







F2 - LONG TERM PLAN 25-26

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General themes	MARVELLOUS ME 	LET'S CELEBRATE 	THE WORLD AROUND US 	COME OUTSIDE 	TICKET TO RIDE 	FUN AT THE SEASIDE 
Enquiring into	My new class/starting school Learning King Eds rules and routines! Feelings/emotions My special people My body	Celebrations Special occasions Diwali Bonfire night Remembrance Day Birthdays Christmas Autumn	Animals around the world Animals that live in a hot habitat Animals that live in a cold habitat Different types of weather Winter	Minibeasts The natural world Habitats Plants Lifecycles Spring	Around the town Vehicles past and present Road safety Maps Where I live in the UK/World	Beaches Under the sea Sun protection Postcards Reduce, recycle and reuse Pirates Summer
High quality texts to share and enjoy	You choose -Pippa Goodhart Love makes a family - Sophie Beer This is me -George Webster Its ok to be different - Todd Parr How are you feeling today -Molly Potter	Rama and Sita: The story of Diwali -Malachy Doyle Elmer's birthday -David McKee The Christmas story - Melanie Joyce We're going on a leaf hunt -Steve Metzger Bonfire night -Nancy Dickman	One Day on Our Blue Planet: In the Antarctic - Ella Bailey One Day on Our Blue Planet: In the Rainforest -Ella Bailey Handa's surprise -Eileen Browne The Ugly Five -Julia Donaldson	Super worm -Julia Donaldson Jack and the beanstalk - Iona Treahy Twist and hop minibeast bop - Tony Mitton The woolly bear caterpillar - Julia Donaldson Lulu loves flowers -Anna McQuinn	Let's go for a walk -Ranger Hamzar Martha maps it out -Leigh Hodgkinson Mr Gumpy's outing - John Birmingham Wonderful world of things that go! -William Bee	The rainbow fish -Marcus Pfister At the beach -Rolland Harvey Somebody swallowed Stanley -Sarah Roberts Don't disturb the pirate - Rhianon Findlay Commotion in the ocean - Giles Andreae
T4W texts	From head to toe Finding a friend	-	We're going on a jaguar hunt The three little polar bears	The sleepy bumblebee Billy's beetle	The train ride The naughty bus	The three little fish The story of pirate Tom
'Wow' moments / enrichment / significant people	Chatterboxes	Plan/ prepare for a special celebration Passport -Have a party Pantomime visit Visitor -Library	Significant person - Kandinsky Passport -Make a mud pie Opportunity -Bike ability Opportunity -Dancing Clare Chinese New Year	Significant person - Mr. Bloom Walk to Spider Park Passport -Care for an animal (butterfly garden) Planting seeds/bulbs	Significant person - Simone Biles Visitor -Library Sherwood forest railway	Pirate day! Passport -Build a den

				Visitor - The Reverend from St. Peters church Eid		
Characteristics of effective learning	<p>The Characteristics of Effective Learning describe behaviours children use in order to learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them well and make good progress in all the areas of learning and development.</p> <p>Playing and exploring - children investigate and experience things, and 'have a go'</p> <p>Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</p> <p>Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things</p> <p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone - embrace each community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.</p>					
Key questions	What makes me, me? What parts does my body have? How have I changed? Do we always feel the same? Which people are special and why?	Why are the leaves falling off the trees? Why do we celebrate birthdays? Why do people wear poppies on Remembrance Day? What is the Nativity story? Why is Christmas special for Christians? Why are Diva's lit during a Diwali celebration?	Where do different animals live in the world? What do animals need to live in cold places? What is the weather like in a rainforest? How does the weather affect how we dress?	Where do minibeasts live? What do plants need to grow? How can we care for nature? What happens to a caterpillar?	What can we see in our town? How can we stay safe near roads? Where do I live? How did people travel in the past? How did people travel in the past?	What can we wear to stay safe in the sun? How did pirates travel? What creatures live under the sea? What do people do at the beach? How can we keep the ocean clean?
Root knowledge	To know the names of key body parts To know the five senses and how we use them To know that we have changed since we were babies To know that we all have special people To know how to express simple emotions To know the things that make me special	To know that trees lose their leaves in Autumn To know a birthday celebrates when someone was born To know key characters in the nativity story To know that people wear poppies to remember soldiers To know lamps were lit to guide Rama and Sita home To know Christmas celebrates Jesus' birth	To know that animals live in different parts of the world To know that we wear warm clothes in cold weather To know that animals in cold places often have thick fur To know that the rainforest is hot and wet	To know the homes of minibeasts To know the needs of plants to grow To know we can help care for nature To know a caterpillar becomes a butterfly To know the life cycle of a butterfly	To know places in our town To know ways to stay safe near roads To know the place I live To know different types of vehicles To know the ways transport has changed over time	To know the basics of sun safety To know some sea creatures To know pirate travelled on ships To know activities that people do at the beach To know ways to keep the ocean clean
Key vocabulary-consolidate F1	Angry, excited, special, same, different, change, friend, family, arms,	Celebrate, balloon, diva, Rangoli, Rama, Sita, Remember, Solider, war,	Habitat, ice, frost, polar, fur, rain, wind, wet, rainforest	Plant, grow, sunlight, soil, lifecycle, egg, caterpillar,	Town, street, park, school, shop, bridge, helicopter,	Ocean, waves, seaweed, beach, coral, sunglasses, sun cream, treasure, map,

