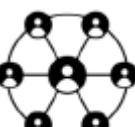


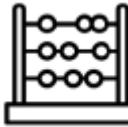
### Reception progression of skills and knowledge

Skill	Autumn	Spring	Summer
<b>Communication and Language</b>			
Listening, Attention and Understanding 	<ul style="list-style-type: none"> <li>To begin to use some active listening skills; face the speaker, body still, paying attention.</li> <li>To follow simple instructions, e.g., Get a pencil, find your bag.</li> <li>To respond to a peer's request, e.g., Can I have the ball? and replies.</li> <li>To learn and apply new words from familiar texts.</li> <li>To begin to answer "How" questions, e.g., How did this get broken?</li> <li>To engage in story times, joining in with repeated phrases and actions.</li> <li>To respond to questions or instructions with more than one step.</li> </ul>	<ul style="list-style-type: none"> <li>To conduct simple back and forth conversations, paying attention to peer/adult and responding appropriately.</li> <li>To show attentive listening skills in different situations, e.g. during Phonics, and is quick to act on instructions.</li> <li>To begin to link listening to learning/understanding, e.g., Can discuss why it is important to listen to instructions.</li> <li>To ask questions to find out more.</li> <li>To offer small explanations that demonstrate their understanding on a topic/story, e.g., He couldn't carry it because it was too heavy.</li> <li>To begin to answer "Why" questions, perhaps with adult support.</li> <li>Respond to what someone else has said in play or in small groups.</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>
Speaking 	<ul style="list-style-type: none"> <li>To retell a simple event in sequence e.g from their own experience.</li> <li>To use full sentences</li> <li>To ask questions when they don't understand instructions.</li> <li>To use simple conjunctions in speech, e.g., and, but.</li> <li>Describe what is happening in a picture/story.</li> <li>To express a point of view.</li> <li>Express wants and needs, such as asking for resources.</li> <li>Ask questions about things they observe</li> </ul>	<ul style="list-style-type: none"> <li>To speak in whole class situations, e.g., answering questions at Story Time, adding to discussions.</li> <li>To use newly learnt vocabulary in different contexts e.g., using the words enormous to describe their tower having read the Enormous Turnip.</li> <li>To ask questions in a variety of contexts, e.g., to better understand a character/story, to clarify instructions, to solve practical problems).</li> <li>To use a range of conjunctions, e.g., so, but, and, because to extend their sentences and to connect ideas.</li> <li>To use speech to overcome problems/conflicts, e.g., Can I have that after you?</li> <li>To use speech to provide little explanations, e.g., It sunk because it was too heavy.</li> <li>To talk in sentences using a range of tenses.</li> </ul>	<ul style="list-style-type: none"> <li>To participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>To express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>

	Autumn	Spring	Summer
	PSED		
<b>Self-Regulation</b> 	<ul style="list-style-type: none"> <li>To identify and name some common feelings in themselves or others, e.g., happy, upset, cross, lonely, worried.</li> <li>To explain to an adult what has happened when they are upset.</li> <li>To “bounce back” quicker after upsets and with more independence.</li> <li>To follow familiar, routine instructions independently.</li> <li>To focus during short, whole-class inputs.</li> </ul>	<ul style="list-style-type: none"> <li>To link events (in books, real life etc) with feelings and discuss them, e.g., <i>She is angry that he snatched the toy.</i></li> <li>To begin to solve small conflicts through speaking to each other and being assertive, e.g., <i>“Stop that, I don’t like it”</i> or <i>“Can I have a turn when you are finished?”</i></li> <li>To follow two-step instructions.</li> <li>To wait with increased patience, when necessary, e.g., When waiting for a turn on the computer.</li> <li>To maintain focus during extended whole class teaching.</li> </ul>	<ul style="list-style-type: none"> <li>To show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>To set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>To give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions</li> </ul>
<b>Managing Self</b> 	<ul style="list-style-type: none"> <li>To use the toilet independently and wash their hands well, knowing why this is important.</li> <li>To undress independently for P.E., with help for buttons</li> <li>To do up their coat.</li> <li>To abide by most of the rules of the classroom.</li> <li>To try new activities independently or with peers.</li> <li>To understand that some foods are healthier for us and some are less so.</li> <li>To talk about how their body feels after exercise and know that this activity is positive for our health.</li> <li>To understand how to handle sharp tools carefully.</li> <li>To know and talk about how toothbrushing, healthy eating and being a safe pedestrian can support their overall health and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>To discuss healthy food choices and sort healthy foods from less nutritional food.