

Saint Joseph's Catholic Primary School Nursery Curriculum						
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Me and My Family	Celebrations	Changing Seasons	Friendships and Fun	Our wonderful World	What's on the Menu?
Topic	Creepy Crawly by Anon & Busy Bugs by James Carter Outcome – Class performance poem		The Farmyard by A. A. Attwood Outcome - Class poem to be performed for an audience		Eat Your Peas, Louise! by Pegeen Snow & Dinner-time Rhyme by June Crebbin Outcome – Class poem	
Key texts <i>Including Pathways to Write text</i>	We're Going to Find the Monster by Malorie Blackman and Dapo Adeola Outcome – retell and write labels	Festivals by Jane Bingham Outcome – Design and label a snowman	A Walk in the Woods by Flora Martyn Outcome – recount/retell	Something Else by Kathryn Cave Outcome – narrative story retelling	Clem and Crab by Fiona Lumbers Outcome - retell/rewrite the story	Romeosaurus and Juliet Rex by Mo O'Hara Outcome – retell/ rewrite of the story
Additional Texts	We're Going on a Bear Hunt The New Small Person The Gruffalo Billy and the Beast	A Year Full of Celebrations and Festivals The Big Book of Festivals We All Celebrate One Favourite Day of the Year	The Leaf Thief Tree: Seasons Come, Seasons Go Look What I Found in the Woods Whose Tracks in the Snow?	Strictly No Elephants All Are Welcome It's OK to be Different The Day You Begin	The Big Beach Clean Up Harry Saves the Ocean Poppy Puffin Helps Clean Up the Beach Sharing a Shell	Tyrannosaurus Drip The Veggie T-Rex My Dinosaur is Scared of Vegetables The Hugasaurus
Enrichment	Mystery readers Y6 buddies Autumn welly walk	Library visit Nativity	Spring welly walk Delamere Forest	Planting seeds Church visit	Caterpillars Growing seeds Summer walk	Church visit Sports day Walk to café in Winsford Family Teddy Bear Picnic
Communication and Language						
Listening, Attention and Understanding	Identifies action words by following simple instructions.	Beginning to understand more complex sentences or follow instructions that have two parts.	Can follow directions. Focusing attention – can still listen or do, but can change their own focus of attention.	Understand 'why' questions. Pay attention to more than one thing at a time, which can be difficult.	Listens to familiar stories with increasing attention and recall.	Enjoy listening to longer stories and can remember much of what happens.

	Understands who, what, where in simple questions. Developing understanding of simple concepts (e.g. fast/slow, good/bad). Listens with interest to the noises adults make when they read stories. Recognises and responds to many familiar sounds. Shows interest in play with sounds, songs and rhymes. Single channelled attention.		Listens to others in one-to-one or small groups, when conversation interests them.			
Speaking	Uses longer sentences (e.g. Mummy gonna work). Beginning to use word endings (e.g. going, cats). Key vocab: special, unique, different, similar, autumn, season, family, home,	Use longer sentences of four to six words. Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle.	Sing a large repertoire of songs. Start a conversation with an adult or a friend and continue it for many turns. Uses a variety of questions (e.g. what, where, who).	Use a wider range of vocabulary. Use talk to organise themselves and their play. Able to use language in recalling past experiences.	Holds a conversation, jumping from topic to topic. Beginning to use more complex sentences to link thoughts (e.g. using and, because). Uses talk to explain what is happening and	Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 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.

	celebration, body, tall, short, Bible, creation, God	Key vocab: fairytale, story, magic, castle, giant, once upon a time, happily ever after, Diwali, celebration, Christmas, Bonfire Night, fireworks, Remembrance Day, Advent, Jesus, manger, stable, Mary, special, long, short	Key vocab: habitat, farm, zoo, woodland, forest, insect, minibeast, wild, fur, feathers, scales, wings, pets, snout, mammals, birds, reptiles, paws, whiskers, claws, wide, narrow, thick, thin	Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Key vocab: sea, beach, waves, pirates, ship, flag, treasure, captain, seaside, ocean, fish, fins, scales, shark, whale, dolphin, octopus, jellyfish, coral, shell, lighthouse, forwards, backwards, heavy, light, Lent, Easter.	anticipate what might happen next. Beginning to use a range of tenses (e.g. play, playing, will play, played). Key vocab: grow, life cycle, egg, caterpillar, chrysalis, butterfly, seed, stem, plant, flower, spring, dinosaur, fossil, bones, volcano, explore, hunt, search, find, space, travel, rocket, stars, moon, planets, church, Jesus, Holy Spirit.	Questions why things happen and give explanations. Asks e.g. who, what, when, how. Key vocab: toy, teddy, play, past, present, old, new, design, create, fabric, sew, join, puppet, plastic, soft, hard, waterproof, float, sink, metal, wood, superhero, wheels, pretend, full, empty, part, full, neighbour, Jesus, church.
Personal, Social and Emotional Development						
Building Relationships	Explores the environment, interacts with others and plays confidently while a familiar adult is nearby. Builds relationships with special people but may show anxiety in the presence of strangers. Select and use activities and resources, with help when needed. This helps	Shows empathy by offering comfort that they themselves would find soothing. Enjoys playing alone and alongside others and is also interested in being together and playing with other children. Seeks out others to share experiences with and may choose to play	Asserts their own ideas and preferences and takes notice of other people's responses. Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety.	Shows some understanding that other people have perspectives, ideas and needs that are different to theirs. Shows empathy and concern for people who are special to them by partially matching others' feelings with their own.	Develop appropriate ways of being assertive. Talk with others to solve conflicts.	Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.