	shoulders, legs, knees, fingers, feet, toes, neck, chin	acorn, orange, brown, bonfire, sparklers, safety, nativity, Jesus		cocoon, forest, underground, web	aeroplane, traffic light, map, bus stop	turtle, dolphin, shark, clean, litter
Rhyme progression	I've got a body Clap, clap hands Head, shoulders, knees and toes	Ring a ring o' roses I hear thunder We're marching in our wellingtons	Down in the jungle Five little monkeys swinging from a tree Look at the sneaky crocodile	Spooky spider Mary, Mary quite contrary Here is the beehive	5 little men in a flying saucer We're driving in our car Humpty Dumpty	The big ship sails on the ally ally oh Bobby Shafto There's a hole in the bottom of the sea
Communication and language	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p> <p>Whole EYFS focus - C&L is developed throughout the year through high quality interactions, group discussions, stories, singing, speech and language interventions, EYFS productions and circle time</p>					
	<p>Whole EYFS focus - C + L is developed throughout the year through high quality interactions, group discussions, stories, singing, speech and language interventions, EYFS productions and circle time. These experiences support children's speaking, listening, and understanding, laying the foundation for learning across all areas of the curriculum.</p>					
Personal, Social and Emotional Development	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention, as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate, and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
	New beginnings I know I belong to my class I can share something special about me I can recognise when I feel happy or sad	Relationships I can share and take turns in a group I can join in with group games I can notice how others are feeling (happy, sad, angry)	Good to be me I can talk about what I like and dislike I can show when I feel excited or proud	Getting on and falling out I can be friendly and say sorry when needed I can wait my turn and ask for help I can solve simple disagreements	Going for goals I know we are all good at different things I can try new things and set a goal I know working hard helps me succeed	Changes I can talk about how I've change since starting school I can explain how change makes me feel I can help others who feel sad
Physical Development	<p>EYFS Statutory Educational Programme: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>					
	-	Introduction to PE	Dance	Fundamentals	Gymnastics	Games and ball skills
Literacy	<p>EYFS Statutory Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the</p>					

	pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
	<p>Literacy is developed throughout the year through the Little Wandle phonics programme, storytelling and talk for writing. It is embedded in both planned child-initiated play and activities, through high quality interactions with children. These include modelling and extending language, exploring ideas and encouraging talk, recalling and narrating experiences, facilitating early mark-making and writing.</p> <p>Communication and language sit at the heart of writing. Everything we do to build language and support communication feeds into the writing our children produce, even at the very earliest stages of their mark-making. The development of fine and gross motor is also key, with art, craft and physical play helping to develop the strength and co-ordination needed for writing.</p> <p>(See benchmark document for detailed progression)</p>					
Maths	<p>EYFS Statutory Educational Programme: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
	<p><u>Subitising</u> Subitising within 3</p> <p><u>Counting and number sense</u> Focus on counting skills</p> <p><u>Composition</u> Explore how all numbers are made of 1s</p> <p>Focus on composition of 3 and 4</p> <p><u>Subitising</u> Subitise objects and sounds</p> <p><u>Comparison</u> Comparison of sets - 'just by looking'</p> <p>Use the language of comparison: more than and fewer than</p> <p><u>Measure and pattern</u> Compare size, mass and capacity</p> <p>Explore simple patterns</p> <p>Copy, continue and create simple patterns</p>	<p><u>Counting, number sense</u> Focus on counting skills</p> <p>Focus on the 'five-ness of 5' using one hand and the die pattern for 5</p> <p><u>Comparison</u> Comparison of sets - by matching</p> <p>Use the language of comparison: more than, fewer than, an equal number</p> <p><u>Composition</u> Explore the concept of 'whole' and 'part'</p> <p>Focus on the composition of 3, 4 and 5</p> <p><u>Counting, number sense</u> Practise object counting skills</p> <p>Match numerals to quantities within 10</p> <p>Verbal counting beyond 20</p> <p><u>Explore 2D shapes</u></p>	<p><u>Subitising</u> Subitise within 5 focusing on die patterns</p> <p>Match numerals to quantities within 5</p> <p><u>Counting, number sense</u> Counting - focus on ordinality and the 'staircase' pattern</p> <p>See that each number is one more than the previous number</p> <p><u>Composition</u> Focus on 5</p> <p>Focus on 6 and 7 as '5 and a bit'</p> <p>Compare sets and use language of comparison: more than, fewer than, an equal number to</p> <p>Make unequal sets equal</p>	<p><u>Counting, number sense</u> Focus on the 'staircase' pattern and ordering number</p> <p><u>Comparison</u> Focus on ordering of numbers to 8</p> <p>Use language of less than</p> <p><u>Composition</u> Focus on 7</p> <p>Doubles - explore how some numbers can be made with 2 equal parts</p> <p>Sorting numbers according to attributes - odd and even numbers</p> <p><u>Mass and capacity</u> Compare mass</p> <p>Find a balance</p> <p>Explore and compare capacity</p>	<p><u>Counting and number sense</u> Counting - larger sets and things that cannot be seen</p> <p><u>Subitising</u> Subitising - to 6, including in structured arrangements</p> <p><u>Composition</u> Composition - '5 and a bit'</p> <p>Composition - of 10</p> <p><u>Comparison</u> Comparison - linked to ordinality</p> <p>Play track games</p> <p><u>Length, height and time</u> Explore and compare length</p> <p>Explore and compare height</p> <p>Talk about time</p> <p>Order and sequence time</p>	<p><u>Revisit and assess</u> Subitise to 5</p> <p>Introduce the rekenrek</p> <p>Automatic recall of bonds to 5</p> <p>Composition of numbers to 10</p> <p>Comparison</p> <p>Number patterns</p> <p>Counting</p> <p><u>Explore 3D shapes</u> Recognise and name 3D shapes</p> <p>Find 2D shapes within 3D shapes</p> <p>Use 3D shapes for tasks</p> <p>3D shapes in the environment</p> <p>Identify more complex patterns</p> <p>Copy and continue patterns</p> <p>Patterns in the environment</p>

