

## Growing and achieving together.

### Our exciting curriculum in Reception

***To be a confident communicator, independent individual, fantastic friend, amazing athlete, talented tool user, brilliant bookworm, wow writer, master of maths, exceptional explorer, compassionate citizen, dynamic designer, and proud performer***

Possible Themes based on Pathways	<b>Autumn</b> Marvellous me  Out and about	<b>Spring</b> Vehicles on the move  Fabulous Festivals	<b>Summer</b> Superheroes  Dinosaurus
Key Texts	<b>Gingerbread man</b> <b>Percy the Park keeper</b> <b>Traditional tales</b>	<b>The Naughty bus</b> <b>100 Decker bus</b> <b>Festivals</b>	<b>Supertato</b> <b>Giganotosaurus</b>
Role Play	Domestic role-play but also links to visits and interests (vets)	Familiar role-play but also linked to children's interests and book hook	Planned based on children's needs & interests, but always include familiar, unfamiliar and fantasy/deconstructed themes.
British values	Democracy in class – reading choice Routines and consistency – coming into class Respecting personal boundaries - PANTS Tools are taught to aid self regulation Following rules and expectations Celebrating differences Giving children choice	Following rules as part of our ROCK values Respectful role models Tolerance of different faiths and beliefs The right for dignity and privacy Opportunities to learn Having the chance to voice opinions Using the zones to find out which strategy is most effective	ROCK values embedded in our everyday learning Using my strategies to self-regulate with little support Tolerance of different faiths and beliefs Voicing my opinions but also listening to others
Cultural Capital	Visitor in - Charity event linked to Harvest (foodbank) Visit out -Trip to the pantomime with buddies Visitor in- Fundraising activity for class Visit out- Visiting the local Vets to learn about caring for animals. Rememberance Day Service Visit out -Visiting St John's at Christmas PTA fundraiser	How to deal with issues Visit -Forest school trip Sharing experiences of different faiths related to the Easter story (Muslim visitor) Visit out -Visiting the local area and library Parental engagement at sharing the learning	Visit/visitor Visit out-Visiting a local nursing home, sharing stories and singing together Visitor in -Visitors related to occupations; pilot, Paramedic, Police, Farmer, Mechanic Celebrating festivals of our children in our setting Visitor in -Forest school

<b>PSED</b> <b>Self-Regulation</b> <b>Managing Self</b> <b>Building Relationships</b>	<p>To become an <b>Independent Individual</b> who can follow rules. Set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy.</p> <p>To become a <b>Fantastic Friend</b> who can be kind, caring and helpful, show empathy and respect to others, work and play co-operatively whilst considering others' ideas and feelings.</p>		
<b>Self-Regulation</b>	<p>Focusing my attention for a short period of time</p> <p>Following simple instructions to switch my attention</p> <p>Sharing my feelings to help my transition to my classroom</p>	<p>Behaving well with my friends</p> <p>Experiencing new activities</p> <p>Focusing my attention for longer periods of time</p> <p>Can switch my attention to a different task</p> <p>Using the Zones of Regulation strategies to help regulate my behaviours</p>	<p>Knowing how to regulate some behaviours and use taught strategies</p> <p>Responding to more than 1 step instructions</p> <p>Showing perseverance and resilience in my chosen activities</p> <p>Showing pride in my achievements</p> <p>Waiting my turn patiently</p> <p>Sharing how my skills can be improved</p>
<b>Managing Self</b>	<p>Exploring my new environment and following rules for the new routines</p> <p>Turn taking with friends and teachers</p> <p>Managing my self- washing hands/using the toilet</p> <p>Waiting my turn</p> <p>Using my ROCK rules in all areas of the school</p>	<p>Trying new things and making independent choices</p> <p>Perseverance and not giving up</p> <p>Knowing how to keep safe in school and how school keeps us safe</p> <p>Making healthy choices as much as possible</p>	<p>With encouragement will keep going</p> <p>Making independent choices with new activities</p> <p>Uses active learning to stay healthy and knows different ways to keep healthy</p>
<b>Building Relationships</b>	<p>Sharing and learning to play with other children that I do not know</p> <p>Turn taking with adult support</p> <p>Makes new friends by exploring all the areas of the classroom</p> <p>Knows who they approach to ask for help</p>	<p>Builds relationships with adults and other children in their class and school</p> <p>Uses our ROCK rules to make relationships in our classroom</p>	<p>Working as a team and turn taking in a group</p> <p>Cooperation with others and listening to advice to help solve disagreements</p> <p>Solving conflict and looking at solutions</p>
<b>Early Learning Goal</b>	<p><b>Self-Regulation</b> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>Managing Self</b> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly;</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>Building Relationships</b> - Work and play cooperatively and take turns with others;</p> <p>Form positive attachments to adults and friendships with peers;</p> <p>Show sensitivity to their own and to others' needs.</p>		

