ST PHILOMENA'S PRIMARY SCHOOL
UNDERSTANDING THE WORLD EYFS
2026–2027

EYFS Understanding the World

Understanding the World is delivered through an ambitious, carefully sequenced and developmentally appropriate EYFS curriculum, organised into five interconnected strands: Geography, History, Science, Computing and Religious Education. These strands provide clear progression in knowledge, vocabulary and understanding without replicating the National Curriculum. Purposeful adult-guided teaching, child-initiated play, first-hand experiences and rich indoor and outdoor continuous provision enable children to explore, revisit and deepen their learning. The prime areas and characteristics of effective teaching and learning underpin all experiences, ensuring that teaching remains responsive to children's interests, starting points and developmental needs while building secure foundations across Past and Present, People, Culture and Communities, and The Natural World. The Early Learning Goals are end-of-Reception assessment expectations; they are not the curriculum itself.

Continuous Provision Indoors: Carefully planned and stimulating learning environments provide opportunities for children to explore, investigate, question and develop their understanding of the world around them. Provision includes investigation and discovery areas, nature and seasonal interest tables, magnifying glasses, magnets, mirrors, torches, natural and everyday materials, sensory resources, water exploration, construction materials, small-world environments, maps, globes, atlases, photographs, artefacts, timelines, historical objects, family photographs, non-fiction books and high-quality stories. Role-play areas reflect familiar and unfamiliar places, occupations, communities and experiences, encouraging children to explore similarities, differences and changes over time. Children have access to gardening resources, planting equipment, seeds, bulbs and opportunities to observe growth and change. Purposeful technology experiences include programmable toys, digital cameras, interactive resources, keyboards and age-appropriate digital tools, with an emphasis on safe, supervised and responsible use. Resources are regularly reviewed and enhanced to reflect current topics, children's interests, seasonal changes, cultural celebrations and identified learning needs.

Continuous Provision Outdoors: The outdoor environment provides purposeful opportunities for children to develop their understanding of people, communities, the past and the natural world through direct observation and first-hand experiences. Exploration of the school grounds, seasonal investigations, weather monitoring, planting, growing, observing wildlife and exploring different habitats enable children to identify similarities and differences between living things, recognise changes over time and investigate natural processes. Practical experiences involving water, ice, shadows, movement and natural materials encourage prediction, experimentation and discussion of cause and effect. Opportunities to explore traditional playground games, changes to the local environment, community roles and familiar occupations develop children's awareness of past and present, while outdoor celebrations, collaborative projects and encounters with the wider community support understanding of different cultures, traditions and ways of life. Children are encouraged to ask questions, communicate their observations, make comparisons and apply their developing knowledge through meaningful exploration and play.

Understanding the World Early Learning Goals

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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.
- 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.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- 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.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Educational Programmes

The statutory EYFS educational programme emphasises helping children make sense of their physical world and community through frequent, varied first-hand experiences, including visits to places of interest and encounters with people in society. A broad selection of stories, non-fiction, rhymes and poems develops children's understanding of our culturally, socially, technologically and ecologically diverse world. These experiences build essential knowledge, broaden children's understanding and enrich their vocabulary, supporting learning across the curriculum and later reading comprehension.

AUTUMN 1						
UNIT	Who Am I? - Past and Present (History) People and Communities (RE) The Natural World (Geography)					
LESSON OUTLINE	Our school and its surroundings	Where do our families come from?	Places important to my family	Flags with personal significance	Food from different places	Our shared places and cultures
LEARNING OBJECTIVE	To name and describe familiar places in our school and local area.	To talk about countries or places that are important to my family, where appropriate.	To locate or recognise a personally significant place on a picture map or globe with adult support.	To notice colours and shapes in flags linked to places of personal significance.	To explore and describe foods from a range of cultures respectfully.	To talk about similarities and differences in places and experiences shared by our class.
CURRICULUM LINKS	UW: describe immediate environment; observe and talk.	UW: talk about family connections and places.	UW/CL: use maps and photographs to discuss places.	UW/EAD: recognise and represent familiar symbols.	UW/PSED: notice and respect different cultural experiences.	UW/CL: compare and explain familiar places.
KEY KNOWLEDGE AND ASSESSMENT	Knowledge: Families may have connections with different places; maps and globes can help us find places. Check: Can the child name a place important to them and describe something about it?					