</li> <li>To discuss sensible behaviour choices.</li> <li>To begin to understand and discuss consequences of our behaviour</li> <li>To begin to persevere when something is challenging.</li> <li>To work on short activities independently, e.g., a phonics game.</li> <li>To know why and when we wash our hands and does so without reminding, e.g., after using the bathroom or before eating.</li> <li>To discuss why it is important to brush our teeth, in simple terms, and knows some foods which may be harmful to our teeth.</li> <li>To discuss the effects of tiredness or lack of sleep.</li> <li>To know and talk about how sensible amounts of ‘screen time’ can support their overall health and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>To be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>To explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>To manage their own basic hygiene and personal needs, including washing hands, dressing, going to the toilet and understanding the importance of healthy food choices.</li> <li><b><i>In addition to the statutory ELG:</i></b> <ul style="list-style-type: none"> <li><i>To discuss the effect exercise/activity has on their body.</i></li> <li><i>To know some healthy choices we can make with regard to physical activity, food, sleep and hygiene</i></li> </ul> </li> </ul>
<b>Building Relationships</b> 	<ul style="list-style-type: none"> <li>To join in with a group of children who are playing.</li> <li>To form some closer friendships and seek them out to initiate play.</li> <li>To speak to peers within a game or activity.</li> <li>To take turns, with adult support, e.g., when playing a board game.</li> </ul>	<ul style="list-style-type: none"> <li>To hold back &amp; forth conversations, listening to their peers’ ideas and responding appropriately.</li> <li>To show empathy in simple ways, e.g., finding an adult for a child who is hurt.</li> <li>To show understanding of another child’s perspective in discussion, e.g., explaining what motivated someone to behave in a particular way.</li> <li>To take turns with a little support from an adult or with the systems in place, e.g., sand timers.</li> </ul>	<ul style="list-style-type: none"> <li>To work and play cooperatively and take turns with others.</li> <li>To form positive attachments to adults and friendships with peers.</li> <li>To show sensitivity to their own and to others’ needs.</li> </ul>

	Autumn	Spring	Summer
	Physical Development		
<b>Gross Motor Skills</b> 	<ul style="list-style-type: none"> <li>To begin to run with more fluency, avoiding obstacles.</li> <li>Get dressed and undressed mostly independently</li> <li>To explore and develop confidence in different ways of moving, e.g., hopping, spinning, rocking, twisting, rolling, crawling, jumping.</li> <li>To independently use climbing equipment, e.g., the trim trail.</li> <li>To throw balls in the direction of a target/peer and attempts to catch large balls/beanbags by moving towards it.</li> <li>To work cooperatively with a partner.</li> </ul>	<ul style="list-style-type: none"> <li>To move confidently in a range of ways; rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</li> <li>To use climbing equipment with confidence and enjoyment.</li> <li>To demonstrate good posture when working on table-top activities.</li> <li>To develop throwing and catching skills with appropriate apparatus, e.g., large foam ball or beanbag.</li> <li>Balance in different ways (on and off apparatus).</li> <li>Show control and confidence at climbing and moving along, through and around apparatus.</li> <li>Jump on the floor and off apparatus safely and with control.</li> </ul>	<ul style="list-style-type: none"> <li>To negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>To demonstrate strength, balance and coordination when playing.</li> <li>To move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>
<b>Fine Motor Skill</b> 	<ul style="list-style-type: none"> <li>To use a spoon or fork to eat with increased control and independence.</li> <li>To form the pre-writing shapes.</li> <li>To form all the letters of their names correctly.</li> <li>Carryout a range of small motor activities with one handed tool such as: pouring, making models, using a fork.</li> <li>Use tweezers and other tools to develop tripod grip.</li> <li>To use scissors to cut out a simple shape independently, e.g., circle/square.</li> <li>To draw simple pictures which can be recognised by themselves and others, e.g., face, person, cat, house.</li> <li>Begin to hold a pencil and use this to make marks, pictures and write their name.</li> <li>Use basic shapes (lines and circles) when drawing.</li> </ul>	<ul style="list-style-type: none"> <li>To use a knife and fork, attempting to cut soft foods.</li> <li>Carryout a wider range of small motor activities such as: threading, using scissors, using a knife.</li> <li>Hold their pencil in a tripod grasp. Form recognisable letters.</li> <li>Draw with greater control and represent objects with increasing accuracy.</li> <li>To use scissors with effective hand-positioning and with control.</li> <li>To add detail to drawings, e.g., eyelashes or windows on a house.</li> </ul>	<ul style="list-style-type: none"> <li>To hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>To use a range of small tools, including scissors, paintbrushes, and cutlery.</li> <li>To begin to show accuracy and care when drawing and writing</li> </ul>

