



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>All about me - Who am I? Family - who, pets, where I live, what I like - use tapestry to share news/hobbies. What do I look like? similarities and differences to others. My emotions</p>	<p>Bonfire night Firework safety Diwali Remembrance Nursery Rhyme Week Children in need Christmas</p> <p>Walk to post cards/letters</p> <p>Being healthy - teeth, food and exercise, washing hands/germs, toileting.</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</p> <p>My community - where in the world are we? What type of home do I live in? What are the physical features of my local environment? Who helps in my community? What are the beliefs /cultures in my community?</p>	<p>Planting /gardening Spring walk - signs of spring Ramadan and Eid Holi</p> <p>Our world- Where have we travelled? Who else shares our world? - animals, nature. What is our impact on the world?- recycle, eco warriors, litter pick.</p> <p>What animals share our part of the world?</p> <p>Languages spoken around the world.</p>	<p>Summer walk - what has changed Growing Caterpillars Growing - Plants Life cycles</p>	<p>Mini beasts Friendships/changes Fathers day Sports day Summer trip</p> <p>Minibeasts - what are they? Where are they? What have we found?</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 Church trip</p>	<p>Tapestry Annual reports Sports Day Summer stay and play and celebrations</p>
Key texts to enhance seasonal topics or events.	<p>Key texts This is my House Colour Monster Ruby's Worry</p>	<p>Key Texts The Gigantic Turnip Stickman Blue Penguin How to catch a star Christmas stories including Nativity</p>	<p>Key texts The Boy with Flowers in his Hair Beegu Here We Are Errol's Garden Mr Wolf's Pancakes Non fiction texts about winter Holi non-fiction Easter non-fiction Chinese New year story</p>	<p>Key Texts 10 Things I can do to help my world Planet full of plastic What the Ladybird Heard The Robber Raccoon</p>	<p>Key Texts Bog Baby Yucky worms Non-fiction books on life cycles and growing plants</p>	<p>Key Texts Croc and Bird Naughty Bus The Invisible Non-fiction text about minibeasts</p>
	<p>Building blocks to KS1 Literacy: Beginning to form recognisable letters and match letter to sound. Mathematics: Number recognition, formation and matching numeral to quantity 1-5 (10 where appropriate)</p>		<p>Building Blocks to KS1 Literacy: Developing writing to produce simple sentences using appropriate grammar such as a capital letter, full stop and finger spaces. Mathematics: Adding two groups/quantities.</p>		<p>Building Blocks to KS1 Literacy: Writing simple phrases and sentences which can be read by themselves and others, using capital letters, full stops and finger spaces. Mathematics: Numbers to 20 to prepare for place value</p>	
Physical Development	<p>As part of daily routine and continuous provision: Gross motor movements outdoors: large climbing equipment; bikes & scooters; ball skills, water play - carrying water containers, sweeping, using wheel barrow, building with tyres and crates. Gross motor indoors: yoga; dance and movement, painting on easel, parachute games, scarves, sticky kids, and messy play. Fine motor: 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). Healthy lifestyles: Encouraging healthy choices with food/snack; oral health; opportunities to assess risk taking activities – fire/cooking/trips/climbing PE HALL Weekly session - following Getset4PE</p>					

