



*All our topics link to the Statutory Framework for the Early Years Foundation Stage (Sept 2021). We also make full use of the Principles into Practice guidance from Julian Grenier. Our curriculum is ambitious and carefully sequenced to help children build their learning over time. We plan with a focus on language in all we do. We also recognise that, whilst this is a top level plan of everything we want the children to learn in Nursery, we recognise young children's learning is driven by their interests, this dictates that our plans are flexible.*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Possible themes, interests, lines of enquiry. We endeavour to follow the children's interests.</p> <p>Special festivals and events</p>	<p>Autumn colours/treasures Transition/settling Autumn walk Harvest</p>	<p>Bonfire night Firework safety Diwali Remembrance Nursery Rhyme Week Children in need Christmas - nativity /church</p>	<p>Changing seasons winter/spring Winter walk - exploring ice/water - melting/freezing Chinese New Year Mothers Day Shrove Tuesday and lent World book Day Easter Holi festival of colour</p>	<p>Spring walk - signs of spring Farm trip Eid</p>	<p>Summer walk - what has changed Growing Caterpillars  Growing - Plants life cycles Planting /gardening</p>	<p>Mini beasts Friendships/changes - starting school Fathers day Sports day Summer trip</p>
Partnership with parents	<p>Tapestry Parent Consultations Family Stay and Play</p>	<p>Tapestry Christmas Song Performance</p>	<p>Tapestry Parent Consultations</p>	<p>Tapestry Spring Stay and Play</p>	<p>Tapestry</p>	<p>Tapestry Reception transition meeting Annual reports Sports Day Summer stay and play and celebrations</p>
Key texts to enhance seasonal topics or events.	<p><b>Key texts</b> Owl babies Peace at last In my skin Goodnight world Dear Zoo Pumpkin soup SSH we have a plan Non fiction autumn texts Barbara throws a wobbler</p>	<p><b>Key Texts</b> We're going on a bear hunt We're going on a monster hunt Goldilocks and the three bears Diwali stories Christmas stories including Nativity Dear Santa - Rod Campbell</p>	<p><b>Key texts</b> Dumpling day The gingerbread man Little red hen Non fiction texts about winter Holi non fiction Easter non fiction Lunar new year texts  <b>Key texts for Jan starters see Autumn 1</b></p>	<p><b>Key Texts</b> Three billy goats gruff The three little pigs Handas surprise Non fiction animal books Farm stories - what the ladybird heard</p>	<p><b>Key Texts</b> Oliver's vegetables Vivian French Titch The very hungry caterpillar Eric Carle Jaspers beanstalk Sam Godwin The tiny seed 10 seeds Jack and the beanstalk  <b>Key texts for April starters see Autumn 1</b></p>	<p><b>Key Texts</b> Mad about minibeasts Superworm What the ladybird heard Yucky worms Vivian French Non fiction text about minibeasts The wild</p>
<b>Physical Development</b>	<p><b>As part of daily routine and continuous provision:</b>  <b>Gross motor movements outdoors:</b> large climbing equipment; bikes &amp; scooters; ball skills, water play - carrying water containers, sweeping, using wheel barrow, building with tyres and crates.  <b>Gross motor indoors:</b> yoga; dance and movement, painting on easel, parachute games, scarves, sticky kids, and messy play.  <b>Fine motor:</b> threading activities; tweezers; malleable materials e.g. playdough; finger gym, actions to songs and rhymes using scissors, eating with cutlery, using small brushes for painting and pencils for drawing. Understanding the language of direction ('up', 'down', 'round', 'back', etc).  <b>Healthy lifestyles:</b> Encouraging healthy choices with food/snack; oral health; opportunities to assess risk taking activities – fire/cooking/trips/climbing</p> <p><b>PHYSICAL DEVELOPMENT IS TAUGHT IN AN ONGOING WAY THROUGHOUT EYFS - OBJECTIVES ARE TAUGHT AND OBSERVED IN CONTINUOUS PROVISION, OUTDOOR LEARNING PROVISION AND TIMETABLED HALL SLOT WHERE WE FOLLOW GET SET FOR PE SCHEME</b></p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>					

Toilet routine, washing hands, putting on coats/wellies/aprons, fastening zips.

Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks.

Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.

Start taking part in some group activities which they make up for themselves, or in teams.

Use a comfortable grip with good control when holding pens and pencils.

Being healthy - food, exercise, teeth, sleep.

Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.

Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

Show a preference for a dominant hand.

Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

**Key Vocabulary (for adults to use)**

**Direction, speed, acceleration, coordination, gross motor, hand-eye co-ordination, agility, spatial awareness, propositional language, core strength, obstacles, balance, catch, throw, squat, equipment**

**Tools might include: glue spreaders, chunky paintbrushes, thin paint brushes, rolling pins, knives, chunky pencil, small pencil, ball point pen, felt pen, squeezey scissors, training scissors, left handed scissors, white board pens, buttons, zips**

**Personal, Social and Emotional**

(Links to PSHE)

**As part of daily routine supported by skilled practitioners:**

**Personal development:** independence skills; putting own wellies and coats and dressing for outdoors; toilet training in collaboration with parents

**Social development:** sense of community; developing friendships; sharing and tum taking; developing and following nursery rules.

**Emotional development:** separating from parents; understanding our feelings (colour monster book); learning to resolve conflicts with peers

**PSIE IS TAUGHT THROUGH WEEKLY CIRCLE TIME FOLLOWING JIGSAW SCHEME AND IN AN ONGOING WAY AS SITUATIONS / EVENTS ARISE DURING DAY TO DAY INTERACTIONS**

**Being in my world**

To understand how it feels to belong and that we are similar and different.

To understand how feeling happy and sad can be expressed.

To work together and consider other people's feelings.

To use gentle hands and understand that it is good to be kind to people.

Begin to understand children's rights and this means we should all be allowed to learn and play.

**Celebrating difference**

To know how it feels to be proud of something I am good at.

To tell you one way I am special and unique.

To know that all families are different.

To know there are lots of different homes.

To tell you how I could make new friends.

To use my words to stand up for myself.

Children will reflect on

**Dreams and goals**

To understand what a challenge means.

To keep trying until I can do something.

To set a goal and work towards it.

To know some kind words which can encourage people.

To start to think about the jobs I might like to do when I'm older.

To feel proud when I achieve a goal.

Children will begin to understand how they can work to achieve a goal. They will start to look out into the world and

**Healthy me**

To know the names for some parts of my body and to begin to understand that I need to be active to be healthy.

To tell you some of the things I need to do to be healthy.

To know what the word 'healthy' means and that some foods are healthier than others.

To know how to help myself go to sleep and that sleep is good for me.

To wash my hands and know it is important to do this before I eat and after I go to the toilet.

**Relationships**

To tell you about my family. To understand how to make friends if I feel lonely.

To tell you some of the things I like about my friends.

To know what to say and do if somebody is mean to me.

To use Calm Me time to manage my feelings.

To work together and enjoy being with my friends.

Children will look out at their friends and begin to talk about what makes them special

**Changing me**

To name parts of my body and show respect for myself.

To tell you some things I can do and some food I can eat to be healthy.

To understand that we all start as babies and grow into children and then adults.

To know that I grow and change.

To talk about how I feel moving to School from Nursery.

To remember some fun things about Nursery this year.

