussion read.</i>	Demonstrate understanding of what has been read to them by retelling stories and narrative using their own words and recently introduced vocabulary. (C - ELG)	Demonstrate understanding of what has been read to them by retelling stories and narrative using their own words and recently introduced vocabulary. (C - ELG)	Demonstrate understanding of what has been read to them by retelling stories and narrative using their own words and recently introduced vocabulary. (C - ELG)	Re-read these books to build up their confidence in word reading, their fluency and their understanding and engagement. (YR)	Spell words by identifying the sounds and then writing the sound with letter/s. (YR)	Re-read what they have written to check that it makes sense. (YR)
Letters and Sounds						
<i>Autumn 1: Phase 1 and Phase 2</i>					Demonstrate understanding of what has been read to them by retelling stories and narrative using their own words and recently introduced vocabulary. (C - ELG)	Demonstrate understanding of what has been read to them by retelling stories and narrative using their own words and recently introduced vocabulary. (C - ELG)
<i>Autumn 2: Phase 2</i>						
<i>Spring 1: Phase 2 and Phase 3</i>	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. (C - ELG)	Anticipate (where appropriate) key events in stories. (C - ELG)	Anticipate (where appropriate) key events in stories. (C - ELG)	Demonstrate understanding of what has been read to them by retelling stories and narrative using their own words and recently introduced vocabulary. (C - ELG)	Anticipate (where appropriate) key events in stories. (C - ELG)	Anticipate (where appropriate) key events in stories. (C - ELG)
<i>Spring 2: Phase 3</i>						
<i>Summer 1: Phase 3</i>					Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. (C - ELG)	Anticipate (where appropriate) key events in stories. (C - ELG)
<i>Summer 2: Phase 4</i>						

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	<p>Anticipate (where appropriate) key events in stories. (C - ELG)</p> <p>Say a sound for each letter in the alphabet. (R - ELG)</p> <p>Write recognisable letters, most of which are correctly formed. (W - ELG)</p>	<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. (C - ELG)</p> <p>Say a sound for each letter in the alphabet. (R - ELG)</p> <p>Read words consistent with their phonic knowledge by sound-blending. (R - ELG)</p> <p>Write recognisable letters, most of which are correctly formed. (W - ELG)</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs. (R - ELG)</p> <p>Read words consistent with their phonic knowledge by sound-blending. (R - ELG)</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. (R - ELG)</p> <p>Write recognisable letters, most of which are correctly formed. (W - ELG)</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters. (W - ELG)</p>	<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. (C - ELG)</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs. (R - ELG)</p> <p>Read words consistent with their phonic knowledge by sound-blending. (R - ELG)</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. (R - ELG)</p> <p>Write recognisable letters, most of which are correctly formed. (W - ELG)</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters. (W - ELG)</p>	<p>Read words consistent with their phonic knowledge by sound-blending. (R - ELG)</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. (R - ELG)</p> <p>Write simple phrases and sentences that can be read by others. (W - ELG)</p>	<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. (C - ELG)</p> <p>Read words consistent with their phonic knowledge by sound-blending. (R - ELG)</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. (R - ELG)</p> <p>Write simple phrases and sentences that can be read by others. (W - ELG)</p>
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<p>Mathematics</p> <p>Number (N) and Numerical pattern (NP)</p>	<p>Count objects, actions, and sounds.</p> <p>Subitise</p> <p>Matching. Sorting & Comparing</p> <p>Comparing amounts</p> <p>Comparing size, mass & capacity</p> <p>Exploring pattern - making simple.</p>	<p>Explore the composition of numbers to 10</p> <p>Subitise</p> <p>Automatic recall number bonds 0-5</p> <p>Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Formation of 1,2,3</p> <p>Circles and triangles Positional language</p> <p>Representing 4,5 Comparing 4,5 Composition of 4,5 Formation of 4,5 One more and less Shapes with 4 sides.</p> <p>Time- night and day</p>	<p>Explore the composition of numbers to 10</p> <p>Subitise</p> <p>Automatic recall number bonds 0-10</p> <p>Introducing zero Comparing numbers to 5 Composition of 5</p> <p>Comparing Mass Comparing Capacity</p> <p>Number 6, 7, 8 Making pairs, pairs wise, Doubles Combining 2 groups Length, height. Time</p>	<p>Explore the composition of numbers to 10</p> <p>Subitise</p> <p>Automatic recall number bonds 0-10</p> <p>Numbers 7, 8, 9</p> <p>Making pairs.</p> <p>Combining groups</p> <p>Number bonds</p> <p>3D shapes</p> <p>Pattern.</p>	<p>Explore the composition of numbers beyond 10.</p> <p>Subitise</p> <p>Automatic recall number bonds 0-10</p> <p>Number 10 and beyond– subitising, counting, sorting, matching, comparing, ordering</p> <p>Composition of numbers to 10 and beyond</p> <p>Counting patterns to 10 and beyond</p> <p>Spatial reasoning. 3D shape Match, rotate, and manipulate</p> <p>Pattern – AABB, BBA</p>	<p>Explore the composition of numbers beyond 10.</p> <p>Subitise</p> <p>Automatic recall number bonds 0-10</p> <p>Adding more Taking away</p> <p>Number bonds</p> <p>Shape – spatial reasoning</p> <p>Doubling Sharing and grouping Even and odd</p> <p>Patterns and relationships</p>

