

## Cranbrook Education Campus Pre-School Curriculum Map 2023-2024

Pre-School	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Focus</b>	<p><b>What Makes Me a Me</b></p>  <p>Pro w to make new friends and to show them how amazing it is to be you! What makes you, you? Who or what is special to you? Do you like the same things as your friends? Does anybody look like you? In this topic you will learn all about each other and the amazing things that you can do!</p>	<p><b>Awesome Autumn</b></p>  <p>Did you know that the nature is full of hidden wonders? It hides amazing animals, crunchy leaves, prickly pinecones and many wonderful treasures? Have you ever seen a hedgehog snuffling along the ground or heard an owl high up in the trees? In this topic you will learn all about the wonders of nature as the Summer turns into Autumn and the woodland becomes a whole new world!</p>	<p><b>We're Going on a Bear Hunt</b></p>  <p>Have you ever seen a real bear? Have you waded through long grass, squelched in the mud or swam through a river? Have you ever run through the snow? What did it feel like... was it cold, was it deep? Do you have your own special bear? What would you take to eat on a teddy bear's picnic? In this topic, you will learn all about what it is like to go on a bear hunt and how it would feel if you were part of a very special story... look out for the bear!</p>	<p><b>Helpful Heroes</b></p>  <p>Heroes don't just wear capes and masks and fly through the sky... everyday heroes come in all shapes and sizes. They make us better when we are poorly and they keep us safe at night. They help us to cross the road and some even rescue us if we are in danger. In this topic you will learn about the jobs people do that make them everyday heroes. You will get to dress up like them and you may even get to meet one or two!</p>	<p><b>Happily Ever After</b></p>  <p>Do you have a favourite story? Have you ever met a man made of gingerbread or some pigs who live in houses made of sticks and straw? How about a naughty little girl who eats porridge that doesn't belong to her, or a boy named Jack who climbed a very large beanstalk? In this topic you will learn about these wonderful characters as you come with us on an amazing journey into a fantasy world of fairy tales and make believe!</p>	<p><b>Let's go to the Beach</b></p>  <p>What does it feel like to feel the sand between your toes... can you tell someone? Have you ever paddled in the sea and felt the waves splash on your legs? Who would you see if you looked in a rock pool? Have you ever put a shell to your ear? What did you hear? Is it easy to build a castle in the sand... have you tried? In this topic you will be amazed with the things that you can learn at the seaside, come on... let's go to the beach!</p>
<b>Main Story</b>	<b>Super Duper You – Sophie Henn</b>	Percy Park Keeper by Nick Butterworth	We're Going on a Bear Hunt by Michael Rosen	Emergency by Margaret Mayo	A different fairy tale book each week	Sharing a Shell By Julia Donaldson
<b>Linked Stories</b>	<ul style="list-style-type: none"> <li>Perfectly Norman</li> <li>The Colour Monster</li> <li>The Lion Inside</li> <li>I am a tiger</li> <li>Incredible You</li> </ul>	<ul style="list-style-type: none"> <li>Leaf Man</li> <li>Tree – Seasons Come, Seasons Go</li> <li>The Leaf Thief</li> <li>Hello Autumn</li> </ul>				
<b>Role Play</b>	Living Room	A Camp Site	Bear Cave	Hospital	Castle	Beach Hut
<b>SMSC</b>	Academy Rules Whole Body Listening	Harvest Christmas Academy Rules Whole Body Listening	PERKS Whole Body Listening	Easter Mothering Sunday Whole Body Listening	Father's Day Academy Rules Whole Body Listening	Aspirations Academy Rules Whole Body Listening

<b>Educational Visit</b>	Visit from a Health Visitor	Visit from a Hedgehog Care and Rehab	Teddy Bear Picnic in Reception allotment area	Variety of visits from Everyday Heroes	Library	Beach Party and lifeguard safety talk.
<b>Wow moment</b>	A mystery box containing pictures/objects relating to members of staff. Children guess to whom each picture/object relates.	Site Team to deliver a parcel (wheelbarrow, brush etc. from Percy) that links to the stories.	Letter received saying he saw a bear in his woods. Asking children to follow the clues using key words from the story.	Dentist come in and talk about how they are getting on brushing their teeth. They talked about how they are Everyday Heroes.	A variety of different clues leads the children to a princess who shares some fairy tale stories with them.	Fairy tale characters deliver ice-lollies and clues about going to the beach and linking to our topic and main story.