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AUTUMN 2						
UNIT	Festivals and celebrations - Past and Present (History) People and Communities (RE) The Natural World (Geography)					
LESSON OUTLINE	Learning about Diwali	How people celebrate Diwali	Weather in our school grounds	Cold places: the Arctic and Antarctica	Comparing cold places with the UK	Christmas around the world
LEARNING OBJECTIVE	To learn that Diwali is celebrated by many people, including Hindus, and to describe a familiar tradition.	To talk about some ways people celebrate Diwali, recognising that celebrations vary.	To observe and describe the weather in our school grounds.	To recognise that the Arctic and Antarctica are very cold regions.	To notice some differences between photographs of cold regions and our local area.	To recognise that Christmas is celebrated in different ways around the world.
CURRICULUM LINKS	UW: learn about religious and cultural communities.	UW/CL: talk about celebrations using stories and images.	UW: observe immediate environment; fieldwork.	UW: compare contrasting environments.	UW: compare places and environments.	UW: recognise differences in cultural practices.
KEY KNOWLEDGE AND ASSESSMENT	Knowledge: Weather and environments differ between places; people celebrate festivals in different ways. Check: Can the child describe one feature of a cold region and one celebration tradition?					

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SPRING 1						
UNIT	Festivals and celebrations - Past and Present (History) People and Communities (RE) The Natural World (Geography)					
LESSON OUTLINE	Lunar New Year celebrations	Tokyo and London	Finding places on maps	Landmarks in China and London	Our school and a city school	Natural and human-made features
LEARNING OBJECTIVE	To describe one way Lunar New Year may be celebrated.	To notice similarities and differences between photographs of Tokyo and London.	To find the UK and Japan on a globe or simple map with support.	To recognise and describe familiar landmarks shown in photographs of China and London.	To compare our school with photographs of a school in a city.	To sort pictures of natural and human-made features of a city.
CURRICULUM LINKS	UW: compare cultural celebrations.	UW: compare life and places in different countries.	UW/CL: use simple maps and globes.	UW: observe photographs and landmarks.	UW: compare immediate environment with another setting.	UW: describe natural and human-made features.
KEY KNOWLEDGE AND ASSESSMENT	Knowledge: Cities contain natural and human-made features; places may look different but share features. Check: Can the child describe one similarity and one difference between two places?					

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SPRING 2						
UNIT	In The Garden - The Natural World (Geography, Science)					
LESSON OUTLINE	Places in our school grounds	Where is the River Cray?	Preparing for our river visit	Observing the River Cray	Mapping our journey	Comparing rivers
LEARNING OBJECTIVE	To describe familiar outdoor places using simple positional language.	To recognise the River Cray as a local river and look at its location on a simple map.	To identify places we may pass on our journey to the river.	To observe and talk about features seen on an adult-supervised river visit.	To draw or sequence a simple pictorial map of our journey from school to the River Cray.	To compare photographs of the River Cray with another river.
CURRICULUM LINKS	UW: observe and describe immediate environment.	UW: use maps to find familiar places.	UW/CL: discuss routes and landmarks.	UW: fieldwork and first-hand observation.	UW/EAD: represent a familiar route.	UW: compare features of different environments.
KEY KNOWLEDGE AND ASSESSMENT	Knowledge: A river is a natural feature; maps can show routes and landmarks. Check: Can the child identify a landmark on the route and describe a river feature?					

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SUMMER 1						
UNIT	Marvellous machines | Transport in our area – Past and Present (History), People and Communities (Geography)					
LESSON OUTLINE	How we travel to school	Vehicles on our road	Roads and routes	Our traffic survey	Where vehicles go	What we noticed about traffic
LEARNING OBJECTIVE	To name ways people travel in our local area.	To recognise and describe different vehicles seen near school.	To talk about safe routes and familiar landmarks near school.	To count or record vehicles seen from a safe, supervised observation point.	To discuss why people use different forms of transport.	To share what we found in our traffic survey using pictures or simple marks.
CURRICULUM LINKS	UW: describe immediate environment.	UW: observe human-made features.	UW/PD: discuss familiar routes and safety.	UW/Maths: collect simple fieldwork information.	UW/CL: discuss people and places.	UW/Maths: represent and compare observations.
KEY KNOWLEDGE AND ASSESSMENT	Knowledge: Roads and transport are features of our local area; fieldwork helps us find out about places. Check: Can the child name a common vehicle and describe what the traffic survey showed?					