On-going with number of the week focus.

YR Development Matter Statements

- Count objects, actions and sounds. (YR)
- Subitise. (YR)
- Link the number symbol (numeral) with its cardinal number value. (YR)
- Count beyond ten. (YR)
- Compare numbers. (YR)
- Understand the 'one more than/one less than' relationship between consecutive numbers. (YR)
- Explore the composition of numbers to 10. (YR)
- Automatically recall number binds for numbers 0 – 10. (YR)

YR ELGs Number

- Have a deep understanding of numbers to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

YR ELGs Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

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<p>Understanding the world</p> <p>Past and Present (PP), People, Culture and Communities (PCC) and The Natural World (NW)</p>	<p>Talk about members of their immediate family and community. (YR)</p> <p>Name and describe people who are familiar to them. (YR)</p> <p>Compare and contrast characters from stories, including figures from the past. (YR)</p> <p>Talk about the lives of people around them and their roles in society. (PP – ELG)</p> <p>Know some similarities and differences between in the past and now, drawing on their own experiences and what has been read in class. (PP – ELG)</p>	<p>Explore the natural world around them. (YR)</p> <p>Describe what they see, hear and feel whilst outside. (YR)</p> <p>Understand the effect of changing seasons on the natural world around them. (YR)</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants. (NW – ELG)</p> <p>Understand some important processes and changes in the natural world around them, including seasons and changing states of matter. (NW – ELG)</p>	<p>Recognise some environments that are different to the one in which they live. (YR)</p> <p>Draw information from a simple map. (YR)</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. (NW- ELG)</p> <p>Describe their immediate environment, using knowledge from observation, discussion, stories, non-fiction texts and maps. (PPC - ELG)</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. (PCC – ELG)</p>	<p>Recognise that people have different beliefs and celebrate times in different ways. (YR)</p> <p>Recognise some similarities and differences between life in this country and life in other countries. (YR)</p> <p>Understand that some places are special to members of their community. (YR)</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. (PCC – ELG)</p>	<p>Explore the natural world around them. (YR)</p> <p>Describe what they see, hear and feel whilst outside. (YR)</p> <p>Understand the effect of changing seasons on the natural world around them. (YR)</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (NW – ELG)</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants. (NW – ELG)</p>	<p>Comment on images of familiar situations in the past. (YR)</p> <p>Compare and contrast characters from stories, including figures from the past. (YR)</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (PP – ELG)</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling. (PP – ELG)</p>