	<p>Gross Motor Skills: Moving with confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Running skilfully and negotiating space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Fine Motor Skills: Using tools and equipment Mark making and name writing Finger gym activities Holding scissors accurately.</p> <p>Toilet routine, washing hands, putting on coats/wellies/aprons, fastening zips.</p>	<p>Gross Motor Skills: Continuing and developing our movement and position skills, negotiating space successfully Developing our strength, balance and coordination through dance, gymnastics and play.</p> <p>Fine Motor Skills: Continuing to use tools and equipment with confidence and independence Effectively holding and using scissors Finger gym activities Pencil grip and pencil control Beginning to draw with accuracy and attention to detail.</p> <p>Being healthy - food, exercise, teeth, sleep.</p>	<p>Gross Motor Skills: Successfully negotiating space and obstacles safely with consideration for themselves and others Independently showing strength, balance and coordination when playing Moving energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor Skills: Continuing to use tools and equipment with confidence and independence Finger gym activities Using the tripod grip with pencil grip and pencil control with confidence Continuing to draw and recreate images and pictures with accuracy and awareness.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>			
<p>Key Vocabulary (for adults to use)</p>	<p>Direction, speed, acceleration, static, dynamic, dismount, co-ordination, gross motor, hand-eye co-ordination, agility, spatial awareness, propositional language, core strength, ascend, descend, glue spreaders, chunky paintbrushes, thin paint brushes, rolling pins, knives, cutlery, hammers, drills, saws, tap 'n' shapes, chunky pencil, small pencil, ball point pen, felt pen, squeezey scissors, training scissors, left handed scissors, white board pens, buttons, zips</p>					
<p>Personal, Social and Emotional (Links to PSHE)</p> <p>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>	<p>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 turn taking; developing and following nursery rules. Emotional development: separating from parents; understanding our feelings (colour monster book); learning to resolve conflicts with peers</p> <p>PSE IS TAUGHT THROUGH WEEKLY CIRCLE TIME FOLLOWING JIGSAW SCHEME AND IN AN ONGOING WAY AS SITUATIONS / EVENTS ARISE DURING DAY TO DAY INTERACTIONS</p>					
	<p><u>Being me in my world</u></p> <ul style="list-style-type: none"> Identify feelings associated with belonging Identify feelings of happiness and sadness Skills to play cooperatively with others Be able to consider others' feelings Be responsible in the setting <p>Children will begin to understand their own feelings and be given</p>	<p><u>Celebrating difference</u></p> <ul style="list-style-type: none"> Identify feelings associated with being proud belonging Identify things they are good at Be able to vocalise success for themselves and about others successes Identify some ways they can be different and the same as others Recognise similarities and differences between their family and other families Identify and use skills to make a friend Identify and use skills to stand up for themselves 	<p><u>Dreams and goals</u></p> <ul style="list-style-type: none"> Understand that challenges can be difficult Recognise some of the feelings linked to perseverance Talk about a time that they kept on trying and achieved a goal <p>Recognise how kind words can encourage people</p> <ul style="list-style-type: none"> Feel proud and celebrate success <p>Children will begin to understand how they can work to achieve a goal. They will start to look out into the world and</p>	<p><u>Healthy me</u></p> <ul style="list-style-type: none"> Recognise how exercise makes them feel Recognise how different foods can make them feel Explain what they need to do to stay healthy Can give examples of healthy food Can explain how they might feel if they don't get enough sleep Can explain what to do if a stranger approaches them 	<p><u>Relationships</u></p> <ul style="list-style-type: none"> Can identify what jobs they do in their family and those carried out by parents/carers and siblings Can suggest ways to make a friend or help someone who is lonely Understand how to use different ways to mend a friendship Recognise what being angry feels like and have tools to support with feeling calm <p>Children will look out at their friends and begin to talk about what makes them special</p>	<p><u>Changing me</u></p> <ul style="list-style-type: none"> To name parts of the body To understand what we can do and foods we can eat to be healthy To understand that we all grow from babies to adults To express how we feel about moving to Year 1 Talk about my worries and/or the things we are looking forward to about being in Year 1 To share our memories of the best bits of this year in Reception