	Autumn	Spring	Summer
	Literacy		
<b>Comprehension</b> 	<ul style="list-style-type: none"> <li>To begin to describe main story settings, basic events, and some detail about the characters.</li> <li>To begin to use language from the story when discussing it.</li> <li>To have a good understanding of how text is read from left to right and that print carries meaning.</li> <li>Make simple predictions about what is being read.</li> </ul>	<ul style="list-style-type: none"> <li>To use detail to describe settings, events, and characters from stories.</li> <li>To recall and discuss stories/information that has been read to them.</li> <li>To begin re-enacting and re-inventing simple stories heard in own play.</li> <li>To sequence a story using images and explain a simple narrative.</li> <li>To make a simple prediction based on the events of a story so far.</li> </ul>	<ul style="list-style-type: none"> <li>To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>To anticipate – where appropriate – key events in stories.</li> <li>To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>
<b>Word Reading</b> 	<ul style="list-style-type: none"> <li>To hear and say the initial sound in words.</li> <li>To begin to segment and blend the sounds in simple words.</li> <li>To begin to recognise some written names of peers, siblings, or Mummy/Daddy for example.</li> <li>To start to link sounds to letters, naming and sounding out some letters from the alphabet.</li> <li>To begin recognising and linking sounds to some frequently used digraphs.</li> <li><i>To keep pace with the school's phonics programme expectations.</i></li> </ul>	<ul style="list-style-type: none"> <li>To say a sound for each letter in the alphabet.</li> <li>To continue a rhyming string to identify alliteration.</li> <li>To start linking sounds to letters, naming and sounding out some letters from the alphabet.</li> <li>To segment and blend the sounds in a growing number of words.</li> <li>To read taught 'Tricky Words'.</li> <li>To begin, with support, reading simple sentences in line with the school's phonics programme.</li> <li>To read their writing to check.</li> <li>To understand that sentences start with a capital letter and end with a full stop.</li> <li><i>To keep pace with the school's phonics programme expectations.</i></li> </ul>	<ul style="list-style-type: none"> <li>To say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>To read words consistent with their phonic knowledge by sound-blending.</li> <li>To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> <li><b><i>In addition to the statutory ELG:</i></b></li> <li><i>To keep pace with the school's phonics programme expectations.</i></li> </ul>
<b>Writing</b> 	<ul style="list-style-type: none"> <li>Forms most lower-case letters with support (Ones covered in RWI)</li> <li>Use a tripod grip to hold a pencil</li> <li>Attempts to match letters to sounds for CVC words (e.g Cat)(RWI Set 1 words)</li> <li>Identifies and writes initial sounds in words with support (sounds they know)</li> <li>Write own name.</li> <li>Orally form simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>Forms most lower-case letters accurately, starting and finishing in the right place.</li> <li>Segment sounds in words and use growing phonic knowledge to spell simple words when writing.</li> <li>Identifies and writes initial, medial, and final sounds in CVC words with less guidance. (RWI Set 1 words + some CE words – the, of, I, my, no)</li> <li>Begin to use finger spaces and write on lines</li> <li>Begin to write dictated sentences.</li> <li>Begin to compose own ideas and re-read with support</li> </ul>	<ul style="list-style-type: none"> <li>Accurately forms all lower case and begin to form capital letters</li> <li>Write short sentences with words with known letter-sound correspondences either dictated by an adult or composed independently.</li> <li>Use finger spaces between words.</li> <li>Orally compose simple sentences to communicate my ideas.</li> <li>Independently writes short sentences using some correct punctuation (capital letters, full stops).</li> <li>Re-read what they have written to check that it makes sense.</li> </ul>

	Autumn	Spring	Summer
	Mathematics		
<b>Number and numerical Patterns</b> 	<ul style="list-style-type: none"> <li>Counts reliably to 10 and begins recognising numerals to 5.</li> <li>Subitises up to 3 objects in familiar arrangements.</li> <li>Begins exploring composition of numbers within 5 (e.g., 3 is 2 and 1).</li> <li>Starts to recall some number facts to 5 with support.</li> <li>Verbally counts beyond 10, noticing the pattern.</li> <li>Begins exploring doubling in play contexts.</li> <li>Compares quantities up to 5 using "more than", "less than".</li> <li>Recalls 1 more and 1 less for numbers up to 5 with support.</li> </ul>	<ul style="list-style-type: none"> <li>Secure understanding of numbers to 5; begins exploring numbers to 10.</li> <li>Subitises confidently up to 5.</li> <li>Recalls number bonds to 5 automatically; starts learning some bonds to 10.</li> <li>Verbally counts beyond 20 with growing confidence.