





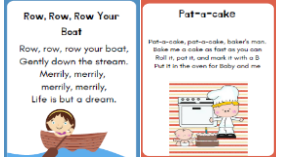
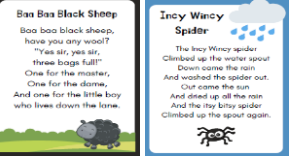
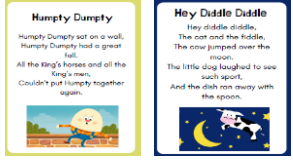




Long Term Planning Overview

Year: F1 NURSERY 2025 /2026

	Term 1 Me and my family	Term 2 Traditional tales	Term 3 People who help us	Term 4 Animals	Term 5 Places to visit	Term 6 Fantastic
Values	Aspire, Achieve and Grow	Respect themselves and others	Trust	Unity	British Values	British Values
Events	Harvest No Pens Day Black History	Diwali Remembrance Day Nativity Christmas Black History Month- November	Chinese New Year NSPCC Maths Day	World Book Day Science Week- 8-17 th March Easter Eid al-Fitr (8 th or 9 th April)	Trip	Sports Day International Day Eid al-Adha (June 16 th /17 th)
BIG IMPACT	My House My Family My Local Area Pets Things I like to do All about me	Goldilocks and the Three Bears Little Red Riding Hood The Gingerbread Man The Three Little Pigs The Enormous Turnip Jack and the Beanstalk	Firefighters Police Doctors Teachers and School Staff Vets People who help us	Farm Jungle Under the sea Minibeasts Arctic Safari	Seaside Park Shopping centre In the woods Café Garden centre	Superheroes Castle Pirates and mermaids Space aliens Magical creatures Witches and wizards
English: Phonics Texts						
Phonics – Supersonic Phonic Friends ASPECTS	Aspect 1 General Sound Discrimination – Environmental Sounds <ul style="list-style-type: none"> Develop listening skills and awareness of sounds in the environment Identify and remember the differences between sounds Talk about sounds in greater detail 	Aspect 2 General Sound Discrimination – Instrumental Sounds <ul style="list-style-type: none"> Develop awareness of sounds made with instruments Listen to and appreciate the difference between sounds made with instruments Use a wide vocabulary to talk about instrument sounds 	Aspect 3 Body Percussion <ul style="list-style-type: none"> Develop awareness of sounds and rhythms Distinguish between sounds and remember patterns of sound Talk about sounds we make with our bodies and what the sounds mean 	Aspect 4 Rhythm and Rhyme <ul style="list-style-type: none"> Experience and appreciate rhythm and rhyme Develop awareness of rhythm and rhyme in speech Increase awareness of words that rhyme and develop knowledge about rhyme Talk about words that rhyme and produce rhyming words 	Aspect 5 Alliteration <ul style="list-style-type: none"> Develop understanding of alliteration Listen to sounds at the beginning of words and hear the differences between them Explore how different sounds are articulated 	Aspect 6 Voice Sounds <ul style="list-style-type: none"> Distinguish between the differences in vocal sounds Explore speech sounds Talk about the different sounds that we can make with our voices Aspect 7 Oral Blending and Segmenting <ul style="list-style-type: none"> Develop oral blending and segmenting of sounds in words Listen to sounds within words and remember them in the order in which they occur Talk about the different sounds that make up words
BSL	Animals	Colours	People	Hobbies	Numbers	Food and Drink
Nursery Rhymes Poetry Progression	Row, Row, Row, your boat Pat-a-cake, pat-a-cake 	Baa, Baa, Black sheep Incy Wincy spider 	Humpty Dumpty Hey Diddle, Diddle 	Hickory Dickory Dock 1,2,3,4,5, Once I caught a fish alive. 	Heads, shoulders knees and toes I'm a little teapot 	All 10 reviewed and performed Encourage each child to have at least one on their ILD as evidence.