		Identify, name and compare circles, triangles and shapes with 4 sides Shapes in the environment Describe position My day and night				
Understanding the World	Understanding the world involves guiding children to make sense of their physical world and their community . The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
People, Culture and Communities	Explore the new community of school and the people who are part of it Introduce school rules and routines as part of the school community Discuss who special people are in children's lives	Walk to the Palace theatre (recall the route and order things seen on the way). Explore different cultures and celebrations highlighting similarities and differences. Use books, stories and videos to introduce Diwali and Christmas	Explore different cultures and celebrations highlighting similarities and differences. Use books, stories and videos to introduce Chinese New Year Use maps or globes to point out places e.g. Here is where we live and this is where the polar bears live	Explore local natural spaces and how they are used by the local community e.g. Spider Park. Draw a map to show our journey. Explore different cultures and celebrations highlighting similarities and differences. Use books, stories and videos to introduce Easter and Eid Invite visitors e.g. Reverend from different religious and cultural communities into the classroom to share their experiences with children	Talk about the children's journeys to school. Do they walk or come in the car? Can they name the road that the school is on? Show the children a simple map showing the area local to the school. Can they draw their own maps to show how they get to school? Talk about the local community identifying shops, schools and parks.	Focus on different environments when discussing holidays. Provide holiday brochures, photos and books for children to make comparisons between environments Leave a globe or a paper world map in the classroom. Encourage the children to think about where the sea might be. Can they explain why they think that? Create a map that pirates could use to find a treasure chest
Past and Present	Make a visual timetable to sequence important events in the school day. Order the events each day and refer back to the timetable throughout the day Ask families to send in photos of their child as a baby or toddler. Display the photographs and ask the children to think about how they have changed.	Explore Remembrance Day with photographs and simple, sensitive story telling Listen out for and make note of children's discussion between themselves and their experience of past birthday celebrations Talk about what I have done with my families during Christmas celebrations in the past	-	Find out about different minibeasts using non-fiction texts and the Internet. Sequence the life cycle of a butterfly (understanding of change over time) Show a short clip of David Attenborough and his work with animals. Children sort picture cards of fictional animal characters and real-life figures.	Days of the week Which days do we come to school? Which days do we stay at home? Explore old and new transport. Sort photographs into 'then' and 'now' identifying which vehicles are from the past	Look at how summer holidays and traditions have changed over time

	<p>Sequence events. Provide children with a photo of a baby, toddler, child and encourage them to find a way to order them.</p> <p>Comment on photos of their family; naming who they can see and of what relation they are to them/draw a family portrait</p>	<p>Use a class calendar to think about time durations and how many sleeps to Christmas</p>				
The Natural World	<p>Go on a 'senses walk' encourage children to stop at various points and describe what they can see, hear, feel or smell.</p> <p>Sort healthy and unhealthy food</p>	<p>Autumn walk (seasonal features and weather - examine how a tree changes -document the changes of the tree by photographs, drawings and discussion).</p> <p>An object casting a shadow, light travelling through a transparent material (Diwali -festival of light)</p> <p>Bake a cake -combing different ingredients and observe changes through cooling or heating</p>	<p>Winter walk (seasonal features and weather - examine how a tree changes -document the changes of the tree by photographs, drawings and discussion).</p> <p>Explore ice melting (What do you think will happen to the ice? What do you think will happen if we leave the ice in the sun?)</p> <p>Encourage children to talk about the weather where we live and how its different from what they see in videos or books Use images, video clips and texts to bring the wider world into the classroom, helping children learn about places that contrast with the locations they know well.</p> <p>Show a video of Artic animals and contrast it with pictures of animals in the Rainforest. Encourage</p>	<p>Spring walk (seasonal features and weather - examine how a tree changes -document the changes of tree by photographs, drawings and discussion).</p> <p>Plant seeds and observe the stages of plant growth (see eat and grow a vegetable)</p> <p>What do you think the caterpillar will turn into? Observe and comment on the life cycle of a butterfly. Encourage to children to draw the butterfly lifecycle.</p> <p>Explore different habitats e.g. making a wormery</p> <p>Provide opportunities to look close-up at minibeasts, identifying features (legs, wings, colour). Take photographs and share findings.</p>	<p>Explore and talk about different forces e.g. magnetic attraction and repulsion</p> <p>Talk about how different vehicles move through air, land or water. Sort images by features. (Where do you think this vehicle travels?)</p> <p>Which vehicle travels the furthest? Provide toy vehicles and different ramp surfaces. Observe how far each vehicle goes</p>	<p>Summer walk (seasonal features and weather - examine how a tree changes -document the changes of tree by photographs, drawings and discussion).</p> <p>Introduce the children to recycling and how it can take care of the world.</p> <p>Talk about plastic in the seas and how to care for the environment.</p> <p>Explore how different materials sink and float - predict -Which material do you think will float? and test outcomes</p> <p>Observations of different sea creatures: discuss similarities and differences</p>