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<p><u>Expressive arts and design</u></p> <p>Creating with materials (CWM) and Being imaginative (BI). <i>Use of Charanga/music scheme to deliver music weekly. Main focus on:</i></p> <p>Explore and engage in music making, performing solo or in groups. (YR)</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody. (YR)</p> <p>Listen attentively, move to and talk about music expressing their feelings and responses. (YR)</p> <p>Sing a range of well-known nursery rhymes and songs. (BI – ELG)</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. (BI – ELG)</p>	<p>Develop storylines in their pretend play. (YR)</p> <p>Make use of props and materials when role playing characters in narratives and stories. (CWM – ELG)</p> <p>Explore, use and define a variety of artistic effects to express their ideas and feelings. (YR)</p> <p>Create collaboratively, sharing ideas, resources and skills. (YR)</p> <p>Safely used and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (CWM – ELG)</p> <p>Share their creations, explaining the process they have used. (CWM – ELG)</p>	<p>Develop storylines in their pretend play. (YR)</p> <p>Make use of props and materials when role playing characters in narratives and stories. (CWM – ELG)</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses. (YR)</p> <p>Explore, use and define a variety of artistic effects to express their ideas and feelings. (YR)</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. (BI – ELG)</p>	<p>Develop storylines in their pretend play. (YR)</p> <p>Make use of props and materials when role playing characters in narratives and stories. (CWM – ELG)</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. (YR)</p> <p>Create collaboratively, sharing ideas, resources and skills. (YR)</p> <p>Safely used and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (CWM – ELG)</p> <p>Share their creations, explaining the process they have used. (CWM – ELG)</p>	<p>Develop storylines in their pretend play. (YR)</p> <p>Make use of props and materials when role playing characters in narratives and stories. (CWM – ELG)</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. (YR)</p> <p>Create collaboratively, sharing ideas, resources and skills. (YR)</p> <p>Invent, adapt and recount narratives and stories with peers and their teachers. (BI – ELG)</p>	<p>Develop storylines in their pretend play. (YR)</p> <p>Make use of props and materials when role playing characters in narratives and stories. (CWM – ELG)</p> <p>Listen attentively, move to and talk about music expressing their feelings and responses. (YR)</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses. (YR)</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. (BI – ELG)</p>	<p>Develop storylines in their pretend play. (YR)</p> <p>Make use of props and materials when role playing characters in narratives and stories. (CWM – ELG)</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses. (YR)</p> <p>Explore, use and define a variety of artistic effects to express their ideas and feelings. (YR)</p> <p>Safely used and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (CWM – ELG)</p> <p>Share their creations, explaining the process they have used. (CWM – ELG)</p> <p>Invent, adapt and recount narratives and stories with peers and their teachers. (BI – ELG)</p>

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<p>COMPUTING</p> <p><i>Coding</i></p> <p><i>Communication and networking</i></p> <p><i>Data</i></p> <p><i>Digital literacy</i></p>	<p>Digital literacy I can recognise that use of the internet and tablets are examples of technology that help to support my learning at school.</p> <p>I know that sensible amounts of screen time contributes to my health and well-being.</p> <p>Communication and networking I can control a cursor or mouse on a screen. I can click, double tap or tap to trigger a command.</p> <p>Data I know that tally charts can be used to show a number of counts.</p>	<p>Digital literacy I can recognise that use of the internet and tablets are examples of technology that help to support my learning at school.</p> <p>Communication and networking I can control a cursor or mouse on a screen. I can click, double tap or tap to trigger a command.</p> <p>Coding I know that steps must be given in order for instructions to be successful.</p>	<p>Digital literacy I can recognise that use of the internet and tablets are examples of technology that help to support my learning at school.</p> <p>Communication and networking I can control a cursor or mouse on a screen. I can click, double tap or tap to trigger a command.</p>	<p>Coding I know that steps must be given in order for instructions to be successful.</p> <p>Digital literacy I can recognise that use of the internet and tablets are examples of technology that help to support my learning at school.</p> <p>I know that sensible amounts of screen time contributes to my health and well-being.</p>	<p>Digital literacy I can recognise that use of the internet and tablets are examples of technology that help to support my learning at school.</p> <p>I know that sensible amounts of screen time contributes to my health and well-being.</p> <p>Data I know that tally charts can be used to show a number of counts.</p> <p>Coding I know that steps must be given in order for instructions to be successful.</p>	<p>Communication and networking I can control a cursor or mouse on a screen. I can click, double tap or tap to trigger a command. I can use hand gestures, such as; pinch and zoom.</p>

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EYFS

Reception long term planning

- **Communication and Language** – Listening, attention and understanding (L, A & U) and Speaking (SP)
- **Personal, social and emotional development** – Self-regulation (SR), managing self (MR) and building relationships (BR)
- **Physical development** – Gross motor skills (GM) and fine motor skills (FM)
- **Literacy** – Comprehension (C), word reading (R) and writing (W)
- **Mathematics** – Number (N) and numerical patterns (NP)
- **Understanding the world** – Past and present (PP), people culture and communities (PPC) and the natural world (NW)
- **Expressive arts and design** – Creating with materials (CWM) and being imaginative (BI)

(YR) = YR development matters statements for YR children

(ELG) = Early learning goal (end of YR expectation)