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SUMMER 2						
UNIT	Under the sea – People and Communities (Geography, RE), The Natural World (Science)					
LESSON OUTLINE	Our local environment	Land and sea on maps	Where does litter go?	Caring for our community	A poster to reduce single-use plastic	Sharing ways to protect places
LEARNING OBJECTIVE	To describe places in our local environment that we use and enjoy.	To notice land and sea on a globe or simple map.	To talk about where litter may be found and why it matters.	To suggest a practical way to care for our school or local area.	To design a poster encouraging our community to use less single-use plastic.	To explain one way we can help care for places and the sea.
CURRICULUM LINKS	UW: describe immediate environment.	UW: use maps and globes to discuss places.	UW: explore how people affect environments.	UW/PSED: care for shared spaces.	UW/EAD/CL: communicate a message about the environment.	UW/CL: recall and explain responsible actions.
KEY KNOWLEDGE AND ASSESSMENT	Knowledge: People can affect places through litter and waste; we can help care for our environment. Check: Can the child explain one action that protects a local place or the sea?					

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AUTUMN 1						
UNIT	My life and family | Who am I? Past and Present (History), People and Communities (RE)					
LESSON OUTLINE	All about me	When I was a baby	My preschool memories	People in my family	Jobs and roles in our families	My life story
LEARNING OBJECTIVE	To talk about myself and things I enjoy.	To recognise that I was once a baby and have grown.	To recall and describe an experience from preschool.	To talk about family members and people important to me.	To describe some of the different roles people have in family life.	To sequence events from my own life and describe how I have changed over time, using photographs and familiar experiences
CURRICULUM LINKS	UW Past and Present: talk about familiar people.	UW Past and Present: notice change over time.	UW Past and Present/CL: recall personal experiences.	UW Past and Present: talk about people around us.	UW Past and Present: understand roles in society.	UW Past and Present/CL: order and retell events.
KEY KNOWLEDGE AND ASSESSMENT	Knowledge: We were younger in the past; people grow and families have different members and roles. Check: Can the child talk about a past experience and describe someone's role? Figure / enrichment: Grandparents, parents, aunts, uncles and preschool teachers; N/A.					

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AUTUMN 2						
UNIT	Festivals and celebrations - Past and Present (History), People and Communities (RE)					
LESSON OUTLINE	What happened long ago?	The Christmas story	Homes long ago	Clothes and journeys long ago	Comparing then and now	Retelling the Nativity
LEARNING OBJECTIVE	To understand that the story of Jesus' birth is set a long time ago.	To listen to and talk about the people and events in the Nativity story.	To notice features of homes shown in stories and pictures of the past.	To compare ways people dressed and travelled long ago with today.	To describe one way life at the time of Jesus' birth was different from life now.	To retell parts of the Nativity story in sequence.
CURRICULUM LINKS	UW Past and Present: understand past events through stories.	UW Past and Present/CL: listen and recall.	UW Past and Present: notice historical settings.	UW Past and Present: compare past and present.	UW Past and Present: identify similarities and differences.	UW Past and Present/EAD: retell through role play.
KEY KNOWLEDGE AND ASSESSMENT	Knowledge: The Nativity story is set in the past; some features of everyday life were different from today. Check: Can the child identify a difference and retell a familiar event? Figure / enrichment: Jesus; Church visits and Nativity.					

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SPRING 1						
UNIT	Animal adventures Past and Present (History), People and Communities (RE)					
LESSON OUTLINE	Remembering Christmas	Before and after	Looking at Tokyo today	Tokyo in the past	What has changed?	Our then-and-now gallery
LEARNING OBJECTIVE	To recall and talk about my Christmas celebrations or experiences.	To order recent events using before, after and now.	To describe features of Tokyo using contemporary pictures and compare to London	To look at pictures of Tokyo in the past and compare with London in the past	To compare a feature of Tokyo in the past with the same place today.	To explain one similarity or difference between pictures from different times.
CURRICULUM LINKS	UW Past and Present/CL: recall personal events.	UW Past and Present: sequence events.	UW Past and Present: observe images.	UW Past and Present: explore photographs from the past.	UW Past and Present: compare past and present.	UW Past and Present/CL: describe changes.
KEY KNOWLEDGE AND ASSESSMENT	Knowledge: Places can change over time; photographs can help us see what a place looked like in the past. Check: Can the child identify one change between two photographs? Figure / enrichment: N/A; Lunar New Year workshop.					