	them to achieve a goal they have chosen, or one which is suggested to them.	with a familiar friend or a child who has similar interest.	Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting.	Show more confidence in new social situations.		
Self-Regulation	Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or over stimulated. Asserts their own agenda strongly and may display frustration with having to comply with others' agendas and with change and boundaries.	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Participates more in collective cooperation as their experience of routines and understanding of some boundaries grow. May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions.	Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions. Responds to the feelings of others, showing concern and offering comfort.	Understand gradually how others might be feeling. Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings.	Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants.	Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt.
Managing Self	Shows their growing sense of self through asserting their likes and dislikes, choices, decisions, and ideas. These may be different	Make healthy choices about food, drink, activity and toothbrushing.	Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing	Increasingly follow rules, understanding why they are important.	Remember rules without needing an adult to remind them. Shows their confidence and self-esteem through	Is developing an understanding of and interest in differences of gender, ethnicity and ability.

	to those of the adult or their peers.	Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions. Knows their own name, their preferences and interests and is becoming aware of their unique abilities.	and drying their hands thoroughly. Is gradually learning that actions have consequences but not always the consequences the child hopes for.	Enjoys a sense of belonging through being involved in daily tasks.	being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help.	
PSHE - TenTen	<u>Created and Loved by God.</u> Religious understanding Children will learn: - We are created as individuals. - We are special. - Our bodies were created by God and are good. - We can give thanks to God.	<u>Created and Loved by God</u> Me, my body, my health Children will learn: - We are each unique, with individual gifts, talents and skills. - We all have similarities and differences. - Our body parts have names and are good. - We need to look after our bodies. A healthy lifestyle includes exercise, diet,	<u>Created and Loved by God</u> Emotional wellbeing Children will learn: - We all have different likes and dislikes, but similar needs (to be loved and safe). - How to describe their feelings. - Understand that feels are neither good nor bad. - Simple strategies for managing feelings,	<u>Created to Love Others</u> Religious understanding Children will learn: - We are part of God's family. - Jesus cared for others, and we should love others in the same way God loves us. Personal relationships Children will learn: - To identify special people and that it is important to trust them.	<u>Created to love others</u> Keeping safe Children will learn: - About safe and unsafe situations. - How to ask for help. - About bodily privacy. - That we can trust different people for help. - What can help us when we're feeling poorly. - That there are different people who can help us in an emergency.	<u>Created to live in community</u> Religious understanding Children will learn: - That God is love: Father, Son and Holy Spirit. - That God wants us to be loved and love others. - About living in a community. Living in the wider world Children will learn: - That we have a duty of care for others and our world.

		sleep and personal hygiene.	emotions and behaviour. - That our actions have consequences. - How to say sorry and forgive others. Life cycles Children will learn: - There are natural life stages from birth to death. - Change is a part of growing up.	- How their behaviour affects others. - Characteristics of positive and negative relationships. - That bullying is wrong. - How to respond when people are unkind. Life online Children will learn: - How the internet can help us. - How to stay safe online.		- How we can help at home and school. - About different types of jobs, strengths, gifts and talents. - That we all have different wants and needs.
Physical Development						
PE	<u>Introduction to PE: Unit 1</u> Running, jumping, throwing, catching, rolling, skipping.	<u>Fundamentals: Unit 1</u> Running, jumping, hopping, balancing, changing direction, travelling.	<u>Ball Skills: Unit 1</u> Rolling, tracking, throwing, dribbling, kicking, catching.	<u>Dance: Unit 1</u> Creating actions, using dynamics, negotiating space.	<u>Gymnastics: Unit 1</u> Creating shapes, balances and jumps; rolling in different ways (rock and roll, barrel, straight, forward roll progression); travelling.	<u>Games: Unit 1</u> Running, changing direction, throwing, catching, striking.
Gross Motor Skills	Runs safely on whole foot.	Jumps up into the air with both feet leaving the floor and can jump	Uses wheeled toys with increasing skill such as pedalling, balancing,	Can grasp and release with two hands to throw and catch a large ball, beanbag or an object.	Runs with spatial awareness and negotiates space successfully, adjusting	Collaborate with others to manage large items, such as moving a long