<b>Themed Learning</b>	<p>WK 1: Sing songs about themselves- their feelings, our bodies, head shoulders, knees and toes, if you are happy and you know it, etc.</p> <p>WK 2: Children to make a bunting, all about themselves using information collected from home.</p> <p>WK 3: Routines, e.g. bedtime.</p> <p>WK 4: Emotions- matching different emotions, talking about how they feel.</p> <p>WK 5: Children to paint pictures of their friends.</p> <p>WK 6: What I like and what I don't like.</p> <p>WK 7: Something Special- children bring in items from home that are special to them.</p>	<p>WK 1: Planting flowers in the garden.</p> <p>WK 2: Collage owl pictures, using feather and paint.</p> <p>WK 3: Children go on a bug scavenger hunt.</p> <p>WK 4: Forest school - children make 'journey sticks' on a walk around the school.</p> <p>WK5: Bird feeders - children make bird feeders and hang in the garden.</p> <p>WK 6: Leaf/tree printing - with crayons looking closely at the features in the leaves/bark.</p> <p>WK 7: Mixing Autumn colours.</p>	<p>WK 1: Kite making and testing outside in the wind.</p> <p>WK 2: Children make binoculars to support them in their role-play.</p> <p>WK 3: Exploring 'swishy', 'splash', 'squelchy' vocabulary from the story using different textures.</p> <p>WK 4: Using different musical instruments to recreate parts of the story.</p> <p>WK5: Children make a paper plate bear.</p> <p>WK6: Under over: Children explore vocabulary by placing a bear in different parts and areas of the cave.</p> <p>Week 7: Order pictures and retelling the story 'We're going on a Bear Hunt'</p>	<p>WK 1: Who will help? Listening game to emergency vehicle sounds and matching the correct hero to the problem.</p> <p>WK 2: Put out the flames! Flames with numbers 1-10, covered with shaving cream. Using a spray bottle to "put out the flames" and matching the correct Numicon.</p> <p>WK 3: It is x-ray time! Drawing around our friends' bodies, labelling body parts and drawing the bones.</p> <p>WK 4: - Brush our teeth! Learning about the importance of clean teeth. Children learn the song 'Brush your teeth'</p> <p>WK 5: Time to get camouflage! Children to create their own stick puppets with different paint and craft materials.</p> <p>Week 6: Police Car Chase! Number toy cars having a race</p>	<p>WK 1: The Three little pigs house pictures – using straw, wood and bricks to create their own houses.</p> <p>WK 2: The Gingerbread man- making and decorating gingerbread men.</p> <p>WK 3: Goldilocks and the three bears- matching the objects to the correct sized bear.</p> <p>WK 4: Little Red Hen- make bread.</p> <p>WK 5: Cinderella– decorating and making crowns.</p> <p>WK 6: Three Billy Goats Gruff- retell the story using props and Makaton.</p>	<p>WK 1: Sand castles – using the sand to create their own sandcastles.</p> <p>WK 2: Beach themed artwork paper plate crabs/footprint starfish/jellyfish from yoghurt pots.</p> <p>WK 3: Dressing for the weather – hot/cold.</p> <p>WK 4: Floating and sinking: testing out different objects to see if they float or sink.</p> <p>WK 5: Sorting shells largest/smallest.</p> <p>WK 6: Sharing a Shell creating their own shell and decorating it.</p> <p>WK 7: Play a parachute game with beachballs</p>
<b>Maths</b>	<p>WK 1: Introduction to the number 1 Counting to 1</p> <p>WK 2: Introduction to the number 2</p>	<p>WK 1: Counting to 4 Adding 1s</p> <p>WK 2: Counting to 5 Line up 1 to 5 in order Identify missing numbers</p>	<p>WK 1: Addition and subtraction of numbers to 5</p> <p>WK 2: Meet Six Counting (1 to 6) Subitising (dice patterns).</p>	<p>WK 1: Adding 1 Counting (1 to 10).</p> <p>WK 2: Subtracting 1 Counting (1 to 10) Counting down 10 to 1.</p>	<p>WK1: Adding more than 1 to make 5 to 10.</p> <p>WK2: A review of numbers 1 to 5</p>	<p>WK 1: Introducing the concept of zero Zero is one less than 1 and an absence of something</p>