Throughout PSHE sessions children will look in at themselves considering their own ideas, opinions and thoughts on a range of topics and will look out towards others by showing respect for others opinions ideas and feelings

	<p>To learn what being responsible means.</p> <p>Children will begin to understand their own feelings and be given opportunities to consider the feelings of others</p>	<p>what makes them special</p> <p>Children will look out at different families around the world. Children will look up as they begin to learn about different beliefs.</p>	<p>become aware of different roles in society</p>	<p>To know who my safe adults are and how to stay safe if they are not close by me.</p> <p>Children will look in at themselves to begin to know what makes them healthy</p>		
<p><b>Key Vocabulary (for adults to use)</b></p>	<p><b>Rules, feelings, behaviour, sharing, sorry, friend, upset, sad, angry, challenge.</b>  <b>Wee, poo, flush, accident, wet, wipe, clean, toilet paper, dirty, wash, dry, soap, coat, zip, jumper, arms, head, fasten, dress, on, off, up, down, kind, friends, feelings – happy, sad, hurt, tired, hungry, unkind, angry, upset, differences, sanitising, virus, sharing, helpful, germs, hat, scarves, gloves, buttons, feet, fasten, shoes, velcro, buckle, laces, healthy, exercise, safe, rules, share, independent, challenge</b>  <b>Friend, share, turn take, feelings – happy, sad, upset, angry, disappointed, negotiate, cooperate, listen, compromise, socialise, listen, eye-contact, listening ears, behaviour, rules, conflict, kind, thoughtful, belonging, safe</b></p>					
<p><b>Communication and Language</b></p>	<p><b>As part of daily routine and continuous provision:</b>          Listening to stories, retelling stories, circle time, role play, language and vocabulary developed in the moment with children.</p>					
	<p>Enjoy listening to longer stories and can remember much of what happens - joining in with repeated refrains in key texts.</p> <p>Pay attention to more than one thing at a time, which can be difficult.</p> <p>Use longer sentences of four to six words.</p>	<p>Sing a large repertoire of songs (ongoing)</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story (ongoing)</p> <p>Enjoy learning songs from song box and Christmas songs</p> <p>Joining in with repeated refrains in key texts, recalled key parts of key texts, using vocab linked to texts - swishy swashy, small medium large.</p>	<p>Use a wider range of vocabulary - learning new vocab from key texts or celebrations e.g. Lunar new year, Holi</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>Children will look out as they learn about different festivals and celebrations and linked vocab.</p>	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" - Link to key texts - Why was Handa surprised with the tangerines? What happened to the tree?</p> <p>Children will be given opportunities to look in, out and up as they are given why questions to ponder around a range of topics.</p>	<p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. - Discuss was it fair that Jack went into the Giant's house?</p>	<p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>
<p><b>Key Vocabulary (for adults to use)</b></p>	<p><b>Listen!, how, why, which, what, when, who, on, under, behind, next to, in between, on top of, first, then, next, after that, give, rhyme, retell, ready, Vocabulary, words, sentence, speech, speak, past, present, future, how, why, when, where, who, meaning, narrative, organise, sequence, clarify</b></p>					
<p><b>Literacy</b></p>	<p><b>As part of daily routine and continuous provision:</b>  <b>Opportunities for mark making</b> in a wide range of ways. i.e. clipboards outdoors, chalks for paving stones, boards and notepads in the home corner, planning sheets in construction area, greeting cards, home-made books, letter writing, shopping lists, price labels, treasure maps  <b>Resources:</b> a range of pencils, crayons, chalks and pens to choose from. Selection of coloured paper, themed paper, envelopes, drawing programmes on large screen  <b>Daily:</b> writing letters of their name, encouraged to write names on pictures, story times, singing songs and nursery rhymes with actions, developing vocabulary through stories and books.</p>					
	<p>Learning nursery rhymes. Listening to stories. Sharing books with adults and talking about the pictures. Learning about the different parts of a book.</p>	<p>Noticing the shape of their name e.g. some are longer with lots of letters, some have tall letters etc.</p> <p>Beginning to recognise their own name.</p> <p>Clap syllables of their</p>	<p>Understand we read English text from left to right and from top to bottom</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Use non-fiction books to find out about interests - animal, farm texts</p> <p>Beginning to recognise and name some letters from their own names and their friend's</p>	<p>Understand the names of the different parts of a book</p> <p>Understand page sequencing</p> <p>Can hear and identify rhyming words in stories.</p>	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some letters accurately.</p>

