

EYFS Curriculum Map 2024 / 2025

Year Group	Autumn 1 6 ½ weeks	Autumn 2 8 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 ½ weeks
	All About Me!	People who help us	Traditional Tales	Amazing Animals	Marvellous Minibeasts	Pirates/ Oh I do like to be beside the seaside
<p><u>People, culture & communities</u></p> <p><u>Geography</u></p> <p>*See RE</p>	<p>Who is my family?</p> <ul style="list-style-type: none"> Identifying members of their families. Understanding and valuing that not all families are the same. Discussing family experiences and familiar routines. 	<p>Why do we celebrate differently?</p> <ul style="list-style-type: none"> Children will know how people in different countries celebrate Christmas. Celebrating Diwali 12th Nov Compare and contrast how people celebrate weddings/birthdays. <p>Who are people who help us?</p> <ul style="list-style-type: none"> Identifying people in the community who help us and describing how they help us. 	<p>How will I know my way around?</p> <ul style="list-style-type: none"> Our local area- name of the town, road, country our school is on. Our school- maps of our school. Mapwork- a globe (green and coloured represent) Fieldwork- exploring our local area. 	<p>What do I know about the countries in the world?</p> <ul style="list-style-type: none"> Children explore the different foods, houses and animals that vary from country to country. Explore changes in weather and culture in 2 countries. 	<p>Why do minibeasts like to live underground?</p> <ul style="list-style-type: none"> Minibeast habitats and what they need to survive. 	<p>Why are all towns and cities not like ours?</p> <ul style="list-style-type: none"> Children will identify similarities and differences between life in Nelson and life in Africa. Compare Nelson to the seaside resort of Blackpool/Lytham.
<p><u>Past & Present</u></p> <p><u>History</u></p>	<p>Who is my family? How have I changed?</p> <ul style="list-style-type: none"> Children understand growth from baby to child/adult. Children describe how we have changed from being a baby/adult. Use vocabulary past, present, 	<p>Who do we know that's famous?</p> <ul style="list-style-type: none"> Children will know who Florence Nightingale is and why she is important. <p>Significant event: Children will know that Remembrance Day is to remember soldiers who died in the war.</p>	<p>Have cars/buses always been the same?</p> <ul style="list-style-type: none"> Children will look at images of transport from the past and identify similarities and differences. 	<p>Who do we know that's famous?</p> <p>Children will know who David Attenborough is and why he is important.</p>	<p>Has school always been the same?</p> <ul style="list-style-type: none"> Children will know that the present is now. Children will know that the past is anything before the current day. Compare school games now to school in the past. 	<p>Did your Grandma and Grandad go on the same holidays as us?</p> <ul style="list-style-type: none"> Children will look at images of seaside holidays from the past and present and identify similarities and differences.

	then and now.					
<p><u>The Natural world</u></p> <p><u>Science</u></p> <p>Understanding the seasons should be ongoing throughout the year.</p>	<p>What can I feel, taste, hear and smell? Children will know the 5 senses.</p> <p>Children will know the names of body parts: shoulders, elbows, knees, ankles.</p> <p><u>Seasonal changes</u> Children will identify typical weather in Autumn. Children will know that this time of year is Autumn.</p>	<p>How do things work? Children will identify plastic and metal.</p> <p>Children will know what material a magnet picks up.</p> <p><u>Seasonal Changes</u> Children will know that this time of year is Winter and compare it to Autumn</p>	<p>Why do things change? Children will explore floating and sinking.</p> <p>Children will explore changing states e.g: ice melting.</p> <p>What are the materials around us called? Children will explore the strength of materials to make a house for the 3 Little Pigs.</p>	<p>How many creatures are on our Earth? Children will name different types of animals- dinosaurs, farm animals, jungle animals, pets.</p> <p>Children compare different types of animals- farm, jungle, dinosaurs.</p> <p>Children will compare different habitats.</p> <p><u>Seasonal Changes</u> Children will know that this time of year is Spring.</p>	<p>How do things grow from seeds? Children will know the life cycle of a ladybird.</p> <p>Children will observe changes and growth of ladybirds.</p> <p>Children will know the difference between a flower and a tree.</p> <p>Children will know what minibeasts we may find around flowers and trees.</p> <p>Children will observe how a tree has changed over the 4 seasons.</p>	<p>Do all animals live with us on land? Children will know that some animals can live underwater.</p> <p>Children will identify different features of a seaside.</p> <p><u>Seasonal changes</u> Children will know that this time of year is Summer.</p>
<p><u>Cornerstones Links</u></p> <p>CP and resources ideas.</p>	Do you want to be friends?	Why do squirrels hide their nuts? (Autumn)	Will you read me a story?	Why do zebras have stripes? Why don't snakes have legs?	Why are carrots orange? Why do ladybirds have spots?	Are we there yet? Who lives in a rock pool?