	<p>2 is one more than 1</p> <p>WK 3: Counting to 2 The 'twoness' of 2</p> <p>WK 4: Introduction to the number 3 3 is one more than 2</p> <p>WK5: Counting up to 3 Comparing numbers 1,2 and 3 – 'bigger' and 'smaller' Ordering numbers 1 to 3 3 is made up of 2 and 1</p> <p>WK6: Meet Four 4 is one more than 3 Counting to 4 The structure of 4 as a square number Recognition of 4 items without counting (Subitising)</p> <p>WK:7 Meet Five 5 is one more than 4 Counting to 5 Line up 1 to 5 in order</p>	<p>within a 1 to 5 line-up</p> <p>WK 3: One to one correspondence – match one number name to each item to be counted Cardinality – the last number in the count is the total size of the group Stable order – say the number names in the correct order</p> <p>WK 4: Subitising numbers 1 to 5 Different ways of arranging blocks to 5 Conservation of number different arrangement of blocks but the number remains the same</p> <p>WK5: Composition of numbers 1 to 5 Introduction to the 'part-part-whole' structure of number Partitioning a whole number into parts</p> <p>WK 6: 4 can be partitioned into 2 and 2; and, 1 and 1 and 1 and 1.</p> <p>WK 7: The number of a group can be changed by adding to it or taking from it.</p>	<p>WK3: Meet Seven 7 is one more than 6 Counting (1 to 7).</p> <p>WK4: Meet Eight Counting (1 to 8) 8 is one more than 7 Subitising (8).</p> <p>WK5: Meet Nine Counting (1 to 9) The structure of square numbers (4 and 9) Partitioning and combining 9.</p> <p>WK6: Meet Ten Counting (1 to 10) 10 ones are equivalent to one 10.</p> <p>WK 7: Adding 1, counting (1 to 10.</p>	<p>WK3: Exploring equivalent ways to represent 6 Partitioning 6 into equal groups Factors of 6.</p> <p>WK4: Doubling (1, 2, 4, 8) and halving Partitioning 8 into equal groups.</p> <p>WK5: Partitioning 9 into 3 equal groups Partitioning is the inverse of combining.</p> <p>WK 5: Counting (1 to 8), number bonds within 7</p> <p>WK 6: Count back from 10 to 1, Numberblocks that total 10</p>	<p>WK3: Comparison of numbers 1 to 5 using the language of 'greater than' and 'less than'</p> <p>WK4: Composition of 5 Partitioning and combining 5 in different ways</p> <p>WK 5: Composition of numbers to 5, exploring the part-part-whole model to partition and combine numbers to 5</p>	<p>WK2: A review of numbers 6 to 10</p> <p>WK3: Counting to 10</p> <p>WK4: Building with blocks and exploring space and pattern</p> <p>WK5: Composition of numbers to 10. Partitioning and combining numbers in different ways WK: 6 Comparing numbers, bigger and smaller</p> <p>WK 7: Splitting numbers into smaller numbers</p> <p>WK 8: The difference between two numbers</p>
<p><b>Writing</b></p>	<p>Distinguishes between the different marks they make.</p> <p>Shows control in holding and using jugs to pour, hammers, books and mark-making tools</p>	<p>Ascribes meanings to marks that they see in different places.</p> <p>Imitates drawing simple shapes such as circles and lines</p>	<p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p>	<p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Holds pencil near point between first two fingers and thumb and uses it with good control</p>	<p>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.</p> <p>Write some or all of their name. Can copy some letters.</p>	<p>Hears and says the initial sound in words.</p> <p>Write some letters accurately.</p> <p>Begins to form recognisable letters</p>

					e.g. letters from their name.	