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Communication & Language (Ongoing and differentiated but main focus for term)	<ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as “Get your coat and wait at the door” 	<ul style="list-style-type: none"> Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” Pay attention to more than one thing at a time, which can be difficult. 	<ul style="list-style-type: none"> Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. 	<ul style="list-style-type: none"> Develop their pronunciation but may have problems saying: some sounds: r, j, th, ch, and sh- multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ 	<ul style="list-style-type: none"> Use longer sentences of four to six words. 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. 	<ul style="list-style-type: none"> Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”
Early Reading and comprehension (Ongoing and differentiated but main focus for term)	Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing	Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing	Engage in extended conversations about stories, learning new vocabulary. Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.	<ul style="list-style-type: none"> Write some or all of their name. Write some letters accurately. 	<ul style="list-style-type: none"> Write some or all of their name. Write some letters accurately.
Mark making & early Writing (Ongoing and differentiated but main focus for term)	Use large-muscle movements to wave flags and streamers, paint and make marks.	Hand and finger strength: An ability to exert force against resistance using the hands and fingers that allows the necessary muscle power for controlled movement of the pencil.	Crossing the mid-line: The ability to cross the imaginary line running from a person’s nose to pelvis that divides the body into left and right sides Finger strengthening -dough disco crossing	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.	<ul style="list-style-type: none"> Write some or all of their name. Write some letters accurately. 	<ul style="list-style-type: none"> Write some or all of their name. Write some letters accurately.
Maths (Ongoing and differentiated but main focus for term)	Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). Experiment with their own symbols and marks as well as numerals. <ul style="list-style-type: none"> Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) informal language: Understand position through words alone – for example, “The bag is under the table,” – with no pointing. 	Recite numbers past 5. Experiment with their own symbols and marks as well as numerals. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) informal language: Understand position through words alone – for example, “The bag is under the table,” – with no pointing.	Say one number for each item in order: 1,2,3,4,5. Experiment with their own symbols and marks as well as numerals. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’. Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’	Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’. Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’	Show ‘finger numbers’ up to 5. Solve real world mathematical problems with numbers up to 5. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc. Make comparisons between objects relating to size, length, weight and capacity.	Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Compare quantities using language: ‘more than’, ‘fewer than’ Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs / wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc. Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.
PSHE- Jigsaw	Being Me in my world	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Safeguarding Curriculum	-Staying safe in school (assembly) -Road Safety	Friendship	Children’s Mental Health Week	NSPCC Pants Rule	Families	Sun Safety
PD- PE Passport	Fine Motor Skills 1 This unit looks to build on children’s gross motor skills and combines locomotion skills with fine motor activities.	Stability 1 Stability is a fundamental movement skill and this unit focuses on static balances and then moves into dynamic ways of balancing	Dance- toys Use my body and create simple theme related shapes, movements and actions linked to toys	Gymnastics - Parts high and low The children learn to travel, balance, spin, jump & use basic apparatus to learn how to transfer floor skills across. They learn to start & finish routines & how to change direction & level working at	Circus -dance To develop the 16 counts of our ‘Circus’ Motif performance	Gymnastics - Travelling, Stopping, And Making Shapes Travelling, stopping, making shapes

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PD-Fine Motor (Ongoing and differentiated but main focus for term)	Use one-handed tools and equipment, for example, making snips in paper with scissors.	Use one-handed tools and equipment, for example, making snips in paper with scissors.	Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.	Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
PD-Gross Motor (Ongoing and differentiated but main focus for term)	Use large-muscle movements to wave flags and streamers, paint and make marks. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.	Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Start taking part in some group activities which they make up for themselves, or in teams.	Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.	Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.	Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
UTW HISTORY	Discuss days of the week and use words today tomorrow yesterday.	Sing songs linked to days of the week and talk about months	Begin to make sense of their own life-story	Begin to make sense of their family's history.	Discuss different seasons times of the year	Show interest in different occupations.
UTW- GEOGRAPHY	Continue developing positive attitudes about the differences between people.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Know that there are basic regions in the world and talk about the differences they have experienced or seen in photos.	Begin to understand the need to respect and care for the classroom and all living things.	Begin to understand the need to respect and care for the natural environment in school and all living things.	Begin to understand the need to respect and care for the wider natural environment and all living things. recycling
UTW- SCIENCE including The Natural World	Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary.	Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.	Talk about the differences between materials and changes they notice Talk about what they see, using a wide vocabulary.	Explore how things work Explore and talk about different forces they can feel.	Plant seeds and care for growing plants.	Understand the key features of the life cycle of a plant and an animal.