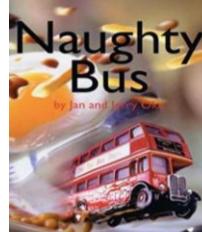
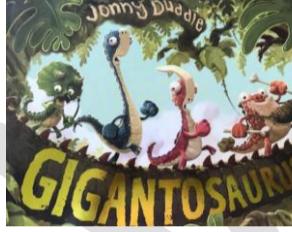
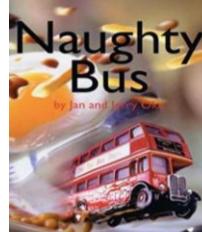
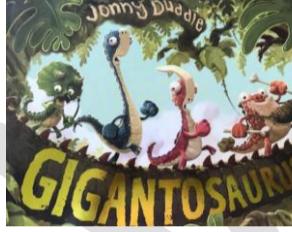
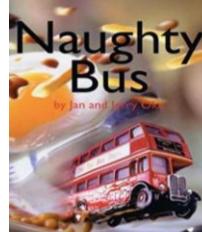
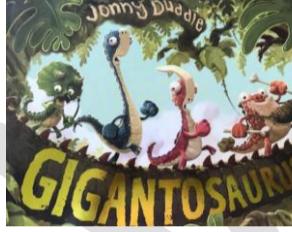
Communication and Language Listening, Attention and Understanding Speaking	To become a <b>Confident Communicator</b> who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings.		
Listening, Attention and Understanding	<p>Listening to my friends and adults in the classroom Learning new words Using social phrases in line with ROCK rules Knowing some nursery rhymes Having conversations with new people in school Listening to stories and explaining the story sequence</p>	<p>Listening and commenting on what I have heard Recalling the sequences in stories Think, pair and share when responding in carpet sessions Following more than one instruction</p>	<p>Listening appropriately in a range of activities Expressing myself in imaginative play, planning and collaborating with others Responding appropriately and asking questions without being prompted</p>
Speaking	<p>Asking simple questions to my friends and teachers – how and why Following simple instructions Talking more confidently to teachers and new friends Using some tenses correctly when talking about own experiences</p>	<p>Interacting with others with growing confidence Using simple connectives to join ideas Asking questions when I don't understand Using new words to describe my experiences</p>	<p>Using talk in different ways through imaginative play and responding to others Enjoying being part of discussions Confidently using new vocabulary in the correct context Using imaginative play to share ideas and develop thinking to solve problems</p>
Early Learning Goal	<p><b>Listening, attention and understanding-</b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>Speaking –</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>		