<u>WOW moments and visits.</u>	Starting School. Harvest Time	Visit from firefighters and a nurse. Pantomime/theatre visit	Baking Gingerbread men. Den Building	Hatch a dinosaur egg. Lancashire Little play village visit	Walk to the park/picnic	Lytham Fairhaven Lake RSPB
<u>English Fiction</u>	The Little Red Hen The Colour Monster The Gruffalo	<u>Drawing Club</u> Max How to save a superhero The Jolly Christmas Postman	<u>Drawing Club</u> <u>Adventure into tales:</u> The Gingerbread Man The 3 little pigs Goldilocks and the 3 bears <u>Adventure into animation:</u> Trapdoor-Breakfast	<u>Drawing Club</u> <u>Adventure into books:</u> How to grow a dinosaur. The Tiger Who came for tea <u>Adventure into tales:</u> Jack and the Beanstalk The Magic Porridge pot <u>Adventure into animation</u> Mr Benn-Zookeeper Curious George	<u>Writing in different genres</u> What the Ladybird Heard. The Very Busy Spider Superworm	<u>Writing in different genres</u> Pirates love Underpants Finding Nemo Sharing a shell

<p>English Non Fiction</p>	<p>Me and my family Me, my body and my feelings. My 5 senses</p>	<p>Firefighters and doctors (Busy people books)</p>	<p>No non-fiction</p>	<p>Mad about dinosaurs.</p>	<p>Mad about minibeasts Spiders 101 amazing facts. Bees</p>	<p>Sea Creatures Finding Nemo fact file.</p>
<p>English Poetry/Rhymes</p>	<p>Head, shoulders, knees and toes. The Senses song Dingle, dangle scarecrow.</p>	<p>London's Burning 1-10 Super song (counting) If you're super and you know. 1,2,3,4,5 once I caught a fish alive.</p>	<p>Three blind mice Old Mcdonald had a farm. Baa Baa Black sheep</p>	<p>Down in the jungle where nobody goes.</p>	<p>Incy, wincy spider. There's a worm at the bottom of the garden 5 little speckled frogs. 5 little ducks went swimming one day.</p>	<p>A sailor went to sea, sea, sea Row, row your boat</p>
<p>GPS</p>	<p>Use a comfortable grip with good control when holding pens and pencils. Shows a preference for a dominant hand. Use some of their print and letter knowledge in their early writing e.g writing a pretend shopping list that starts at the top of the page.</p>	<p>Write some or all of their names. Write some letters accurately. Spell words by identifying the sounds and then writing the sound with the letter/s.</p>	<p>Write short sentences with words with known letter-sound correspondence using a full stop. Form lower case letters correctly. Write simple phrases and sentences that can be read by others.</p>	<p>Write recognisable letters, most of which are formed correctly. Form lowercase and capital letters correctly. Spell words by identifying the sounds and then writing the sound with the letter/s. Write simple phrases and sentences that can be read by others. Write short sentences with words with known letter-sound correspondence using a capital letter and full stop.</p>	<p>Write short sentences with words with known letter-sound correspondence using a capital letter and full stop. Articulate their ideas and thoughts in well formed sentences. Connect one idea or action to another using a range of connectives. Rereading what they have read to check it makes sense. Form lowercase and capital letters correctly.</p>	<p>Write short sentences with words with known letter-sound correspondence using a capital letter and full stop. Articulate their ideas and thoughts in well formed sentences. Connect one idea or action to another using a range of connectives. Rereading what they have read to check it makes sense. Form lowercase and capital letters correctly.</p>
<p>Spoken Language</p>	<p>Listening & Attention: Show awareness of how to listen carefully and why listening is important. Listen with enjoyment to fiction and non-fiction texts, songs, rhymes and poems. Maintain attention when listening to an adult in a range of situations e.g,</p>	<p>Listening and Attention: Listen with enjoyment to fiction and non-fiction texts, songs, rhymes and poems. Maintain attention when listening to an adult in a range of situations e.g, listening to a story, small group discussions. Maintain attention when listening to peers in a range</p>	<p>Listening and Attention: Listen with enjoyment to fiction and non-fiction texts, songs, rhymes and poems. Maintain attention when listening to an adult in a range of situations e.g, listening to a story, small group discussions. Maintain attention when listening to peers in a</p>	<p>Listening and Attention: Listen with enjoyment to fiction and non-fiction texts, songs, rhymes and poems. Maintain attention when listening to an adult in a range of situations e.g, listening to a story, small group discussions. Maintain attention when listening to peers in a range of situations, e.g paired talk,</p>	<p>Listening and Attention: Listen with enjoyment to fiction and non-fiction texts, songs, rhymes and poems. Maintain attention when listening to an adult in a range of situations e.g, listening to a story, small group discussions. Maintain attention when listening to peers in a</p>	<p>Listening and Attention: Listen with enjoyment to fiction and non-fiction texts, songs, rhymes and poems. Maintain attention when listening to an adult in a range of situations e.g, listening to a story, small group discussions. Maintain attention when listening to peers in a range</p>