RE (Not same order as RE progression)	Who is special to you and why?	What is special about our world?	What is special about our world?	Which stories are special and why?	Where do we belong?	What is special about our world?
Welly Walks	Noticing world around us and keeping safe	Autumn Changes through Season	Winter- Changes through Season and Forest/ Pond Area	Spring- Changes through Season	Spring- Changes through Season Observational drawings	Summer- Changes through Season Link to RE- Beautiful world around us
Gardening	Planting bulbs	Looking after plants	Planting in classroom- growing cress	Planting in classroom – growing veg tops	Planting flowers and vegetables	Looking after plants
EAD- DT including COOKERY	Special snack 1 Open-Top banana sandwich Knife Skills Bridge knife technique – Soft foods e.g. Strawberry/tomato Spread /Grating	Special snack 2 Gingerbread man Baking skills Sieving e.g. flour Cutting out rolled pastry Brushing (Glazing)	Special snack 3 Porridge making Mixing skills /Weighing and measuring Using measuring spoons and cups Using balance scales	Special snack 4 Sandwich Wrap Knife Skills Spread /Grating	Special snack 5 Fruit Smoothies Weighing and measuring Using measuring spoons and cups Using balance scales	Special snack 6 Fabulous Fruit salad Weighing and measuring Using measuring spoons and cups Using balance scales
EAD- ART (Ongoing and differentiated but main focus for term)	Explore different materials freely, to develop their ideas about how to use them and what to make.	Develop their own ideas and then decide which materials to use to express them.	Join different materials and explore different textures.	Create closed shapes with continuous lines, and begin to use these shapes to represent objects.	Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises.	Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour-mixing
EAD-MUSIC (Ongoing and differentiated but main focus for term)	Listen with increased attention to sounds.	Respond to what they have heard, expressing their thoughts and feelings.	Remember and sing entire songs.	Sing the pitch of a tone sung by another person ('pitch match').	Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Play instruments with increasing control to express their feelings and ideas.	Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.
EAD- USING IMAGINATION (Ongoing and differentiated but main focus for term)	Take part in simple pretend play, using an object to represent something else even though they are not similar.	Take part in simple pretend play, using a known character with those traits e.g. Big bad wolf	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.	Begin to develop more complex stories using their own props and ideas .	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	•Make imaginative and complex 'small worlds' using the outdoor environment


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<p>EAD water (Ongoing and differentiated but main focus for term)</p>	<p><u>Experimental play</u> <u>Intention</u> talk about their experiences at bath-time, at the beach, the swimming pool, washing dishes, washing clothes name toys and equipment respond to instructions – can you fill the cup, teapot? – can you pour the water from the jug to the cup? -discuss and recognise the need for rules – no splashing describe the behaviour of the toys look at seaside pictures and photographs and talk about their experiences •make a pretend dish washer, washing machine put play house around sink area in classroom – turn into the kitchen •Blow bubbles through different shaped blowers. Discuss the shapes of the bubbles What happens when they burst? <u>Vocabulary of water</u> water, wet, , cold, hot, splash, trickle, drip</p>	<p>Experimental Play – Filling and Pouring develop manipulative skills – filling cups, yogurt cartons and pouring out develop concentration skills talk about the size/colour of containers pour from one container to another using large funnels progressing to smaller funnels controlled pouring into wide necked containers progressing to controlled pouring into narrower necked containers share equipment and working co-operatively increase vocabulary e.g. brim, level, shallow, deep, enough, heavy</p> <p><u>Vocabulary of water</u> develop vocabulary full, empty, nearly full, holds more, pour, flow, warm</p>	<p>Free exploration using the senses experience and explore the nature and properties of water experience the therapeutic nature of playing with water looking for reflections in water when water is still see the “colour” in clear water add colour – watch how it disperses compare and describe the feeling of warm and cold water wear gloves – describe what the water feels like when you wear plastic or woollen gloves</p> <p><u>Vocabulary of water</u> develop