<b>Phonics activities</b>	<p><u>Phase 1 Aspect 1 Environmental Sounds</u></p> <p>To develop children's listening skills and awareness of sounds in the environment</p> <p>Listening walks A listening moment Drum outdoors Sound lotto Sound stories Mrs Browning has a box Describe and find it Socks and shakers Favourite sounds</p>	<p><u>Phase 1 Aspect 2 Instrumental Sounds</u></p> <p>To experience and develop awareness of sounds made with instruments and noise makers</p> <p><u>And Phase 1 Aspect 3 Body Percussion</u></p> <p>To develop awareness of sounds and rhythms</p> <p>(P1 A2) New words to old songs Which instrument? Adjust the volume Grandmother's footsteps Matching sound makers Story sounds/Animal sounds Hidden instruments</p> <p>(P1 A3) Action songs Listen to the music Follow the sound Noisy neighbour 1 and 2</p>	<p><u>Phase 1 Aspect 4 Rhythm and Rhyme</u></p> <p>To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech</p> <p>Rhyming books Learning songs and rhymes Listen to the beat Our favourite rhymes Rhyming soup Rhyming bingo Playing with words Rhyming pairs Finish the rhyme Odd one out I know a word</p>	<p><u>Phase 1 Aspect 5 Alliteration</u></p> <p>To develop understanding of alliteration and to explore how different sounds are articulated.</p> <p><u>And Phase 1 Aspect 6 Voice Sounds when completed A5.</u></p> <p>To distinguish between the differences in vocal sounds, including oral blending and segmenting</p> <p>(P1 A5) I spy names Sounds around Digging for treasure Bertha goes to the zoo Tony the train's busy day Musical corners Our sound box/bag Mirror play Silly soup</p> <p>(P1 A6) Mouth movements Voice sounds Watch my sounds Animal noises</p>	<p><u>Phase 1 Aspect 6 Voice Sounds</u></p> <p><u>And Phase 1 Aspect 7 Oral blending and segmenting</u></p> <p>To develop oral blending and segmenting of sounds in words</p> <p>(P1 A6) Metal Mike Chain games Target sounds Whose voice? Sound lotto 2 Give me a sound Sound story time</p> <p>(P1 A7) Toy talk Clapping sounds Cross the river</p>	<p><u>Phase 1 Aspect 7 Oral blending and segmenting</u></p> <p><u>Phase 2</u></p> <p>Teach Phase 2 sounds and practise oral blending and segmentation</p> <p>(P1 A7) I spy Which one? Segmenting Say the sounds</p> <p>(P2) s a t p i n m d</p>
<b>Phonics Little Wandle</b>	Letters and sounds activities above	Oral blending:  s a t p i n	Oral blending:  m d g o c k e	Oral blending:  u r h b f l j	Oral blending:  v w y z q u c h	Oral blending:  c k x s h t h n g n k
<b>Physical Development</b>	<p>Introduction to PE Unit 1</p> <p>LESSON 1 Theme: witches and wizards To move safely and sensibly in a space with consideration of others.</p> <p>LESSON 2 Theme: pirates To develop moving safely and stopping with control.</p> <p>LESSON 3 Theme: mythical creatures</p>	<p>Introduction to PE Unit 2</p> <p>LESSON 1 Theme: people who help us To move around safely in space.</p> <p>LESSON 2 Theme: friends and family To follow instructions and stop safely.</p> <p>LESSON 3 Theme: houses and homes To stop safely and develop</p>	<p>Fundamentals Unit 1</p> <p>LESSON 1 Theme: body parts To develop balancing whilst stationary and on the move.</p> <p>LESSON 2 Theme: feelings To develop running and stopping.</p> <p>LESSON 3 Theme: our senses To develop changing direction.</p>	<p>Dance Unit 1</p> <p>LESSON 1 Theme: head, shoulders, knees and toes To explore different body parts and how they move.</p> <p>LESSON 2 Theme: head, shoulders, knees and toes To explore different body parts and how they move and remember and repeat actions.</p>	<p>Gymnastics Unit 1</p> <p>LESSON 1 Theme: rainforest animals To copy and create shapes with your body.</p> <p>LESSON 2 Theme: woodland animals To be able to create shapes whilst on apparatus.</p> <p>LESSON 3 Theme:</p>	<p>Ball Skills Unit 1</p> <p>LESSON 1 Theme: beetles To develop rolling a ball to a target.</p> <p>LESSON 2 Theme: busy bees To develop stopping a rolling ball.</p> <p>LESSON 3 Theme: ladybirds and butterflies To develop accuracy</p>