</li> <li>Understands and uses doubling and sharing in practical contexts.</li> <li>Begins noticing even and odd numbers through pairing activities.</li> <li>Compares quantities up to 10 using "greater than", "less than", "equal to".</li> <li>Recalls 1 more and 1 less for numbers up to 10 with support.</li> </ul>	<ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number</li> <li>Subitise (recognise quantities without counting) up to 5</li> <li>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Understand the concepts of doubling, sharing and grouping.</li> <li>Know the difference between an even and odd number and how to identify them using 'pair wise' patterns.</li> <li>Compare quantities to 10 stating if one is greater than, less than or equal to</li> <li>Recall 1 more and 1 less than numbers to at least 10.</li> </ul>
<b>Shape, Space and measure</b> 	<ul style="list-style-type: none"> <li>Match objects that are the same.</li> <li>Sort everyday objects according to size, colour or shape.</li> <li>Compare the size of objects (big and little, large and small, tall, long, short).</li> <li>Copy, create and continue simple patterns (AB) in a variety of contexts including objects, actions, words/sounds.</li> <li>Recognise, name and describe basic 2D shapes (circle, triangle, square, oblong).</li> <li>Recognise shapes in everyday items.</li> <li>Compare shapes to make new ones.</li> <li>Follow and begin to use positional language to describe how items are positioned.</li> <li>Use language to describe when events happen.</li> <li>Begin to measure time in simple ways.</li> </ul>	<ul style="list-style-type: none"> <li>Compare length, height, weight and capacity using appropriate vocabulary.</li> <li>Begin to use non-standard units of measure to measure length.</li> <li>Order and sequence importance times in their day.</li> <li>Name the days of the week and identify activities that happen on particular days.</li> <li>Name 3D shapes; describe similarities and differences between them and sort them.</li> <li>Copy, create and continue simple patterns (ABB/AAB/AABB) in a variety of contexts.</li> <li>Identify and correct errors within patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> <li>Compose and decompose shapes so that children recognise a shape can have other shapes within it.</li> <li>Use positional language to describe where shapes are in relation to one another.</li> <li>Visualise and re-create simple models.</li> <li>Continue copy and create repeating patterns ABBC.</li> </ul>

	Autumn	Spring	Summer
<b>Understanding of the World</b>			
<b>Past and Present (History)</b> 	<ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history e.g. naming and recognising family members, describing past events by looking at photos.</li> <li>To talk about people around them in good detail, describing their roles, interests, or news about them.</li> <li>Begin to identify the difference between old and new and sort artefacts /pictures accordingly.</li> <li>Begin to use words related to the passing of time, e.g. old and new / long ago and now.</li> <li>To understand that the past is the time "before now".</li> </ul>	<ul style="list-style-type: none"> <li>To discuss images of the past and contrast them in discussion, e.g., <i>"They are travelling on a horse and cart because there were no cars like we have then"</i>.</li> <li>To listen to, respond and ask questions about fiction &amp; non-fiction books about characters from the past.</li> <li>Find out about the past through pictures, stories, objects (artefacts) and people.</li> <li>Begin to look closely at objects and identify whether they are old/new.</li> <li>Sort objects into old and new based on observations</li> </ul>	<ul style="list-style-type: none"> <li>To talk about the lives of the people around them and their roles in society.</li> <li>To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>To understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>
<b>People, Culture and communities (Geography+RE)</b> 	<ul style="list-style-type: none"> <li>To discuss the roles of people in the community around them and their own experiences with these people, e.g., priest, nurses, doctors.</li> <li>To share their experiences of local features of the community, e.g., playground, Tesco etc</li> <li>To know the church is special to us as Christians.</li> <li>Know that Christians celebrate Christmas and the birth of Jesus.</li> <li>Talk about people who are special to them.</li> </ul>	<ul style="list-style-type: none"> <li>To look at maps of our school/area and discuss the features they notice., including symbols.</li> <li>To make their own maps.</li> <li>Recognise some similarities and differences between life in this country and life in other countries</li> <li>Recognise and describe some environments that are different from the one in which they live.</li> <li>To have some basic knowledge of community celebrations, e.g., Christmas, Chinese New Year, Carnival.</li> </ul>	<ul style="list-style-type: none"> <li>To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>To explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways. (in this country and around the world).</li> </ul>