	<p>Recognising familiar logos.</p> <p>Understand that print has meaning Understand that print can have different purposes</p> <p>Exploring a range of large scale sensory play such as making marks with fingers in shallow trays of sand or cornflour, large brushes with paint or water.</p>	<p>name and their friends name. Encouraged to make marks to represent their own name on creations - paying special attention to the correct formation of the initial letter. Using emergent writing to write stories /lists - be able to explain what the marks mean.</p>	<p>Drawing pictures that are beginning to represent people and events. Talk about marks they make or pictures they draw.</p> <p>Forming initial letters in their name using correct direction - large paper whiteboards to practise.</p>	<p>Pictures to contain more detail. Faces,</p>	<p>Ready for Reception - Links to Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p>	<p>Ready for Reception - Links to Writing recognisable letters, most of which are correctly formed.</p>
<b>Key Vocabulary (for adults to use)</b>	<p><b>alliteration, author, baddies, beginning, blurb, bold, book, character, clarify, contents, digital book, e-book, emotions, end, fact, feelings, fiction, finally, glossary, goodies, google, happily, ever after, headings, heroes, how, information, instructions, internet, middle, non-fiction, once upon a time, page, plot, poem, predict, question, recipes, retell, rhyme, setting, speech, subheadings, suddenly, summarise, title, villains, what, when, where, who, why, drawing, picture, marks, Pen, paper, brush, roller, chalk, felt pen, crayon, whiteboard, rubber Letter, word, up, down, over, round, start finish, line , dot, straight, wavy, curved, diagonal, circle, square, rectangle, sentence, syllable, capital letter, lowercase letter, phoneme, initial sound, beginning, middle, end, sign, list, card, message, invitation</b></p>					
<b>Phonological Awareness Phase 1 Phase 2 (if/when children are ready)</b>	<p>Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound. Break words down into phonemes in everyday conversations e.g. "I can see a d-o-g" "Can you get your c-oa-t?" <b>Using documents such as Letters and Sounds and Music Development Matters</b> <b>The activities below are to be used across the year and be revisited to develop a secure phonological awareness to ensure children are ready for their next step.</b></p>					
	<p><b>Aspect 1</b> - General sound discrimination – environmental Activities include: -listening walk - drumming on different items outside -comparing the sounds of instruments, -playing a sounds lotto game - making shakers.</p> <p><b>Aspect 2</b> – General sound discrimination – instrumental sounds Activities include comparing and matching sound makers -playing instruments alongside a story making loud and quiet sounds.</p>	<p><b>Aspect 3</b> – General sound discrimination – body percussion Developing children’s awareness of sounds and rhythms.</p> <p>Activities include: - singing songs and action rhymes e.g. -‘Dr knickerbocker knickerbocker number 9’ - ‘If you’re happy and you know it, clap your hands’ - listening to music and developing a sounds vocabulary.</p>	<p>Aspect 4 – Rhythm and rhyme Develop children’s appreciation and experiences of rhythm and rhyme in speech. Activities include: -rhyming stories - rhyming bingo, -rhyming soup - clapping out the syllables in words</p>	<p>Aspect 5 – Alliteration The focus is on initial sounds of words, Activities include: - I-Spy type games -matching objects which begin with the same sound.</p>	<p>Aspect 6 – Voice sounds The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting. Activities include: Metal Mike, where children feed pictures of objects into a toy robot’s mouth and the teacher sounds out the name of the object in a robot voice – /c/-/u/-/p/ cup, with the children joining in.</p>	<p>Aspect 7 – Oral blending and segmenting In this aspect, the main aim is to develop oral blending and segmenting skills. To practise oral blending, the teacher could say some sounds, such as /c/ - /u/ -/p/ and see whether the children can pick out a cup from a group of objects. For segmenting practise, the teacher could hold up an object such as a sock and ask the children which sounds they can hear in the word sock <b>Ready for reception - Links to Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending.</b></p>
<b>Key Vocabulary (for adults to use)</b>	<p><b>alphabet, blend, capital, final sound, grapheme, initial sound, letter names, letter, rhyme, phoneme frame, phoneme, rhyme, segment, sentence, sound buttons, syllable</b></p>					
<b>Mathematics</b>	<p><b>As part of daily routine and continuous provision:</b> Daily self-registration, days of the week; counting how many children in key group, recording amounts in a range of ways; holding up fingers to represent amounts; locating matching numeral on number line; open ended natural objects can be used for counting; weighing, comparing, sharing, making patterns; singing number rhymes and songs.</p>					