descriptive vocabulary e.g. cups, plates, jugs, teapots, cutlery, gurgle, plop</p>	<p>Creating patterns develop fine motor skills to facilitate pre writing recognise and create patterns develop vocabulary – describing what they are doing, describing the pattern ask children to draw or paint he shapes/patterns they have made either from memory or from photograph finger painting making a repeated pattern making patterns from left to right</p> <p><u>Vocabulary of water</u> develop descriptive language e.g. waves wavy, straight, ripples, circles, rings , drops</p>	<p>Early mathematical experiences – sorting, capacity, number, shape begin to use comparative language precisely e.g. full/empty wide/narrow wet/dry heavy / light predict which holds most/least sort for a given criteria find two containers which hold the same amount of water – explain their choice sequence and put containers in order from holds most to holds least, biggest to smallest, heaviest to lightest, tallest to smallest sort for 2 criteria, e.g. red and holds more than a cup count up to 5 objects by saying one number for each item recognise foam numbers describe what happens to the water level if the bottle is filled identify circle/square rectangle</p> <p><u>Vocabulary of water</u> begin to use comparative language precisely e.g. full/empty wide/narrow wet/dry heavy/ light dissolve, dilute, how much</p>	<p>Experimental play–floating and sinking observe how different objects behave in water find out that some objects float discover that not all heavy things sink/all light things float predict which objects will float/sink observe how some objects that look alike behave differently e.g. golf ball/table tennis ball sort, count, match and make comparisons between objects that float and objects that sink make floaters sink describe how this happens talk about learning to swim. What helps you to float? Why? Look at a life jacket. discover that changing shape affects buoyancy e.g. float sheets of tin foil float, screwed up foil sinks. add sponge/magnetic letters to water – do they float or sink? explore ice in water • record pictorially <u>Vocabulary of water</u> float, sink top, bottom, below, under, sunk</p>
<p>EAD clay (Ongoing and differentiated but main focus for term)</p>	<p><u>Experimental play</u> <u>Intention</u> relieve frustration / language about length – comparison alter quality of the dough, elasticity, solidity different doughs react in different ways – stretched, pulled and reformed <u>Vocabulary of manipulation</u> • Push • Pull • Drop • Squeeze • Press <u>Language about length thickness</u> • Longer than • <u>Language of colour and smells</u> <u>Language of texture</u> • Lumpy</p>	<p><u>Experimental play</u> <u>Intention</u> model /shape /aesthetic awareness adult involvement to develop language and model</p> <p><u>Vocabulary of manipulation</u> • Push • Pull • Drop • Squeeze • Press <u>Language about length thickness</u> • Longer than • <u>Language of colour and smells</u> <u>Language of texture</u> • Lumpy</p>	<p><u>Experimental play</u> <u>Intention</u> Identify colours, develop language develop sensory experiences manipulative skills, to stimulate discussion, provide support and reassurance</p> <p><u>Vocabulary of manipulation</u> • Elastic • Bend • Twist • Roll • Stretch • Squash • Pinch • Flatten • Poke <u>Language about length thickness</u> Shorter than <u>Language of colour and smells</u> <u>Language of texture</u> • Lumpy • Grainy •</p>	<p><u>Experimental play</u> <u>Intention</u> enjoyment • discussion – description add colour, colour and smell, colour and texture, colour, texture and smell develop descriptive language</p> <p><u>Vocabulary of manipulation</u> • Elastic • Bend • Twist • Roll • Stretch • Squash • Pinch • Flatten • Poke <u>Language about length thickness</u> Shorter than <u>Language of colour and smells</u> <u>Language of texture</u> • Lumpy • Grainy •</p>	<p><u>Experimental play</u> <u>Intention</u> discover the properties of the dough – talk about properties co-operate / collaborate <u>Using a range of equipment</u> develop of rolling skills develop observation skills talk about textures, imprints in the flat dough plain roller to textured roller mixture of rollers adult support to develop language model techniques <u>Vocabulary of manipulation</u> • Smooth • Smear • Break apart <u>Language about length thickness</u> The same length as <u>Language of colour and smells</u> <u>Language of texture</u> • • Shiny Additions to dough e.g. feathers, lolly sticks, twigs</p>	<p><u>Experimental play</u> <u>Intention</u> enjoyment/develop sensory experiences self-expression <u>Using a range of equipment</u> flatten dough identify shapes, compare sizes, describing shapes basic shapes to more complex shapes •increase variety of containers build cutters/containers into imaginative play <u>Vocabulary of manipulation</u> • Smooth • Smear • Break apart <u>Language about length thickness</u> The same length as <u>Language of colour and smells</u> <u>Language of texture</u> • • Shiny Additions to dough e.g. feathers, lolly sticks, twigs</p>