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SPRING 2						
UNIT	In the garden Past and Present (History), People and Communities (RE, Geography), The Natural World (Science, Geography)					
LESSON OUTLINE	Gardens in the past	Gardening tools then and now	Growing food in the past	How people watered plants	Gardens have changed	Our garden through time
LEARNING OBJECTIVE	To explore photographs of gardens from long ago and notice what they looked like.	To compare old and modern gardening tools and consider how they are used.	To discover how people grew and collected food before modern shops and equipment.	To compare how people watered gardens in the past and how we do it today.	To identify similarities and differences between gardens in the past and gardens today.	To share what we have learnt about how gardens and gardening have changed.
CURRICULUM LINKS	UW Past and Present: learn about people and their roles.	UW Past and Present/CL: talk about a person's work.	UW/CL: observe and describe.	UW Past and Present: notice change over time.	UW/CL: communicate observations.	UW Past and Present: recall people and events.
KEY KNOWLEDGE AND ASSESSMENT	Knowledge: People have grown plants and food for a very long time. Gardens, tools and ways of growing and caring for plants have changed over time. Check: Can the child compare a garden from the past and present? Enrichment opportunities 1. Examine old gardening tools or photographs. 2. Invite a grandparent or gardener to talk about gardening in the past. 3. Compare historical photographs with the school garden. 4. Plant and grow something ourselves.					

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SUMMER 1						
UNIT	Marvellous machines Past and Present (History), People and Communities (RE, Geography)					
LESSON OUTLINE	Technology in the past	Making butter then and now	Cooking then and now	Homes past and present	Transport then and now	Mae Jemison and changing technology
LEARNING OBJECTIVE	To name familiar technology that people did not have long ago.	To compare making butter by hand with a modern method.	To compare how people cooked using a fire with cooking using modern appliances.	To identify similarities and differences between homes in the past and today.	To sort pictures of transport into past and present and explain a choice.	To learn that Mae Jemison travelled into space and talk about how technology has changed.
CURRICULUM LINKS	UW Past and Present: compare objects from different times.	UW Past and Present: compare everyday experiences.	UW Past and Present: recognise change in daily life.	UW Past and Present: compare homes.	UW Past and Present: sort and explain.	UW Past and Present: learn about a significant person.
KEY KNOWLEDGE AND ASSESSMENT	Knowledge: Some tools, homes and vehicles have changed over time; Mae Jemison was the first Black woman to travel into space. Check: Can the child explain a past/present comparison and recall who Mae Jemison is? Figure / enrichment: Mae Jemison; Open fire activity (adult-led, subject to risk assessment).					

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SUMMER 2						
UNIT	Under the sea Past and Present (History), People and Communities (RE, Geography)					
LESSON OUTLINE	Boats we see today	Looking at old boats	What were boats made from?	How boats moved in the past	Sorting boats then and now	Our boat museum
LEARNING OBJECTIVE	To name and describe familiar boats used today.	To notice features of boats in photographs or pictures from the past.	To compare materials and shapes of older and newer boats.	To explore how sails, oars and engines can move boats.	To identify and sort examples of boats from the past and present.	To explain one similarity and one difference between boats from different times.
CURRICULUM LINKS	UW Past and Present: observe familiar transport.	UW Past and Present: explore images of the past.	UW Past and Present: compare objects.	UW Past and Present: notice technological change.	UW Past and Present: sort past and present.	UW Past and Present/CL: explain comparisons.
KEY KNOWLEDGE AND ASSESSMENT	Knowledge: People have used boats for a long time; their materials and methods of movement have changed. Check: Can the child identify a boat from the past and explain a difference? Figure / enrichment: N/A; N/A.					