	<p>listening to a story, small group discussions. Maintain attention when listening to peers in a range of situations, e.g paired talk, guided sessions, circle time games.</p> <p><u>Understanding</u> Understand and follow a simple set of instructions. Understand simple requests. Understand and respond to questions in different contexts, in response to stories, nonfiction, predictable interests , events and themes.</p> <p><u>Speaking</u> Speak clearly in full sentences. Take turns in conversations taking into account the listener. Orally describe events in some detail to peers or adults.</p> <p><u>Vocabulary</u> Learn and understand selected new vocabulary. Use recently introduced vocabulary orally in discussions. Talk about and discuss familiar events or characters in stories, nonfiction, rhymes and poems using newly taught vocabulary.</p> <p><u>Participating, presenting an performing</u> Orally retells as a whole class and in small groups,</p>	<p>of situations, e.g paired talk, guided sessions, circle time games.</p> <p><u>Understanding</u> Understand and follow a simple set of instructions. Understand simple requests. Understand and respond to questions in different contexts, in response to stories, nonfiction, predictable interests , events and themes.</p> <p><u>Speaking</u> Speak clearly in full sentences. Take turns in conversations taking into account the listener. Orally describe events in some detail to peers or adults. Orally recall events and narratives in the correct sequence, using their own words and pictures to support. Ask questions to find out more and check understanding of what has been said to them.</p> <p><u>Vocabulary</u> Learn and understand selected new vocabulary. 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Use the language of stories and rhymes and mon-fiction to imagine and recreate ideas within different contexts.</p> <p><u>Vocabulary</u> Learn and understand selected new vocabulary. Use recently introduced vocabulary orally in discussions. Talk about and discuss familiar events or characters in stories,</p>	<p>guided sessions, circle time games.</p> <p><u>Understanding</u> Understand simple requests. Understand and respond to questions in different contexts, in response to stories, nonfiction, predictable interests , events and themes.</p> <p><u>Speaking</u> Begin to speak in complete sentences using past, present and future tense when talking about themselves, activities, ideas and events. Use talk to help solve problems and organise thinking and activities e.g. explaining how things work or why things might happen. Ask questions to find out more and check understanding of what has been said to them. 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	<p>simple stories and rhymes using strategies such as pictures, actions, small world figures and props (Little red hen).</p> <p>Take part in imaginative role play, linked to a familiar context, in role play areas, and using small world figures and props.</p>	<p><u>Participating, presenting an performing</u></p> <p>Take part in imaginative role play, linked to a familiar context, in role play areas, and using small world figures and props. Perform rhymes and songs to an audience (Nativity).</p>	<p>nonfiction, rhymes and poems using newly taught vocabulary.</p> <p><u>Participating, presenting an performing</u></p> <p>Orally retell as a whole class and in small groups, simple stories and rhymes using strategies such as pictures, actions, small world figures and props (The Gingerbread man)</p> <p>Orally retell as a whole class and in small groups, a modified version of a known story or rhyme using pictures, actions, small world figures and props.</p> <p>Take part in imaginative role play, linked to a familiar context, in role play areas, and using small world figures and props.</p>	<p><u>Participating, presenting an performing</u></p> <p>Orally retell as a whole class and in small groups, simple stories and rhymes using strategies such as pictures, actions, small world figures and props (The tiger who came for tea)</p> <p>Orally retell as a whole class and in small groups, a modified version of a known story or rhyme using pictures, actions, small world figures and props.</p> <p>Take part in imaginative role play, linked to a familiar context, in role play areas, and using small world figures and props.</p> <p>Perform rhymes and songs to an audience.</p>	<p>nonfiction, rhymes and poems using newly taught vocabulary.