	opportunities to consider the feelings of others	<ul style="list-style-type: none"> Recognise emotions when they or someone else is upset, frightened or angry <p>Children will reflect on 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>	become aware of different roles in society	Children will look in at themselves to begin to know what makes them healthy		
Key Vocabulary (for adults to use)	kind, gentle, friend, similar, different, rights, responsibilities, feelings, angry, happy, excited, nervous, sharing, taking turns, unique.	different, special, proud, friends, kind, same, similar, happy, sad, frightened, angry, family, unique	dream, goal, challenge, job, persevere, achievement, happy, kind, encourage, proud	healthy, exercise, head, shoulders, knees, toes, sleep, heart, active, wash, clean, safe adult, scared, trust.	family, jobs, relationship, friend, lonely, argue, fall-out, words, feelings, angry, upset, calm me, breathing.	memories, past, present, future, how, why, when, where, who
Communication and Language	<p>As part of daily routine and continuous provision: Listening to stories, retelling stories, circle time, role play, language and vocabulary developed in the moment with children.</p>					
	<p>Listening, Attention and Understanding: Developing our listening skills Listening for sounds Developing our attention and focus skills Following simple and two-part instructions</p> <p>Speaking: Daily Talk opportunities through our continuous provision including our roleplay areas to support our imagination and recreate roles and experiences in our play Talking in full sentences</p>	<p>Listening, Attention and Understanding: Asking questions and listening carefully to give the correct answers Continuing to develop our listening skills and maintain our attention and focus to a task or during carpet teaching Rich vocabulary exposure through a variety of texts and stories Developing our sentences and replying to questions with descriptive words and detail.</p> <p>Speaking: Daily Talk opportunities through our continuous provision including our roleplay areas to support our imagination and recreate roles and experiences in our play Talking in full sentences Developing our speaking and expressive vocabulary skills Using new vocabulary (modelled from adults) in our play and interactions Learning to be aware of our listeners' needs Describing events using past, present and future forms Discussing and describing shared stories and texts</p>	<p>Listening, Attention and Understanding: Holding conversations with back and forth exchanges Listening carefully to what has been said Asking appropriate questions and giving relevant comments based on what has been said</p> <p>Speaking: Joining in with whole class, small group and 1–2-1 discussions Freely joining in and giving own ideas and thoughts. Making suggestions and giving reasons for what has happened and making predictions for what might happen. Discussing and exploring feelings and experiences.</p>			
Key Vocabulary (for adults to use)	Vocabulary, words, sentence, speech, speak, past, present, future, how, why, when, where, who, meaning, narrative, organise, sequence, clarify					
Literacy	<p>As part of daily routine and continuous provision: Opportunities for mark making 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 Resources: a range of pencils, crayons, chalks and pens to choose from. Selection of coloured paper, themed paper, envelopes, drawing programmes on large screen Daily: 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. 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?" Phase 1 revisited throughout the year through games and daily interactions</p>					

	<p>Comprehension: Sharing picture books, non-fiction books and stories Listening to and beginning to show an understanding of stories and what has been read to the children. Beginning to join in with stories and repeated refrains Singing songs and nursery rhymes</p> <p>Word Reading: Listening to sounds in songs, stories, poems, rhyme and the environment Introduction to Set 1 sounds RWInc. Phonics sounds Beginning to blend simple CVC words.</p> <p>Writing: Beginning to form recognisable letters Name writing Beginning to match sound to letter.</p>	<p>Comprehension: Developing understanding of what has been read to them by retelling and sequencing stories and narratives Following reading of a range of high quality texts, poems, and rhymes, applying new vocabulary from in discussions and interactions with adults and peers Participation in 'Helicopter Stories' and willing to re-create stories which have been shared Confidently joining in with stories and repeated refrains.</p> <p>Word Reading: Familiar with all Set 1 RWInc. Phonics sounds Building knowledge and use of Set 2 RWInc. Phonics sounds including digraphs and trigraphs Developing sound blending and simple word recognition in line with phonics knowledge and taught sounds Developing recognition of tricky and red words Beginning to read aloud simple sentences using phonics knowledge and taught sounds.</p> <p>Writing: Developing confidence to writing recognisable letters, most of which are correctly formed and on the line independently Listening for sounds at the beginning and throughout words and correctly representing the sounds with a letter or letters Developing writing to produce simple sentences using appropriate grammar such as a capital letter, full stop and finger spaces.</p>	<p>Comprehension: Demonstrating a solid understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Using new vocabulary from a range of high quality texts, poems, and rhymes in discussions and interactions with adults and peers Able to reenact and re-create stories in class teaching and independent play Showing prediction skills and character understanding in new texts.</p> <p>Word Reading: Familiar with all Set 1 and Set 2 RWInc. Phonics sounds including up to 10 digraphs Able to read words in line with phonics knowledge and taught sounds Able to recognise and blend sounds in line with phonics knowledge and taught sounds Showing confidence reading aloud simple sentences and books that are consistent with phonic knowledge and teaching, including some common exception words.</p> <p>Writing: Writing recognisable letters, most of which are correctly formed and on the line Listening for sounds in words and correctly representing the sounds with a letter or letters Writing simple phrases and sentences which can be read by themselves and others, using capital letters, full stops and finger spaces.</p>
Key Vocabulary (for adults to use)	alliteration, author, 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		
Mathematics	<p>We follow the 'Master the Curriculum' as part of our maths learning during lessons, as well as having resources available in the provision for children to use independently and to continue their learning throughout the day.</p> <p>As part of daily routine and continuous provision: Daily self-registration (counting how many children are here/absent using 10 frames); 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>Statements below are taken from development matters</p>		
	<p>Autumn Term Getting to know you Match, sort and compare Talk about measure and patterns Its me 1, 2, 3 Circles and triangles 1, 2, 3, 4, 5 Shapes with 4 sides</p>	<p>Spring Term Alive in 5 Mass and Capacity Growing 6,7,8 Length, height and time Building 9 and 10 Explore 3-D shapes</p>	<p>Summer Term To 20 and beyond How many now? Manipulate, compose and decompose Sharing and grouping Visualise, build and map Make connections Consolidation</p>
Understanding the World	<p>As part of daily routine and continuous provision: Adult's encourage children to figure things out and problem solve, asking open ended questions and facilitating their investigations.</p>		