 <b>Physical Development</b>	<p>To become an <b>Amazing Athlete</b> who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways and use a range of equipment.</p> <p>To become a <b>Talented Tool User</b> who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammers, screwdrivers) safely and with confidence.</p>		
<b>Gross Motor Skills</b>	<p><b>Body management</b></p> <ol style="list-style-type: none"> <li>1. To balance beanbags</li> <li>2. To move through hoops in different way</li> <li>3. To reach and stretch to get equipment</li> <li>4. To make bridges and tunnels with our body</li> <li>5. To travel over and under apparatus</li> <li>6. To make shapes with our bodies</li> </ol> <p><b>Manipulation &amp; Coordination</b></p> <ol style="list-style-type: none"> <li>1. To handle a balloon</li> <li>2. To handle a ball</li> <li>3. To kick a ball</li> <li>4. To hop, jump and step</li> <li>5. To send a ball or beanbag</li> <li>6. To send and stop in a game</li> </ol> <ol style="list-style-type: none"> <li>1. To play parachute games</li> <li>2. To use equipment to perform actions</li> <li>3. To use a baton to push beanbags and balls</li> <li>4. To use a baton to dribble</li> <li>5. To perform different jumps</li> <li>6. To handle a hoop</li> </ol> <p>Practising balancing when negotiating equipment Using bikes confidently Using brooms to brush and spades to dig in outside area Practising climbing on the outside equipment to use core strength</p>	<p><b>Gymnastics</b></p> <ol style="list-style-type: none"> <li>1. To move safely</li> <li>2. To take off and land on two feet</li> <li>3. To balance and move balls and beanbags</li> <li>4. To travel on mats and benches</li> <li>5. To copy and repeat actions</li> <li>6. To perform simple shapes and balances</li> </ol> <p><b>Co-operate and solve problems</b></p> <ol style="list-style-type: none"> <li>1. To match colours and symbols</li> <li>2. To work as a team to complete a task</li> <li>3. To use our bodies to make number shapes</li> <li>4. To follow a trail</li> <li>5. To work with others to make patterns</li> <li>6. To work with a partner to complete challenges</li> </ol>	<p><b>Dance</b></p> <ol style="list-style-type: none"> <li>1. To use colours and feelings in dance</li> <li>2. To perform as animals using different levels and directions</li> <li>3. To work with a partner</li> <li>4. How to show expression in our sequence</li> <li>5. To perform transport actions and movements in our dance</li> <li>6. To use leading and following movements</li> </ol> <p><b>Speed, Agility and Travel</b></p> <ol style="list-style-type: none"> <li>1. To move in different directions</li> <li>2. To keep our bodies safe in running games</li> <li>3. To jump in different directions</li> <li>4. To stop safely</li> <li>5. To move at slow and fast speeds</li> <li>6. To stop safely in different ways</li> </ol> <p>Can throw, kick, pass and catch a large ball. •</p> <ol style="list-style-type: none"> <li>1. To move beanbags and balls</li> <li>2. To move in different ways</li> <li>3. To jump on, off and over</li> <li>4. To perform circle dances</li> <li>5. To use strength to hold shapes</li> <li>6. To work in a team</li> </ol> <p>Confidently can throw, kick, pass and catch a large ball. Balancing more confidently on and off equipment. Confidently and safely, use a range of large and small equipment alone and in a group. Moving with ease and fluency on all large outside equipment</p>
<b>Fine Motor Skills</b>	<p>Practising using scissors to make snips Holding scissors correctly in my hands Using a tripod grip to hold my pencil Beginning to make letter and number shapes in my mark making Using the mark making and fidget table to strengthen my fingers Taking part in a disco dough, flipper flappers, peg chat and squiggle to</p>	<p>Practising using scissors to cut along lines and shapes Holding a pencil in tripod position and have a dominant hand Forming letters and numbers with increasing accuracy Using a range of tools accurately Developing good eye-hand co-ordination</p>	<p>Using scissors to cut through different thicknesses Using pencils and felt tips with improved accuracy in a range of activities Forming all letters and numbers with greater accuracy and concentrating on reversals</p>

	improve hand dominance/pinch and grip and finger dexterity		Uses tools effectively for specific purposes
<b>Early Learning Goal</b>	Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing		