	<p>To use equipment safely and responsibly.</p> <p>LESSON 4 Theme: to the castle To use different travelling actions whilst following a path.</p> <p>LESSON 5 Theme: superheroes To work with others co-operatively and play as a group.</p> <p>LESSON 6 Theme: monsters To follow, copy and lead a partner.</p>	<p>control when using equipment.</p> <p>LESSON 4 Theme: morning time To follow instructions and play safely as a group.</p> <p>LESSON 5 Theme: at the shops To follow a path and take turns.</p> <p>LESSON 6 Theme: dinner time To work co-operatively with a partner.</p>	<p>LESSON 4 Theme: ways we look after ourselves To develop jumping and landing.</p> <p>LESSON 5 Theme: my favourite things To develop hopping and landing with control.</p> <p>LESSON 6 Theme: it's good to be me To explore different ways to travel.</p>	<p>LESSON 3 Theme: transport To express and communicate ideas through movement exploring directions and levels.</p> <p>LESSON 4 Theme: transport To create movements and adapt and perform simple dance patterns.</p> <p>LESSON 5 Theme: morning routine To copy and repeat actions showing confidence and imagination.</p> <p>LESSON 6 Theme: my journey to school To move with control and co-ordination, linking, copying and repeating actions.</p>	<p>lakeland animals To develop balancing and taking weight on different body parts.</p> <p>LESSON 4 Theme: desert animals To develop jumping and landing safely.</p> <p>LESSON 5 Theme: sea animals To develop rocking and rolling.</p> <p>LESSON 6 Theme: pet animals To copy and create short sequences by linking actions together.</p>	<p>when throwing to a target.</p> <p>LESSON 4 Theme: grasshoppers To develop bouncing and catching a ball.</p> <p>LESSON 5 Theme: caterpillars To develop dribbling a ball with your feet.</p> <p>LESSON 6 Theme: spiders To develop kicking a ball.</p>
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<b>Key Concepts PSHE</b>	<p><b>Me and My Relationships:</b> -Campus Manners -Rules and routines</p> <p><b>Keeping Myself Safe:</b> -PERKS -NSPCC Pants rule -British Values</p> <p><b>Growing and Changing:</b> -Getting ready for big school. -What I am good at. -British Values</p>
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<b>Key Concepts Science</b>	<ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Explore collections of materials with similar and/or different properties <ul style="list-style-type: none"> <li>• Seasons-Winter- ice, freezing and change.</li> </ul> </li> <li>• Talk about the differences between materials and changes they notice. <ul style="list-style-type: none"> <li>• Animal habitats.</li> </ul> </li> <li>• Explore collections of materials with similar and/or different properties <ul style="list-style-type: none"> <li>• Talk about what they see, using a wide vocabulary. <ul style="list-style-type: none"> <li>• Plant seeds and care for growing plants. <ul style="list-style-type: none"> <li>• Minibeasts</li> <li>• Seasons- Spring</li> </ul> </li> <li>• Explore how things work.</li> </ul> </li> <li>• Understand the key features of the life cycle of a plant and an animal.</li> </ul> </li> <li>• Begin to understand the need to respect and care for the natural environment and all living things</li> </ul>
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	<ul style="list-style-type: none"> <li>• Explore and talk about different forces <ul style="list-style-type: none"> <li>• Seasons- Summer.</li> </ul> </li> </ul>
<p><b>Key Concepts History</b></p>	<ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Reflect on their Learning Journal timeline and changes over time. <ul style="list-style-type: none"> <li>• Remembrance Day</li> </ul> </li> <li>• Continue developing positive attitudes about the differences between people <ul style="list-style-type: none"> <li>• Dinosaurs</li> <li>• Talk about what they see, using a wide vocabulary.</li> </ul> </li> <li>• Develop their sense of responsibility and membership of a community. <ul style="list-style-type: none"> <li>• Show interest in different occupations</li> </ul> </li> </ul>
<p><b>Key Concepts Geography</b></p>	<ul style="list-style-type: none"> <li>• Use senses in hands-on exploration of natural materials.</li> <li>• Explore collections of materials with similar and/or different properties. <ul style="list-style-type: none"> <li>• Talk about what they see, using a wide vocabulary. <ul style="list-style-type: none"> <li>• Plant seeds and care for growing plants.</li> </ul> </li> </ul> </li> <li>• Begin to understand the need to respect and care for the natural environment.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>