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<p>EAD sand (Ongoing and differentiated but main focus for term)</p>	<p>Experimental play</p> <ul style="list-style-type: none"> •make an unbroken sand castle •make the sand wetter, describing what happens •look at seaside pictures and photographs <p>develop vocabulary – holds more, holds less fill containers with narrower openings work co-operatively valuing each other’s work</p> <p>Vocabulary of sand wet, cold, damp,</p>	<p>Experimental play Moulding</p> <p>read stories about building sites. Add builders’ overalls, builders’ hats for children to wear make sand wetter/drier match the shape of the container to the shape of the sand castle provide a set of commercial shapes for filling e.g bricks, sand shapes set fruit, transport, hands and feet moulds r recite nursery rhymes introduce appropriate resources to re-enact rhymes in the sand tray</p> <p>Vocabulary of sand hard, soft, squeezey,</p>	<p>Free exploration using the senses</p> <p>develop descriptive vocabulary–wet, cold, damp, hard, soft, squeezey, smooth rough, bumpy explore the properties of sand by observation, touch and smell</p> <p>Vocabulary of sand smooth rough, bumpy</p>	<p>Free exploration using the senses</p> <p>sift sand through fingers squeeze, dig, pile, pour, heap, scoop, pinch stand, move feet in sand</p> <p>Vocabulary of sand wiggly wavy,</p>	<p>Mark making and pattern to develop fine motor skills to facilitate pre-writing.</p> <p>ask children to draw or paint the shapes/patterns they have made in the sand finger painting -make a repeated pattern</p> <p>Vocabulary of sand straight, zig zag, round</p>	<p>Mark making and pattern to develop fine motor skills to facilitate pre-writing.</p> <p>make patterns moving from left to right copy a pattern begin to write letters</p> <p>Vocabulary of sand silver, coarse, coloured, dry sand</p>
<p>PSED (Ongoing and differentiated but main focus for term)</p>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community.</p>	<p>Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.</p>	<p>Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important.</p>	<p>Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive.</p>	<p>Talk with others to solve conflicts. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Understand gradually how others might be feeling.</p>	<p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.</p>
<p>P4c</p>	<p>Would you rather your house was surrounded by . . ? Would you Rather - Early Years I would rather . . . BLP: Listening/Watching Taking turns to speak</p>	<p>Odd one out Odd One Out FN slide 1 I think . . . BLP: Listening/ Watching Taking turns to speak</p>	<p>Would you rather live with . . ? Would you Rather Term 3 I would rather . . . because . . . BLP: Listening/ Watching Taking turns to speak</p>	<p>Odd one out Odd One Out FN Slide 2 I think . . . because . . . BLP: Listening/ Watching Taking turns to speak</p>	<p>Would you rather help . . ? Would you Rather Term 5 I would rather . . . because . . What do you think? BLP: Listening/Watching Collaboration Taking turns to speak</p>	<p>Term 6 Odd one out Odd One Out term 6 I think . . . because . . . How about you? BLP: Listening/Watching Collaboration Empathy Taking turns to speak</p>
<p>Computing and on-line safety</p>	<p>I can make a Bee-bot or similar move. Vocabulary for year Computer Instructions Ipad Technology Photo</p>	<p>With support I can programme a Bee-bot (or similar) to make it move for a particular purpose.</p>	<p>I can explore and use simple repetition in music and dance I can recognise some technology that is used in places such as home and school.</p>	<p>I can say what will happens (or predict) when I press /swipe on a game using the Ipad /whitboard. I use technology appropriately through role play</p>	<p>I use technology appropriately through role-play. I can recognise some technology that is used at home or school. I can speak to an adult about what I have seen.</p>	<p>I can name and use an I-pad with developing control. I can say if something I find on the internet makes me feel bad</p>
<p>Scissors</p>  <p>(Ongoing and differentiated but main focus for term)</p>	<p>Tears paper during play activities</p>	<p>Shows an interest in and understands the use of scissors</p>	<p>Maintains a correct grip when positioned by the adult</p>	<p>Holds scissors appropriately without assistance</p>	<p>Opens and closes the scissors</p>	<p>Opens and closes the scissors using a controlled action</p>