<p><b>(Key vocabulary for maths highlighted in Master the curriculum planning)</b></p>	<p><b>Statements below are taken from Master the curriculum.</b></p>					
<p><b>Understanding the World Links to History, RE, Geography, Science</b></p>	<p>Colours Match - Buttons and colours Matching towers Matching shoes Match number shapes Match shapes Pattern handprints - big and small Sort - colour size shape Sort - what do you notice? Guess the rule</p>	<p>Number 1 -subitsing, counting, numeral Number 2 - Subitsing dice pattern, random patterns, different sizes Number 2 - counting, numeral Pattern - Extend AB colour patterns Extend AB outdoor patterns AB movement patterns Fix my Pattern Extend ABC Colour patterns Extend ABC Outdoor Patterns</p>	<p>Number 3 - subitsing The three little pigs 1:1 counting Numerals/triangles Number 4 1:1 counting Numerals Squares/rectangles Composition of 4 Number 5 1:1 counting Numerals Pentagon Composition of 5 Consolidate 1-5</p>	<p>Number 6 introduce 10 frame Height and length - tall and short, long and short, tall/long and short Mass - relate to books the three little pigs. Goldilocks Capacity</p>	<p>Sequencing Positional language More than/fewer than Shape 2D and 3D Revisit pattern from Autumn</p>	<p>Number composition 1-5 Revision What comes after? What comes before? Numbers to 5</p> <p>Ready for reception links - Have a deep understanding of number to 10, including the composition of each number.</p>
<p><b>As part of daily routine and continuous provision:</b> Adult's encourage children to figure things out and problem solve, asking open ended questions and facilitating their investigations. <b>Forest school</b> – provides opportunities for risk taking, climbing trees, cooking over a campfire, mini beasts, imagination, wellbeing, noticing changes in the seasons, planting seeds, growing vegetables, observing creatures e.g. worms, slugs, snails, butterflies. Life cycles, healthy eating, weather <b>Outdoor kitchen-</b> pots, pans, bowls, natural found objects, water, digging and stirring equipment, recipe cards, clipboards and pencils <b>Nursery yard-</b> wheeled toys, big space to discover speed and distance, construction on a large scale, water play.</p>						
	<p>Explore collections of materials with similar and/or different properties.  Talk about the differences between materials and changes they notice (ongoing)  Talk about what they see, using a wide vocabulary.  Use all their senses in hands-on exploration of natural materials  Exploring Autumn via real life observations and objects, photos, music  These objectives will be covered throughout the year as we explore seasonal change</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos - link to celebrations around the world  Continue developing positive attitudes about the differences between people. (Link Jigsaw scheme)  Children will learn about different countries/people/celebrations</p>	<p>Show interest in different occupations.</p>	<p>Explore how things work.  Explore and talk about different forces they can feel - water play  Linked to three billy goats gruff and three little pig - bridge and house building</p>	<p>Plant seeds and care for growing plants.  Understand the key features of the life cycle of a plant and an animal.  Begin to understand the need to respect and care for the natural environment and all living things.  Children will take on a responsibility to care for a living plant</p>	<p>Begin to make sense of their own life-story and family's history (link jigsaw scheme)  Children will reflect on their own family history</p>