<p><b>Key Concepts R.E</b></p>	<ul style="list-style-type: none"> <li>• The Nativity</li> <li>• To continue to develop positive attitudes about the differences between people. <ul style="list-style-type: none"> <li>• Easter Story</li> </ul> </li> <li>• To know that there are different countries in the world and talk about the differences they have experienced or seen in photos <ul style="list-style-type: none"> <li>• To understand the need to respect and care for all living things and people.</li> </ul> </li> </ul>
<p><b>Key Concepts Music</b></p>	<ul style="list-style-type: none"> <li>• Listening with increased attention to sounds</li> <li>• Remembering to sing an entire song. <ul style="list-style-type: none"> <li>• Singing and echoing</li> <li>• Responding to music.</li> </ul> </li> <li>• Sing the melody of familiar songs. <ul style="list-style-type: none"> <li>• Creative and improvise songs</li> </ul> </li> <li>• Play instruments with increasing control and express feelings.</li> </ul>
<p><b>Key Concepts Art</b></p>	<ul style="list-style-type: none"> <li>• Explore different materials freely, to develop their ideas about how to use them and what to make. <ul style="list-style-type: none"> <li>• Develop their own ideas and then decide which materials to use to express them. <ul style="list-style-type: none"> <li>• Show a preference for a dominant hand.</li> </ul> </li> </ul> </li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors. <ul style="list-style-type: none"> <li>• Join different materials and explore different textures. <ul style="list-style-type: none"> <li>• Explore colour and colour-mixing.</li> </ul> </li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> </ul> </li> <li>• Create closed shapes with continuous lines and use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details. <ul style="list-style-type: none"> <li>• Show different emotions in their art</li> </ul> </li> </ul>
<p><b>Key Concepts Design and Technology</b></p>	<ul style="list-style-type: none"> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors. <ul style="list-style-type: none"> <li>• Make healthy choices about food, drink, activity and toothbrushing.</li> </ul> </li> <li>• Explore different materials freely, to develop their ideas about how to use them and what to make. <ul style="list-style-type: none"> <li>• Develop their own ideas and then decide which materials to use to express them.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Join different materials and explore different textures</li> <li>• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. <ul style="list-style-type: none"> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> </ul> </li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details. <ul style="list-style-type: none"> <li>• Use drawing to represent ideas like movement or loud noises.</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Key Concepts Computing</b></p>	<ul style="list-style-type: none"> <li>• Explore how to use our interactive whiteboard</li> <li>• Show interest in technology: old mobile phones, controllers. <ul style="list-style-type: none"> <li>• Use beebots</li> <li>• Safer internet day</li> </ul> </li> <li>• -Play simple games on the interactive whiteboard. <ul style="list-style-type: none"> <li>• Play games independently on iPad.</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Independent Learning Time</b></p>	<p>Through their independent learning time children access planned and purposeful learning challenges that inspire them to build upon their knowledge and skills across the taught curriculum. For example, children will continue to develop their understanding of science, through opportunities to observe and record the lifecycles of butterflies as well as living creatures in the pond or in the bug hotel and under rocks in the outdoor learning environment. They will become geographers when they explore different places around the world through stories, maps, small-world play and a safari role-play. Children have access to Bee-Bots and iPads, introducing them to the foundations of computing. They explore art and design &amp; technology through a well-resourced creative area; here the children learn to think critically as they join, fold, cut and build using construction and different materials. Children become historians as they use their own experiences in their imaginative play as well as creating pictures, drawings and stories about the events that have happened in their lives.</p>

N.B. Daily maths sessions are taught in the context of practical and play situations and are supported using Numicon and the Numberblocks.