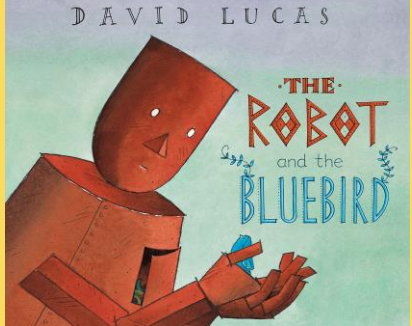


<p>Resource Provision MTP Spring 2019</p> <p>'Does a robot have a heart?'</p>	<p>Fiction: The Robot and the Bluebird</p> <p>Non-Fiction: The history of robots and computing</p>	<p>Trips/Visitors: Robot visitor (workshop with Parents/Carers) Visit to a MOSI Visit to Ten Pin Bowling</p>	<p>Significant Moments: Becoming a robot Creating a circuit Building a moving robot</p>
<p>Personal, Social and Emotional Development – Can the children...? Follow and adapt to changes in routine, using visual prompts and support. Develop confidence to move around school with independence. Respond to reward systems and incentives to develop their independent learning skills. Begin to recognise where resources are stored and choose own equipment for activities and tidy away. Say when they need help and recognise when they don't. Try new activities and why they like some activities more than others. Challenge themselves to attempt more difficult activities. Play cooperatively, taking turns with others. Take account of one another's ideas about how to organise their activity. Show sensitivity to others needs and feelings and form positive relationships with adults and children. Begin to resolve conflicts without adult support. Speak confidently in a familiar group. Recognise emotions and talk about how they and others show feelings. Talk about their own and others behaviour, and its consequences, understanding rules. Adjust their behaviour to different situations, and listen to others as they try to support them. Recognise the importance of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe, including online.</p>		<p>Communication and Language – Can the children...? Listen attentively in a range of situations, for extending periods of time. Follow two/three/four part instructions. Sequence events beyond three, demonstrating basic understanding of time with the language they use to explain their thinking. Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions and actions. Give their attention to what others say and respond appropriately, with support. Answer, 'who', 'what', 'when', 'where' and "why" questions about their experiences and in response to stories or events. Confidently to talk aloud to adults and peers. Express themselves effectively, showing awareness of listeners needs. Use accurate pronunciation of letter sounds in speech. Begin to use plurals in speech to greater effect. Use past, present and future forms accurately when talking about events that have happened or are to happen in the future. Ensure talk is relevant to topic. Begin to develop their own narratives and explanations by connecting ideas or events and using conjunctions in their speech.</p>	
<p>Physical Development – Can the children...? Show good control and coordination in large and small movements. Move and handle equipment and tools effectively, including pencils for writing using a tripod grip, scissors and cutlery. Dress themselves, including buttons and zips. Manage their own personal hygiene needs successfully such as going to the toilet, wiping their nose, putting on a coat when it is raining/cold. Move confidently in a range of ways, safely negotiating space. Demonstrate improving balance, co-ordination and agility through a range of activities.</p>		<p>English – Can the children...? Read and understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words, often by sight. Demonstrate understanding when talking to others about what they have read. Join in discussions about a text read to them, without support, sharing ideas and demonstrating understanding of the text. Sequence the alphabet and recognise the relationships between letter names and sounds. Write their names, recognisable letter sounds and numerals to 20 (and beyond). Use their phonic knowledge to write words in ways which may match their spoken sounds. Write some irregular common words. Write simple sentences which can be read by themselves and others. Accompany writing with a picture. Spell some words correctly and others phonetically plausible. Demonstrate understanding of words and sentences in writing with some demarcation.</p>	
<p>Mathematics – Can the children...? Count reliably with numbers from one to twenty (and beyond), placing them in order and say which number is one more or one less than a given number. Write numbers in and out of sequence. Count on and back from any given number. Count in multiples of 1, 2, 5 and 10. Recognise odd and even numbers. Add and subtract two single digit numbers and count on or back to find the answer, using concrete resources. Recognise addition as the inverse of subtraction. Write number sentences. Solve real life problems with support. Read and draw tables and charts to represent data. Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. Recognise, create and describe patterns. Explore the characteristics of everyday objects and shapes (2D and 3D) and use mathematical language to describe them.</p>	<p>Understanding the World- Can the children...? Talk about past and present events in their own lives and the lives of others. Talk about likes and dislikes and know about similarities and differences between themselves and others, communities and traditions. Recognise similarities and differences in relation to time, places, people and living and non-living things. Explain how things move that are not 'real'. Talk about features of their own immediate lifestyle and how lifestyles have changed over time with technology. Make observations of light and sound through first hand experiences and explain why some things occur. Record ideas using writing, diagrams and tables. Recognise that a range of technology is used in places such as homes and schools to help us retrieve information. Explore programming via apps and beebot tools.</p> <p>Music, Art and Design – Can the children...? Sing simple songs, make music and participate in dance copying a range of movements. Follow instruction with support to play a tuned instrument. Perform to an audience. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to create mono-prints. Explore and use working mechanisms, including sliders, levers and wheels. Critique their work sharing ideas on likes, dislikes and ways to improve. Understand which foods are healthy. Represent their own ideas, thoughts and feelings through d&t, art, music, dance, role play and stories.</p>		