	<p>Children will be given opportunities to look out at the natural world and discuss changes they see first hand</p>					
<p><b>Key Vocabulary (for adults to use)</b></p>	<p><b>Memories, past, present, now, then, change, different, old, photographs, looking back, yesterday, today, tomorrow, a long time, growth, decay, seasons, autumn, winter, spring, summer, days of the week, remember when, die, death, life cycles, birthday, party, Christmas, celebrations, wedding, christenings, Diwali, Eid, Easter, anniversary, baby, toddler, blossom tree, adult, young, months of the year</b>  <b>Map, road, path, street, river, stream, town, village, countryside, celebration... direction, tradition, house, park, post office, shops, land, ocean, sea, globe, atlas, England, countries, Europe, world, jobs/careers (ongoing),</b></p>					
<p><b>Expressive arts and design</b>  <b>Links to music, literacy, Art, DT and Drama</b></p> <p>Children to be given opportunities to be mindful and in the moment when creating throughout the year.</p> <p><b>Creating with Materials</b>  <b>Links to Art, Dt and Drama</b></p>	<p><b>As part of daily routine and continuous provision:</b>  Singing rhymes and songs; movement and dance; role play activities; small world play; re-enacting stories using props and story sacks; using imagination to recreate roles and experiences; exploring sounds and instruments; colour mixing; Parachute games/songs; playdough modelling; cooking activities; transient art; using senses to explore colour, texture, scents; using tools to create; modelling with a range of materials</p>					
<p><b>Being imaginative and expressive - Core songs and rhymes:</b></p>						
<p>Twinkle twinkle little  Im a little teapot  12345 Once I caught a fish alive  5 little speckled frogs  Humpty dumpty  Hickory dickory dock  Wind the bobbin up  5 little ducks  Incy wincy spider  The grand old duke of York  5 little men in a flying saucer  5 fat sausages  Old Mcdonald had a farm  Head shoulders knees and toes  Miss Polly had a dolly  The wheels on the bus  If youre happy and you know it  Baa baa black sheep</p>						
<p>To explore mark making using paint and other materials.</p> <p>To explore using varying colours - link to Autumn Art</p> <p>To know the names of primary colours</p> <p>To stack objects.</p>	<p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Choose a colour for a particular purpose.</p> <p>Continue to explore mark making - Link Celebrations and Christmas</p> <p>To build and stack objects.</p>	<p>Draw with increasing complexity and detail, such as representing a face with a circle and including detail -</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. (ongoing)</p>	<p>Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures - collage, joining with masking tape, sellotape, glue, staples, treasury tags, split pins</p> <p>Mothers day cards, spring/easter art.</p>	<p>Printing - how to print, what can be used in printing, different types of printing.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park (ongoing)</p>	<p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc</p> <p>Fathers day cards.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>To use resources to make a model and explain its function. To use simple tools to shape, assemble and join - scissors, tape, PVA glue spreaders, glue sticks.</p>	

<p><b>Being imaginative and expressive</b> Links to music and Literacy</p> <p>Use Musical development matters in the Early Years when planning music focus sessions</p> <p>Children to be given opportunities to be mindful and in the moment and to express themselves creatively with music.</p>	<p>To take part in simple pretend play, using an object to represent something else even though they are not similar (ongoing)</p> <p>Listen with increased attention to sounds.</p> <p>Remember and sing entire songs.</p>	<p>To take on a role and become another person or thing using early projection skills, putting myself in another's shoes. (ongoing)</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>To take on a role and become another person or thing using early projection skills, putting myself in another's shoes. (ongoing) - role play begins to take on a narrative.</p> <p>Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>
<p><b>Key Vocabulary (for adults to use)</b></p>	<p>Dance, sing, song, rhyme, instrument, drum, drumstick, tambourine, maracas, triangle, xylophone, loud, quiet, fast, slow, music, beat. Draw, cut, print, mark, paint, scrape, tear, stick, shape, mould, squeeze, trickle, pour, scratch, dab, shade, colour, splash, spray, flick, spatter, score, push, pour, slip, slide, dribble, spurt, squirt. Build, model, tower, block, stack,</p>		

Planning always follows the interests of the children. In addition, we plan for seasonal activities and provide children with opportunities to learn about topics they might not access through their own interests.