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AUTUMN 1						
UNIT	My body and senses - People and Communities (RE, Geography), The Natural World (Science)					
LESSON OUTLINE	Naming body parts	What can our eyes see?	What can our ears hear?	Touch and textures	Smell and taste	Caring for our bodies
LEARNING OBJECTIVE	To name and point to familiar body parts.	To use my eyes to notice colours, shapes and details.	To listen to and identify familiar sounds.	To explore and compare safe textures using touch.	To use smell and taste to describe safe familiar foods.	To explain and demonstrate simple ways to care for teeth and bodies.
CURRICULUM LINKS	UW: talk about our bodies. Explore: point, name and compare.	UW: observe closely. Explore: look and describe.	UW: explore surroundings. Explore: listen and compare.	UW: compare materials. Explore: feel and sort.	UW: explore familiar foods. Explore: describe and compare.	UW/PD: healthy routines. Explore: demonstrate and explain.
KEY KNOWLEDGE AND ASSESSMENT	Knowledge: We clean our teeth and wash our hands to help keep healthy. Check: Can the child demonstrate brushing and recall why?					

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AUTUMN 2 Week 6						
UNIT	Light and dark – The Natural World (Science)					
LESSON OUTLINE	Finding light	Light and dark places	Torch explorers	Making shadows	Changing shadows	Our shadow theatre
LEARNING OBJECTIVE	To notice where light comes from indoors and outside.	To compare what I can see in lighter and darker spaces.	To use a torch to light up an object safely.	To make a shadow using light and an object.	To explore how moving a torch changes a shadow.	To use what I know about light to make shadow pictures.
CURRICULUM LINKS	UW: explore the natural world. Explore: observe and name.	UW: notice differences. Explore: compare and describe.	UW: explore changes. Explore: try and observe.	UW: explore light. Explore: predict and try.	UW: notice changes. Explore: test and compare.	UW/EAD: apply observations. Explore: create and explain.
KEY KNOWLEDGE AND ASSESSMENT	Knowledge: A shadow appears where an object blocks light. Check: Can the child explain how their shadow was made?					

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SPRING 1 Week 6						
UNIT	Forces and magnets – The Natural World (Science)					
LESSON OUTLINE	Push and pull	Fast and slow	Rolling on ramps	Meet the magnets	Magnetic or not?	Magnet challenge
LEARNING OBJECTIVE	To move toys by pushing and pulling.	To explore how a gentle or stronger push moves a toy.	To explore how toy cars move down ramps.	To explore magnets safely with familiar objects.	To test and sort objects using a magnet.	To move a paperclip using a magnet through paper or fabric.
CURRICULUM LINKS	UW: explore how things work. Explore: try and describe.	UW: observe change. Explore: compare.	UW: explore movement. Explore: predict and observe.	UW: explore materials. Explore: notice and test.	UW: notice similarities. Explore: test and group.	UW: investigate changes. Explore: predict and test.
KEY KNOWLEDGE AND ASSESSMENT	Knowledge: A magnet can sometimes attract metal through thin materials. Check: Can the child show and explain their discovery?					

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SPRING 2 Week 6						
UNIT	Growing plants – The Natural World (Science)					
LESSON OUTLINE	Plant detectives	Looking closely at plants	Planting a seed	Water and sunlight	Watching growth	Our growing garden
LEARNING OBJECTIVE	To notice plants growing in our school grounds.	To compare leaves, flowers and stems.	To plant a seed and explain how to care for it.	To explore how we help plants grow.	To notice and record changes in our seedlings.	To revisit and compare the plants we have grown.
CURRICULUM LINKS	UW: explore the natural world. Explore: look closely.	UW: observe and compare. Explore: describe and sort.	UW: explore growth. Explore: plant and predict.	UW: observe changes. Explore: compare and care.	UW: notice changes over time. Explore: observe and draw.	UW: observe the natural world. Explore: compare and explain.
KEY KNOWLEDGE AND ASSESSMENT	Knowledge: Plants change as they grow; different plants may look different. Check: Can the child recall what helped their plant grow?					

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SUMMER 1 Week 6						
UNIT	Materials and their properties – The Natural World (Science)					
LESSON OUTLINE	Material hunt	Feel and compare	Bend or break?	Waterproof or not?	Floating and sinking	Choose the best material
LEARNING OBJECTIVE	To explore what familiar objects are made from.	To compare how materials feel.	To explore which safe materials bend or stay stiff.	To test which materials keep a toy dry.	To explore which clean objects float or sink.	To choose a material for a simple practical purpose.
CURRICULUM LINKS	UW: explore materials. Explore: identify and name.	UW: notice differences. Explore: touch and sort.	UW: explore how things work. Explore: predict and try.	UW: investigate materials. Explore: test and observe.	UW: explore changes. Explore: predict and test.	UW/DT: apply observations. Explore: choose and explain.
KEY KNOWLEDGE AND ASSESSMENT	Knowledge: We choose materials because of what they can do. Check: Can the child explain their choice using a property?					