Links to History, RE, Geography, Science	Forest school – 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 Outdoor kitchen - pots, pans, bowls, natural found objects, water, digging and stirring equipment, recipe cards, clipboards and pencils Nursery/Reception yard - wheeled toys, big space to discover speed and distance, construction on a large scale, water play.		
	Past and Present: Listening to stories where events occur in the past and present including the Birth of Jesus People, Culture and Communities: Me - what is important to me? Our families, our friends and where we live Stories about Jesus and being part of God's family Our Cragside family The Natural World: Beginning to show an awareness of seasonal changes and weather through weekly forest school sessions Developing an understanding of different animals and plants and looking after them	Past and Present: Showing an awareness for different people and different roles within society including people who help us Beginning to describe and discuss things that have happened in the past and things which happen in our lives Sharing stories and non-fictions texts with events across different time periods including the Easter Story. People, Culture and Communities Developing an understanding and the ability to discuss different family celebrations and cultural festivals Discussing and understanding different religious celebrations such as Christenings and baptisms and how they might differ with different communities Sharing stories about different religions and cultures The Natural World: Freely exploring our outdoor area and forest environment and discussing changes they notice Developing vocabulary to discuss different 'worlds' and environments (ice, hot) and sharing stories and non-fictions texts.	Past and Present: Sharing and recalling stories with events in the past and present Role-playing and acting stories using past and present tense Able to discuss lives of Grandparents and older generations and articulate differences and similarities. People, Culture and Communities Able to describe their immediate environment using knowledge from observations, discussion with adults and peers, stories, non-fiction texts and maps Continuing sharing different stories and non-fiction texts to explore different cultural and religious celebrations Showing an understanding of different countries, food, weather and cultures The Natural World: Continuing to exploring our outdoor area and forest environment and discussing changes they notice and drawing what they see (wildlife, animals and plants) Able to discuss and describe plants and animals and what they need to grow Continuing to share stories and non-fiction texts to explore our world and discuss with adults and peers and throughout play.
	Key Vocabulary (for adults to use) 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),		

Key Vocabulary (for adults to use)
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),

Religious Studies
The subject is split into 6 BIG questions which are covered over the year, looking at Christian views but also learning about other faiths and beliefs such as Judaism and Islam
As part of daily routine and continuous provision:
Adults encourage children to use items in the provision to encourage small world play relating to topics covered, such as building churches, the Easter story or the Creation story. Books are readily available for children to access as well as resources available in the classroom prayer area. Children will have opportunities to access the school prayer area according to the timetable.