			children to sort rain forest and arctic animals			
Religious Education	Which people are special and why?	What times are special and why?	Who are we and how do we belong?	Our wonderful world	What places are special and why?	What stories are special and why?
Expressive Art and Design	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<p>Music exploration- explore musical instruments, songs, rhymes</p> <p>Imaginative play -small world, home corner, doctors</p> <p>Draw bodies of appropriate size for what they are drawing</p> <p>Draw around our bodies (large scale) and collage our school uniform</p> <p>Play different pieces of music to the children and, using paper, pens or paint ask the children to represent the music using lines and marks</p> <p>Hold a paintbrush using a tripod grip</p> <p>Junk model instruments</p> <p>Use glue equipment independently</p> <p>Provide simple blocks and construction sets</p>	<p>Music exploration- explore musical instruments, songs, and rhymes</p> <p>Imaginative play -small world, home corner, Christmas workshop</p> <p>Perform to an audience - nativity performance</p> <p>Watch a live performance - Pantomime</p> <p>Manipulate clay (rolls, cuts, squashes, pinches, twists) to create a diva lamps/hedgehog</p> <p>Use a range of resources to print (sponges, blocks)</p> <p>Print firework patterns (cardboard tube -fold out the ends to make firework explosions, forks dipped in paint)</p> <p>Mix colours to make different colours</p> <p>Join items with glue or tape</p> <p>Christmas cards/calendars</p>	<p>Music exploration- explore musical instruments, songs and rhymes</p> <p>Imaginative play -small world, winter explorers, home corner</p> <p>Draw with detail (bodies with sausage limbs and some features)</p> <p>Know that art exists all around us -Abstract art (starry night -splatting paint onto black paper, marble painting)</p> <p>Design, make and evaluate junk model snow vehicles</p> <p>Painting on different textures (tin foil, sandpaper, bubble wrap, cling film).</p> <p>Create patterns or meaningful pictures when printing</p> <p>Uses thin brushes to add detail</p>	<p>Music exploration- explore musical instruments, songs and rhymes</p> <p>Imaginative play -small world, garden, home corner</p> <p>Explore pencils, crayons, chalks, pens, paints</p> <p>Observational drawings of plants and flowers, using a range of media and photographs they have taken as reference</p> <p>Collage a large minibeast using a variety of techniques (scrunch, twist, fold, bend, roll)</p> <p>Mix colours to make different colours</p> <p>Secures models</p>	<p>Music exploration- explore musical instruments, songs and rhymes</p> <p>Imaginative play -small world, garage, home corner</p> <p>Design, make and evaluate junk model a car</p> <p>Draw self-portraits, landscapes and buildings</p> <p>Produce lines of different thickness and tone using a pencil (lines)</p> <p>Add white or black to alter the shade</p>	<p>Music exploration- explore musical instruments, songs and rhymes</p> <p>Imaginative play -small world, seaside, home corner</p> <p>Collage large sea animals using a variety of techniques (scrunch, twist, fold, bend, roll)</p> <p>Manipulate clay to create a sea animal</p> <p>Design, make and evaluate junk model a boat</p> <p>Draws with detail (bodies with sausage limbs and some features)</p> <p>Select tools to improve their painting</p> <p>Improve models by adding texture</p>

			Join items in a variety of ways			
Computing	Explore how technology has changed (different types of phones in the home corner)	Work with devices or technology that produce sound (CD player, iPad, computer) and increase or decrease the volume	<p>Explore objects that work in different ways for different purposes e.g., torch</p> <p>Simple online safety rules and how to use classroom technology safely and res</p> <p>Use a device to take a photograph to record our findings from the Winter Walk</p>	<p>Choose an application for a purpose e.g. draw a picture of a minibeast on an iPad</p> <p>Listen to an e-book of a book I have been read the physical copy of and can see the difference (Super worm)</p> <p>Retrieve information about a minibeast from a computer</p>	<p>Take part in a video chat</p> <p>Create a simple pictogram and collect information of how we travel to school</p> <p>Program bee-bots/ to move forwards and backwards Give verbal instructions to make a response happen</p>	<p>Use the camera app on an iPad to record a video</p> <p>Create a form of technology (e.g., a video) and see the final product on a webpage</p>