<b>Maths</b>	To become a <b>Master of Maths</b> who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 10		
<b>Maths NCETM</b> 	Subitising within 3 /Counting skills Exploring how all numbers are made of 1s Exploring the composition of 3 and 4 Subitising objects and sounds Comparing sets - 'just by looking' Using the language of comparison: <i>more than and fewer than</i> Looking at the 'Five-ness of 5' Comparing sets using the language of comparison: <i>more than, fewer than, an equal number</i> Exploring the concept of 'whole' and 'part' Exploring the composition of 3, 4 and 5 Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20 Recognising shapes and their properties.	Subitising within 5 focusing on die patterns Match numerals to quantities within 5 Counting – focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number Focus on 5, 6 and 7 as '5 and a bit' Comparing sets and use language of comparison: <i>more than, fewer than, an equal number to</i> Exploring more complex patterns ABB ABBC Focusing on the 'staircase' pattern and ordering numbers Focus on ordering of numbers to 8 Use language of <i>less than</i> Exploring how some numbers can be made with 2 equal parts Sorting numbers according to attributes - odd and even numbers Ordering objects by their weight/length	Counting larger sets and things that cannot be seen Subitising to 6, including in structured arrangements Composition '5 and a bit' Composition of 10 Comparison linked to ordinality  Looking at sequence of events to help understand time Recognising shapes and their properties Subitising to 5 and introducing the rekenrek Automatic recall of bonds to 5 Composition of numbers to 10 Looking at number patterns Symmetry/reflections in shapes and objects Measuring using different containers and looking at the capacity
<b>Early Learning Goal</b>	<p><b>Number</b> Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>Numerical Patterns</b> Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>		

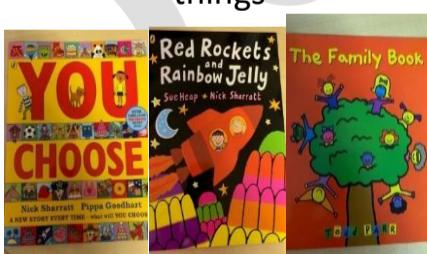
<p><b>Literacy</b></p>	<p>To become a <b>Brilliant Bookworm</b> who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt).</p> <p>To become a <b>Wow Writer</b> who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt)</p>																																										
<p><b>Phonics and Reading</b></p> <p><b>ELS</b> Essential Letters and Sounds</p>	<table border="1"> <tr> <td>1. s, a, t, p</td> <td>1. j, v, w, x</td> <td>1. Review R:4. oo</td> <td>1. Review R:7</td> <td>1. CVCC + -ed</td> <td>1. ay, ou, ie, ea</td> </tr> <tr> <td>2. i, n, m, d</td> <td>2. y, z, zz, qu, ch</td> <td>2. ar, ur, oo, or</td> <td>2. Review R:8</td> <td>2. CCVC + -ed /t/</td> <td>2. oy, ir, ue, aw</td> </tr> <tr> <td>3. g, o, c, k</td> <td>3. sh, th, ng, nk</td> <td>3. ow, oi, ear, air</td> <td>3. Review R:9</td> <td>3. CCVCC + -ed /d/</td> <td>3. wh, ph, ew, oe</td> </tr> <tr> <td>4. ck, e, u, r</td> <td>4. ai, ee, igh, oa</td> <td>4. ure, er, ow</td> <td>4. Review R:10</td> <td>4. CCCVC</td> <td>4. au, ey, a-e, e-e</td> </tr> <tr> <td>5. Assessment and Review R:1</td> <td>5. Assessment and Review R:2</td> <td>5. Assessment and Review R:5</td> <td>5. Assessment and Review R:11</td> <td>5. Assessment and Review R:13</td> <td>5. Assessment and Review R:14</td> </tr> <tr> <td>6. h, b, f, ff, l, ll</td> <td>6. Review R:3</td> <td>6. Review R:6</td> <td>6. Review R:12</td> <td>6. CCCVCC -er -est</td> <td>6. i-e, o-e, u-e, c</td> </tr> </table>	1. s, a, t, p	1. j, v, w, x	1. Review R:4. oo	1. Review R:7	1. CVCC + -ed	1. ay, ou, ie, ea	2. i, n, m, d	2. y, z, zz, qu, ch	2. ar, ur, oo, or	2. Review R:8	2. CCVC + -ed /t/	2. oy, ir, ue, aw	3. g, o, c, k	3. sh, th, ng, nk	3. ow, oi, ear, air	3. Review R:9	3. CCVCC + -ed /d/	3. wh, ph, ew, oe	4. ck, e, u, r	4. ai, ee, igh, oa	4. ure, er, ow	4. Review R:10	4. CCCVC	4. au, ey, a-e, e-e	5. Assessment and Review R:1	5. Assessment and Review R:2	5. Assessment and Review R:5	5. Assessment and Review R:11	5. Assessment and Review R:13	5. Assessment and Review R:14	6. h, b, f, ff, l, ll	6. Review R:3	6. Review R:6	6. Review R:12	6. CCCVCC -er -est	6. i-e, o-e, u-e, c						
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Using robot arms and blinding hands to decode cvc words																																											
<p><b>Early Learning Goal</b></p>	<p><b>Writing-</b> Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others</p> <p><b>Reading-</b> Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>																																										