Being Special: Where do we belong?	Why is Christmas special for Christians?	Why is the word 'God' so important to Christians?	Why is Easter special to Christians?	Which places are special and why?	What times/stories are special and why?
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Theology – making sense of belief

Children will retell religious stories	Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus Retell religious stories	Children will retell stories, talking about what they say about the world, God, human beings	Recognise and retell stories connected with celebration of Easter Say why Easter is a special time for Christians	Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God	Talk about some religious stories Recognise some religious words, e.g. about God Identify a sacred text e.g. Bible, Torah
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Human and Social Sciences- making connections

	<p>Children will retell stories making connections with personal experiences</p> <p>Share and record occasions when things have happened in their lives that made them feel special</p>	<p>Children will recall simply what happens at a traditional Christian festival (Christmas)</p>	<p>Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world</p> <p>Think about the wonders of the natural world, expressing ideas and feelings</p> <p>Children will be encouraged to talk about what people do to mess up the world and what they do to look after it.</p>	<p>Talk about ideas of new life in nature</p> <p>Make connections with signs of new life in nature and the symbols Christians use during holy week</p>	<p>Talk about somewhere that is special to themselves, saying why</p> <p>Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church</p> <p>Express a personal response to the natural world.</p>	<p>Identify some of their own feelings in the stories they hear</p>
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Philosophy- understanding the impact

	<p>Recall simply what happens at a traditional Christian infant baptism and dedication</p> <p>Recall simply what happens when a baby is welcomed into a religion other than Christianity.</p>	<p>Talk about people who are special to them</p> <p>Say what makes their family and friends special to them</p> <p>Making connections from stories with Personal experiences.</p>	<p>Say how and when Christians like to thank their Creator</p>	<p>Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc.,</p> <p>Talk about some ways Christians remember these stories at Easter.</p>	<p>Recognise that some religious people have places which have special meaning for them</p> <p>Talk about the things that are special and valued in a place of worship</p>	<p>Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews About standing up for what is right), etc.</p>
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<p>Expressive arts and design</p> <p>Links to music, literacy, Art, DT and Drama</p> <p>Children to be given opportunities to be mindful and in the moment when creating throughout the year.</p>	<p>As part of daily routine and continuous provision:</p> <p>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>
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Being imaginative and expressive - Core songs and rhymes:

Twinkle twinkle little star
 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

Creating with Materials
 Links to Art, Dt and Drama
 Key skills are built upon through the year:

<u>Drawing</u>	<u>Painting</u>	<u>Textiles and collage</u>	<u>Printing</u>	<u>Sculpture</u>
<p>To independently complete mark making.</p> <p>Purposefully choose colours or techniques.</p> <p>Use tools, materials and simple actions to produce a piece of work.</p> <p>Know that drawings have a meaning</p> <p>Create simple representations of events, people and objects.</p>	<p>Use a paint brush to paint</p> <p>Use finger painting</p> <p>Choose colours you like when painting</p> <p>Mix colours in an experimental way</p>	<p>To handle, manipulate and enjoy using materials.</p> <p>To investigate sensory experience.</p> <p>To make simple collages inspired by their own imaginative ideas.</p>	<p>Print marks intentionally on a surface with fingers, object or tools.</p> <p>Use paint to print</p>	<p>Explore materials, describing how they feel and look.</p> <p>Create models expressing their own creative ideas using junk modelling materials</p> <p>Use and explore playdoh.</p>

<p>Being imaginative and expressive 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 talk about dance and performance art, expressing feelings. To know that we can move with the pulse of the music. To clap some of the words from the song for others to copy. To enjoy finding and moving the pitch of their voices. To develop their singing abilities by matching pitch and following melody. To enjoy singing a song from memory. To know that a performance is sharing music. To engage in music and dance performing solo or groups. To enjoy the challenge of performing with just the backing track. To enjoy finding a pattern on the instrument.</p>	<p>To begin to replicate choreographed dances. To enjoy listening to music and responding to music through dance or other movement. . To find the pulse in different ways and show this through actions. To copy the sounds they can hear to distinguish high-pitched sounds from low-pitched sounds. To enjoy singing or rapping a song from memory. To add actions to songs. To enjoy the challenge of performing with just the backing track. To listen back to the performance.</p>	<p>To invent and adapt recounts, narratives and stories. To enjoy thinking up and sharing own ideas for actions. To clap a whole line of the song. To learn to sing in unison with support. To enjoy singing or rapping a song from memory. To add actions or substitute a word in some sections. To enjoy the challenge of performing with just the backing track and adding actions to the songs. To play the pulse with a pitched note or untuned percussion instrument. To add one pitched sound to the rhythm of words and short phrases from the song. To enjoy playing and experimenting with 2-note or 3-note patterns.</p>
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<p>Key Vocabulary (for adults to use)</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>
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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.