</p> <p><u>Participating, presenting an performing</u></p> <p>Orally retell as a whole class and in small groups, simple stories and rhymes using strategies such as pictures, actions, small world figures and props (The very busy spider)</p> <p>Orally retell as a whole class and in small groups, a modified version of a known story or rhyme using pictures, actions, small world figures and props.</p> <p>Take part in imaginative role play, linked to a familiar context, in role play areas, and using small world figures and props.</p> <p>Perform rhymes and songs to an audience.</p>	<p>poems using newly taught vocabulary.</p> <p><u>Participating, presenting an performing</u></p> <p>Orally retell as a whole class and in small groups, a modified version of a known story or rhyme using pictures, actions, small world figures and props.</p> <p>Take part in imaginative role play, linked to a familiar context, in role play areas, and using small world figures and props.</p> <p>Perform rhymes and songs to an audience.</p>
<u>Phonics</u>	Red Rose Phonics	Red Rose Phonics	Red Rose Phonics	Red Rose Phonics	Red Rose Phonics	Red Rose Phonics
<u>EAD</u>	<p>KAPOW: Drawing: Marvellous Marks unit.</p> <p>Children will know how to draw a person – head, body, arms, legs and facial features.</p> <p>Children will make fruit and vegetable portraits in the style of Giuseppe Arcimboldo.</p>	<p>Children will know how to mix primary colours to make secondary colours using poster paints.</p> <p>Children will know which glue or tape to use for their chosen purpose.</p>	<p>Children will know how to make 3D structures- houses for the 3 little pigs.</p> <p>Children will explore and make art in the style of Henry Matisse.</p> <p>Children will know how to make an opening.</p>	<p>Children will create artwork in a similar style to Henri Rousseau.</p> <p>Children will know how to use and mix watercolour paints.</p>	<p>Children will know how to make a monoprint.</p> <p>Children explore and create art in the style of Georgia O’Keefe.</p>	<p>Children will know how to make different shades of the same colour.</p> <p>Children will know how to make a split pin join.</p>

<p>Music</p>		<p>Exploring sound</p> <p>To explore using voices to make a variety of sounds. To explore how to use our bodies to make sounds.</p> <p>To explore the sounds of different instruments.</p> <p>To identify sounds in the environment and differentiate between them.</p> <p>To use voices to imitate nature sounds.</p>	<p>Transport</p> <p>To explore creating sound effects. To explore making sounds at different speeds.</p> <p>To explore moving to different tempos.</p> <p>To interpret symbols to show a change in speed.</p> <p>To interpret a simple score to show tempo changes.</p>	<p>Music and Movement</p> <p>To understand why songs have actions. To learn some simple Makaton signs to accompany a song.</p> <p>To explore beat through body movement.</p> <p>To express feelings and emotions through movement to music.</p> <p>To explore beat through body movement.</p> <p>To perform action songs to a small audience.</p>		<p>Big Band</p> <p>To discuss what makes a musical instrument.</p> <p>To use recyclable materials to create a simple representation of a musical instrument.</p> <p>To learn what an orchestra is.</p> <p>To learn about the four different groups of musical instruments.</p> <p>To copy and follow a beat.</p> <p>To follow a beat using an untuned instrument.</p> <p>To experiment with tuned and untuned instruments.</p> <p>To play in time with familiar songs.</p> <p>To choose appropriate instruments to represent different parts of a song.</p> <p>To perform a practised song to a small audience.</p>
<p>RE</p>	<p>Why are we all different and special? Inc Islam What makes a good friend?</p>	<p>How do Christians celebrate Jesus birthday? Inc Diwali Interfaith week</p>	<p>What stories did Jesus hear when he was a child? Why did Jesus tell stories?</p>	<p>Why do Christians believe Easter is all about love?</p>	<p>What makes a holy place? In Islam and Judaism</p>	<p>What is prayer? Inc Islam and Judaism</p>

<p>PD</p>	<p>Gross Motor Children will know how to ride a balance bike.</p> <p>Fine Motor Children will know the correct pencil grip and posture for writing.</p>	<p>Gross Motor Children will know how to hop, skip and jump.</p> <p>Fine Motor Children will know how to use a knife and fork.</p>	<p>Gross Motor Children will know how to pull themselves up rope and hang on monkey bars.</p> <p>Fine Motor Children will know how to do up and undo buttons.</p>	<p>Gross Motor Children will know how to kick and pass different sized balls.</p> <p>Fine Motor Children will know how to use two-hole scissors to make snips in paper.</p>	<p>Gross Motor Children will know how to throw and catch different sized balls.</p> <p>Fine Motor Children will know how to thread and sew.</p>	<p>Gross Motor Children will know how to bat and aim using different sized balls.</p> <p>Fine Motor Children will know how to use two-hole scissors to cut along lines.</p>