<p><b>Understanding the World</b> <b>Past and Present</b></p>	<p>To become an <b>Exceptional Explorer</b> who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places.</p> <p>To become a <b>Compassionate Citizen</b> who can help to look after their community and care for the environment, know some reasons why Sandiway is special, have an awareness of other people's cultures and beliefs.</p>		
<p><b>Past and Present</b></p>	<p>Developing an understanding of the past through exploring their timeline within Reception (e.g. looking at previous month's events as 'the past')</p> <p>Talking about how we have changed using pictures and images</p> <p>Exploring the past through stories through some key historical events – Bonfire night/Remembrance Day</p> <p>Use talk board to build up discussions of past events that the children have been involved in</p> <p>Visit to vets to talk about their important role in the community</p>	<p>Continue to understand the difference between past and present.</p> <p>Comment on images of e.g toys in the past</p> <p>Comment on images of familiar situations from the past</p> <p>Continue to use talk board to build up discussions of past events that the children have been involved in.</p> <p>Share knowledge with other staff in the school</p>	<p>Continue to understand the difference between past and present through books, stories and discussions</p> <p>Share community events we have been part of and show timelines of our journey in Reception</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Discuss places the children have visited on holiday, recognising the blue and green parts on a map</p>
<p><b>Early Learning Goal</b></p>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>		
<p><b>People and Communities</b></p>	<p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them.</p> <p>Understand some places are special to members of the community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>(Christmas/Diwali/Hannukah/Chinese new year)</p> <p>Develop confidence within the school environment and building up awareness of the different places around school</p> <p>Create story maps within their own environment</p> <p>Visit to the church within our local area</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways. (Easter/Holi)</p> <p>Understand that some places are special for some members of the community.</p> <p>Describe our local area (school grounds and Sandiway village)</p> <p>Observe key features of Sandiway on a map</p> <p>Draw information from a simple map and create their own simple maps from key texts</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Understand some places are special to members of the community. (Mosque/Eid celebration)</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Continue to make maps of stories and their local environment describing their journey</p>
<p><b>Early Learning Goal</b></p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>		
<p><b>The Natural World</b></p>	<p>Understanding the effect of changing seasons in the natural world around them</p> <p>Exploring the local environment around them.</p> <p>Making observations of animals within the local environment</p> <p>Visit to the vets to observe the differences between different animals and how to care for an animal</p>	<p>Understanding the effect of changing seasons in the natural world around them</p> <p>Exploring changing states of matter</p> <p>Describe what they can see, hear and feel whilst outside</p> <p>Dental hygiene</p>	<p>Recognise that some environments are different to the one they live in</p> <p>Understanding the effect of changing seasons in the natural world around them</p> <p>Exploring the natural world around them, making observations of plants</p>