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SUMMER 2 Week 6						
UNIT	Under the Sea – The Natural World (Science)					
LESSON OUTLINE	Meet the sea animals	How sea animals move	Where do they live?	What do animals need?	Litter and sea life	Caring for habitats
LEARNING OBJECTIVE	To name and describe familiar sea animals.	To compare how different sea animals move.	To explore different places sea animals live.	To talk about what sea animals need to live.	To notice how litter could affect sea animals.	To sort clean waste and suggest ways to protect living things.
CURRICULUM LINKS	UW: explore living things. Explore: observe and name.	UW: compare living things. Explore: observe and imitate.	UW: compare environments. Explore: match and explain.	UW: explore the natural world. Explore: discuss and compare.	UW: care for the natural world. Explore: observe and discuss.	UW: respect and care for nature. Explore: sort and explain.
KEY KNOWLEDGE AND ASSESSMENT	Knowledge: We can help protect habitats by reducing litter and reusing materials. Check: Can the child suggest and explain one helpful action?					

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AUTUMN TERM 1			TOPIC: Who Am I?			
FOCUS	LESSON 1: E-safety Self image and identity	LESSON 2: Technology around us	LESSON 3: Technology around us	LESSON 4: Hardware	LESSON 5: Hardware	LESSON 6: Safety and privacy
LEARNING EXPERIENCE	Session 1: Saying No I can recognise, online or offline, that anyone can say, 'no' / 'please stop' / 'I'll tell' / 'I'll ask', to somebody who makes them feel sad, uncomfortable, embarrassed or upset.	I can talk about what technology is used at home. I can talk about what technology is used outdoors. I can talk about what technology is used in the world around me		I can understand why having clean hands is important when using shared devices. I can understand why it is not sensible to eat and drink whilst using a technological device. I can understand why I need to take care with electronic devices and their plugs and wires. I can take appropriate actions when I need to carry a device to a different location. I can use devices with care. I can identify the technology used around me. I can identify the parts of a computer and what they are for.		I can recognise my own work and begin to understand that other people's work belongs to them.
SUGGESTED ACTIVITIES	Self image and identity quiz	Talk about technology Mashcams		Photo prompt slideshows What is technology quiz Hardware slideshow		Personal trays 2 Quiz

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AUTUMN TERM 2			TOPIC: Festivals and Celebrations			
FOCUS	LESSON 1: E-safety Online relationships	LESSON 2: Robots	LESSON 3: Robots	LESSON 4: Photography	LESSON 5: Photography	LESSON 6: Safety and privacy
LEARNING EXPERIENCE	Session 1 and 2 I can recognise that people use technology to communicate, with adult explanation and supervision I can talk about ways technology may help me communicate with people I know, with adult support.	I can talk about where I am moving a toy vehicle whilst I am moving it. I can describe the route taken by a toy vehicle. I can follow directions to make a route for a toy vehicle. I can plan a route for a toy vehicle. I can follow my own plan for where the toy vehicle should move. I can make a floor robot move. I can control the forwards, backwards and rotation of a floor robot one step at a time. I can explore programming a short route for a floor robot, with support as needed. I can predict where a floor robot might go when given a short sequence of instructions, with support as needed. I can plan a route for a floor robot and then carry out these instructions one step at a time. I can explore giving a floor robot more than one instruction at a time, when ready.		I can talk about what photos show. I can take photos of objects, places or my learning using a digital device, with adult supervision. I can use the webcam in Mini Mash with adult supervision and in line with school photo and privacy procedures. I can open photos in Purple Mash. I can view photos I have taken in Purple Mash with adult support and in line with school photo and privacy procedures.		I can talk about how my body feels when I am not comfortable with something. I know who can help me when I am feeling worried.
SUGGESTED ACTIVITIES	Painting	Beebots- Record instructions, follow the plan Mini mash instructions to follow Cue cards		Photo slideshows Mashcams Writing template- picture and text		PSED links