<p>PE</p>	<p>Agility, Space and Movement To be able to listen, observe and show an awareness for themselves and of others.</p> <p>To be able to move fluently, changing direction and speed.</p> <p>To be able to move with control, coordination and imagination.</p> <p>To be able to travel using different movements and directions.</p> <p>To be able to explore different jumping movement skills.</p> <p>To be able to complete movement patterns whilst balancing and collecting objects.</p>	<p>Catching & Throwing To be able to use and handle equipment safely, performing varying actions.</p> <p>To be able to use both underarm & overarm throws accurately with a beanbag.</p> <p>To be able to underarm throw and catch a moving ball.</p> <p>To be able to catch different sized balls using the 'cup' technique.</p> <p>To be able to roll, throw and stop circular pieces of equipment.</p> <p>To be able to catch & throw a tennis ball consistently.</p>	<p>Dance- Fairy Tales To be able to interpret music to inspire movement.</p> <p>To create movement with a partner.</p> <p>To be able perform a duet.</p> <p>To be able to create a dance that resembles the characters of a fairy tale.</p>	<p>Gymnastics (balance) To be able to use different ways of travelling across a gymnastics mat.</p> <p>To be able to use different ways to travel across small apparatus.</p> <p>To be able to demonstrate basic balances using patches and points.</p> <p>To be able to perform different body shapes.</p> <p>To be able to explore and demonstrate a variety of jumping patterns.</p> <p>To be able to perform the basic gymnastics rolls.</p>	<p>Athletics To be able to sprint quickly over a short distance.</p> <p>To be able to use an effective jumping and throwing technique.</p> <p>To be able to jump over low level hurdles.</p> <p>To be able to develop jumping for height (high jump).</p> <p>To be able to throw in varying ways and distances.</p> <p>To be able to throw with accuracy.</p>	<p>Skill based challenges To be able to achieve a personal best through catching challenges.</p> <p>To be able to achieve a personal best through rolling challenges.</p> <p>To be able to achieve a personal best through throwing challenges.</p> <p>To be able to achieve a personal best through kicking challenges.</p> <p>To be able to move with control, coordination and imagination.</p> <p>To be able to achieve a personal best through hitting challenges.</p>
<p>PSED</p>	<p>A baseline assessment of children's PSED needs will be assessed in the autumn term and continually through adult observations. Direct teaching of skills will be planned following assessment. The EYFS, whole school environment and adult interactions will foster children's development in building relationships, managing self and self-regulation. Staff will actively celebrate children's birthdays, special achievements and cultural celebrations as part of key worker time.</p>					
<p>Maths Unit Lancashire Maths Scheme</p>	<p>Baseline assessments Match, sort and compare About 1,2,3 Measure and Patterns</p>	<p>About 1,2,3,4,5 2D shapes-circles and triangles About 6,7,8</p>	<p>3D shapes Patterns Counting and Comparing Partitioning &</p>	<p>Addition Subtraction Halving/Doubling Number Sense</p>	<p>Counting, comparing and ordering Understanding part-part-whole with</p>	<p>Time Space Money and sorting Number sense</p>

	About 1,2,3,4,5	Building 9 and 10 2D shapes- shapes with 4 sides.	understanding part whole Understanding teen numbers Compare length, height & width.	Addition and Subtraction.	addition and subtraction. Fractions Distance/Mass/Weight Capacity/volume/money Shape and Sorting	Addition and Subtraction
<u>Reading Spine</u>	<p>Where's Spot? – Eric Hill Dear Zoo – Rod Campbell You Choose – Pippa Goodhart and Nick Sharratt We're Going on a Bear Hunt – Michael Rosen Brown Bear, Brown Bear, What Do You See? – Bill Martin Jnr and Eric Carle Jasper's Beanstalk – Nick Butterworth and Mick Inkpen The Very Hungry Caterpillar – Eric Carle Hairy Maclary from Donaldson's Dairy – Lynley Dodd Each Peach Pear Plum – Allan and Janet Ahlberg Hug – Jez Alborough The Train Ride – June Crebbin Come on, Daisy – Jane Simmons</p>			<p>Owl Babies – Martin Waddell The Gruffalo – Julia Donaldson Handa's Surprise – Eileen Browne Mr Gumpy's Outing – John Burningham Rosie's Walk – Pat Hutchins Six Dinner Sid – Inga Moore Mrs Armitage – Quentin Blake Whatever Next – Jill Murphy On the Way Home – Jill Murphy Farmer Duck – Martin Waddell Goodnight Moon – Margaret Wise-Brown Shhh! – Sally Grindley</p>		
<p>Technology has been removed as an area in the 2021 Framework. At GMSJ we believe that technology is integral to the lives and futures of our young people. Our children will have access to devices for a range of activities both taught and independent.</p>						