<b>Early Learning Goal</b>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
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<b>Expressive Art - Being imaginative and expressive</b>	<p>To become a <b>Dynamic Designer</b> who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it.</p> <p>To become a <b>Proud Performer</b> who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.</p>					
<b>Creating with materials</b>	<p>Explore a range of different techniques using a variety of material and artistic effects e.g., paint, collage, drawing, 3D</p> <p>Use different drawing materials to create pictures with lines and shapes</p> <p>Begin to use tools and some techniques independently</p> <p>Share their ideas and discuss how they have made their artwork/models</p> <p>Return to and build on their previous learning</p> <p>Explore, use and refine a variety of artistic effects and express their ideas and feelings.</p> <p>Create collaboratively, sharing ideas, resources and skills</p> <p>Share their ideas and discuss how they have made their artwork/models</p> <p>Return to and build on their previous learning</p> <p>Use different techniques and materials to achieve the desired effect</p> <p>Select the most appropriate tool and have confidence to try new things</p> <p>Share their ideas and discuss how they have made their artwork/models</p>					
<p><b>Throughout the whole year, children in Reception will be given the following opportunities to enable them to explore and play with a wide range of media and materials. The following skills will be developed throughout the year during continuous provision:</b></p>						
<p><b>Construction</b></p> <p>Within continuous provision explore different ways of joining, using different DT materials and different DT equipment</p> <p>Tape to join /Glue to join / Split pins / Basic cutting /Tearing</p> <p><b>Food</b></p> <p>Within continuous provision/snack provision, explore different foods and different ways of preparing food, using different foods.</p> <p>Slicing /Spreading /Preparing vegetables /Peeling fruit /Try new foods</p> <p><b>Textiles</b></p> <p>Within continuous provision explore different ways of joining and cutting textiles, using different materials and different textile equipment</p> <p>Weaving /Gluing /Cutting /Knotting</p>						
<b>Early Learning Goal</b>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>					
<b>Being Imaginative and expressive</b>	<p>Listen attentively, explore moving to and talk about music, expressing their feelings and responses.</p> <p>Sing a range of Nursery Rhymes.</p> <p>Develop storylines in their pretend play</p> <p>Sing and add actions to songs and understand that singing tells a story.</p> <p>Sing songs from memory and perform with others.</p> <p>(Christmas Nativity)</p> <p>Explore using their voices and play instruments imaginatively.</p> <p>Experiment with moving to the beat of the music and adding actions.</p> <p>Develop storylines in their pretend play and share with others</p> <p>Listen with care and identify the sounds.</p> <p>Play percussion instruments creatively to retell a story (Soundscape)</p> <p>Play rhythm patterns on percussion instruments.</p> <p>Listen actively to music and Perform songs, rhymes, poems &amp; stories with others.</p> <p>Explore a range of songs, rhymes, poems &amp; stories and perform with friends for others. When appropriate – try to move in time with music.</p> <p>Continue to adapt and enhance storylines in their pretend play</p>					
<b>Nursery rhymes</b>	<b>Nursery Rhymes:</b> 5 Little Speckled Frogs 5 Little Ducks 5 Little Monkeys	<b>Nursery Rhymes:</b> Old McDonald had a farm 5 Little Men 5 Current Buns	<b>Nursery Rhymes:</b> Hot Cross Buns Little Miss Muffet Miss Polly had a Dolly	<b>Nursery Rhymes:</b> Hickory Dickory Dock Baa Baa Black	<b>Nursery Rhymes:</b> Pussy cat, pussy cat	<b>Nursery Rhymes:</b> Mary Mary quite contrary

	I'm a little teapot One, two, buckle my shoe Incy Wincy Spider Twinkle, Twinkle 1,2,3,4,5 once I caught a fish alive Washing hands song Autumn/Harvest songs	10 Green Bottles The Wheels on the bus Grand Old Duke of York This Little Piggy went to market Christmas songs/ performance	Two little dickie birds Little Jack Horner Spring songs	Sheep Monday's Child Pat-a-cake Three Blind mice Chick, Chick Chicken Easter songs	There was once an old lady Jack and Jill Hmm, went the little three frogs Okie Cokie Summer songs	Goosy Goosy Gander Polly put the kettle on 10 Fat Sausages Sing A Song of Sixpence Consolidation
<b>Early Learning Goal</b>	Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music					

	<b>Self – regulation//My Feelings</b> 	<b>Managing self /Taking on challenges</b> 	<b>Building relationships/ My family and friends</b> 
	<b>Building Relationships/ Special Relationships</b> 	<b>Self – Regulation/Listening and following instructions</b> 	<b>Managing self /My wellbeing</b> 
<b>No Outsiders</b>	Recognising the importance of friendships Exploring that it is ok to like different things 	Recognising the importance of saying sorry and forgiveness 	Exploring that all families are different Celebrating my family 