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SPRING TERM 1			TOPIC: Animal adventures			
FOCUS	LESSON 1: E-safety Managing online information	LESSON 2: Drawing skills	LESSON 3: Drawing skills	LESSON 4: Drawing skills	LESSON 5: Drawing skills	LESSON 6: Safety and privacy
LEARNING EXPERIENCE	I can talk about how to use the internet as a way of finding information online. I can identify devices I could use to access information on the internet.	I can select colours when painting on the computer. I can draw pictures on the computer to go with my work. I can use a computer to draw with different widths of pens. I can try the different tools that I can draw with on the computer. I can use the undo button correctly. I can use the erase button. I can use a touchscreen device purposefully. I can draw on a computer using a mouse.				I can show that I understand how to be kind to others.
SUGGESTED ACTIVITIES	Answering questions quiz	2 paint a picture 2 create a story Paint projects 2 handwrite				Mashcams

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SPRING TERM 2			TOPIC: In the garden			
FOCUS	LESSON 1: E-safety Health, wellbeing and lifestyle	LESSON 2: Mouse and trackpad	LESSON 3: Mouse and trackpad	LESSON 4: Mouse and trackpad	LESSON 5: Mouse and trackpad	LESSON 6: Safety and privacy
LEARNING EXPERIENCE	I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give some simple examples of these rules.	I can hold a computer mouse with my finger on the correct buttons. I can use a mouse to make the cursor move around the computer screen where I want it to go. I can click the correct mouse button to play games on the computer. I can practise using a mouse to click and drag objects on screen, with support as needed. I can explore scrolling up and down a page, with support as needed. I can use a laptop touchpad				I can talk about balancing screen activities with active play, rest and other interests.
SUGGESTED ACTIVITIES	Selfie cam	Mouse finder game Mini mash jigsaws Simple city activities				Screen time ideas

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SUMMER TERM 1			TOPIC: Marvellous machines			
FOCUS	LESSON 1: E-safety Privacy and security	LESSON 2: Sounds	LESSON 3: Sounds	LESSON 4: Quizzes	LESSON 5: Quizzes	LESSON 6: Quizzes
LEARNING EXPERIENCE	I can recognise that some information about me is personal (for example, my full name or where I live) and ask a trusted adult for help. I can identify a trusted adult who can help me decide what information is safe to share.	I can make music using a computer. I can add sound effects to my work. I can use a device to record myself speaking and play back the sounds.		I can understand what a quiz is. I can complete a multiple-choice quiz. I can complete a sequencing quiz. I can type answers to quiz questions. I can complete a cloze quiz. I can complete a matching quiz. I can complete a sorting and sequencing quiz. I can complete quizzes on the computer. I can play games that ask me questions.		
SUGGESTED ACTIVITIES	Who can i tell quiz	2 Beat 2 Explore 2 create a story Mashcams		Initial sound quizzes Counting quizzes Ordering numbers quizzes Missing sound quizzes 2 Quiz Gameshow quiz Play to race		

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SUMMER TERM 2			TOPIC: Under the sea			
FOCUS	LESSON 1: E-safety Copyright and ownership	LESSON 2: Keyboard	LESSON 3: Keyboard	LESSON 4: Individual log ins	LESSON 5: Individual log ins	LESSON 6: Individual log ins
LEARNING EXPERIENCE	I know that work I create belongs to me. I can name my work so that others know it belongs to me.	I can explore a keyboard and find familiar letters. I can explore typing my name or familiar words, with support as needed. I can explore correcting typed work using the delete key, with support as needed. I can notice capital and lower-case letters on a keyboard, where appropriate. I can explore finding numbers on a keyboard, where appropriate. I can explore moving to a new line when typing, with support as needed. I can explore using arrow keys, with support as needed. I can use the different inputs of a computer keyboard.		I can access Purple Mash with adult support, where appropriate. I can access Purple Mash or Mini Mash in school using the shortcut icon, with adult support as needed. I can access Purple Mash or Mini Mash with adult support; independent password use is not an expectation for all children. I can access Purple Mash or Mini Mash with adult support; independent password use is not an expectation for all children. I can access Purple Mash or Mini Mash with adult support; independent password use is not an expectation for all children. I can save or revisit my work with adult support, where appropriate. I can revisit work I have done earlier, with adult support. I can explore activities chosen by my teacher, with adult support	
SUGGESTED ACTIVITIES	Beautiful butterflies Whose picture is it?	Alphabet paint projects Picture and text Number paint projects 2 create a story Arrow keys game Typing quiz		Use trays		