<b>The Natural World (Science)</b> 	<ul style="list-style-type: none"> <li>To discuss change in seasons from Summer &gt; Autumn, and then Autumn &gt; Winter.</li> <li>To make reference to changes to the natural world, weather, and our habits.</li> <li>To make more careful observations, e.g., "The ice has melted; look it's a puddle now" and use an increasingly mature vocabulary when discussing the natural world, e.g., soil, roots, stem, temperature, melt.</li> <li>To make simple drawings of natural objects.</li> <li>To ask questions about their natural environment.</li> </ul>	<ul style="list-style-type: none"> <li>To offer simple, logical explanations for what they have observed, e.g., <i>"Maybe it melted because the weather is warmer"</i> or <i>"It is light so I think that helps it float"</i>.</li> <li>To draw and show closer observation of details they have observed, e.g., an attempt to represent the veins on a leaf.</li> <li>To use modelled, topical vocabulary in discussion.</li> <li>To compare different environments to their own, e.g., Notice differences between the countryside comparison to cities when listening to stories in these settings.</li> </ul>	<ul style="list-style-type: none"> <li>To explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>To 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.</li> <li>To understand some important processes and changes in the natural world around them, including the seasons</li> </ul>

	Autumn	Spring	Summer
<b>Expressive Arts and design</b>			
<b>Creating with Materials</b> 	<ul style="list-style-type: none"> <li>• To use a variety of media independently (pencils, crayons, paint, chalk, different construction toys).</li> <li>• To use colours for a purpose, e.g., using the correct eye/hair colour when drawing a self-portrait.</li> <li>• Begin to draw enclosed spaces to represent objects and people.</li> <li>• Begin to build 3D shapes using construction items, e.g. Lego.</li> <li>• Create artwork using and combining a range of materials (including natural materials).</li> <li>• Explore moulding with clay and playdough.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose colours for purpose</li> <li>• Use a variety of drawing tools (pencils, pastels, charcoal) to draw things I observe.</li> <li>• To produce more detailed representations (drawings, paintings, models)</li> <li>• To return to and extend their creative learning, e.g., rebuilding a tower made the day before but making it more stable.</li> <li>• To choose materials to achieve a goal, e.g., selecting a plastic yoghurt pot to turn into a boat due to its waterproof nature.</li> <li>• Use a range of tools to combine materials</li> </ul>	<ul style="list-style-type: none"> <li>• To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• To share their creations, explaining the process they have used.</li> <li>• To make use of props and materials when role playing characters</li> </ul>
<b>Being imaginative and expressive</b> 	<ul style="list-style-type: none"> <li>• To suggest a movement to match a piece of music, e.g., running during fast music or stamping to a slow drum beat.</li> <li>• To keep a beat using a musical instrument or body percussion.</li> <li>• To perform familiar songs/rhymes in small groups.</li> <li>• To participate in collaborative, creative activities, sometimes initiated by an adult, e.g., giant artwork, building a pirate ship with blocks.</li> <li>• To retell parts of familiar stories through use of puppets, toys, masks or small world.</li> </ul>	<ul style="list-style-type: none"> <li>• To discuss changes or patterns they hear when listening to music, e.g., "It starts slowly but gets faster and faster".</li> <li>• To create their own beats with musical instruments/body percussion and become confident in games such as syllable-clapping.</li> <li>• To begin exploring how we can change a song/rhyme, (e.g., the words, tempo, volume) to create a desired effect.</li> <li>• To create more complex narratives in their pretend play, building on the contributions of their peers.</li> <li>• To organise themselves into collaborative creative opportunities (role play, performance, artwork).</li> </ul>	<ul style="list-style-type: none"> <li>• To invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• To sing a range of well-known nursery rhymes and songs.</li> <li>• To perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music</li> </ul>
<b>Technology</b> 	<ul style="list-style-type: none"> <li>• To draw pictures on IWB with different colours and pen sizes.</li> <li>• To use the iPad to access learning applications, such as Google Earth</li> <li>• To begin to learn about e-safety.</li> <li>• To listen to audiobooks by operating simple equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• To use the Bee-Bot and program them to go backwards and forwards.</li> <li>• To use the internet with adult supervision to find and retrieve information.</li> <li>• To begin to give reasons why we need to stay safe online.</li> <li>• To begin to learn about the healthy use of screen time.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>There are no early learning goals that directly relate to computing objectives.</b></li> <li>• To safely use appropriate technologies throughout the provision, asking for help when needed.</li> </ul>