	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.	forward a small distance. Begins to walk, run and climb on different levels and surfaces.	holding handlebars and sitting astride. Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it.	Creates lines and circles pivoting from the shoulder and elbow. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.	speed or direction to avoid obstacles. Can balance on one foot or in a squat momentarily, shifting body weight to improve 5 6 stability. Use large-muscle movements to wave flags and streamers, paint and make marks.	plank safely, carrying large hollow blocks. Start taking part in some group activities which they make up for themselves, or in teams.
Fine Motor Skills	Holds mark-making tools with thumb and all fingers. Turns pages in a book, sometimes several at once.	Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools. May be beginning to show preference for dominant hand and/or leg/foot.	Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons.	Use one-handed tools and equipment, for example, making snips in paper with scissors. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Use a comfortable grip when holding pens and pencils. Develop increasing control over mark-making tools.	Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.
Literacy						
Phonics	Aspects 1-6 Environmental sounds, Instrumental Sounds, Body Percussion, Rhythm and Rhyme, Alliteration, Voice Sounds	Aspects 1-6 Environmental sounds, Instrumental Sounds, Body Percussion, Rhythm and Rhyme, Alliteration, Voice Sounds	Aspects 1-7 Environmental sounds, Instrumental Sounds, Body Percussion, Rhythm and Rhyme, Alliteration, Voice Sounds, Oral segmenting and blending	Aspects 1-7 Environmental sounds, Instrumental Sounds, Body Percussion, Rhythm and Rhyme, Alliteration, Voice Sounds, Oral segmenting and blending	Nursery Read, Write Inc Mnemonics	Nursery Read, Write Inc Blending and set 1 sounds

Comprehension and Word Reading	Is interested in and anticipates books and rhymes and may have favourites. Begins to join in with actions and sounds in familiar song and book sharing experience.	Has some favourite stories, rhymes, songs, poems or jingles. Begin to recognise familiar logos from children's popular culture, commercial print or icons for apps.	Repeats and uses actions, words or phrases from familiar stories. Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on... Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing.	Engage in extended conversations about stories, learning new vocabulary. Enjoys rhythmic and musical activity with 4 5 percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes. Recognises familiar words and signs such as own name, advertising logos and screen icons.	Listens to and joins in with stories and poems, when reading one-to-one and in small groups.	Read individual letters by saying the sounds for them. Begins to be aware of the way stories are structured, and to tell own stories.
Writing	Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name.	Distinguishes between the different marks they make. Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.	Sometimes gives meaning to their drawings and paintings. Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words.	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. Begins to make letter-type shapes to represent the initial sound of their	Write some or all of their name. Includes mark making and early writing in their play.	Write some letters accurately.

				name and other familiar words. Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes.		
Mathematics	Cardinality & Counting 1.1 Accurate and consistent verbal counting to 5 Measure 1.1 Compare height (taller and shorter) Spatial Reasoning 1 Understand and use simple positional language (in, on, under, next to) 1.1 Shape 1.1 Explore rotating and flipping objects to make a match (post boxes, inset puzzles and jigsaws) Sorting & Sequencing 1.1 Sort by a single property - colour Counting	Measure 2.1 Understand and use attributes to compare length (long, short) Spatial Reasoning 2.1 Understand and use positional language from viewpoint (in front, behind) Shape 2.1 Explore construction with 3D shapes – combining shapes in two dimensions Sorting & Sequencing 2.1 Sort by 2 properties – colour and size Consolidation	Cardinality & Counting 3.1 One-to-one correspondence and cardinality to 5 3.2 Subitising to 3 Measure 3.1 Understand and use specific attributes for width and thickness (wide, narrow, thick, thin) Spatial Reasoning 3.1 Understand and use everyday language of direction (up, down, through, over, under) Shape 3.1 Explore pattern and picture making with 2D pattern blocks	Cardinality & Counting 4.1 Begin to recognise numerals and match to sets Measure 4.1 Understand and use specific attributions for weight / mass (heavy, light, heavier, lighter)	Cardinality & Counting 5.1 Conservation of number to 5 with order irrelevance Comparison 5.1 Compare sets of objects – which has more, fewer – just by looking Measure 5.1 Time – sequence of events (first, next, after, before, morning, afternoon, evening, yesterday, tomorrow	Cardinality & Counting 6.1 Accurate and consistent verbal counting to 10 Composition 6.1 Separate a group of 3 or 4 objects in different ways Measure 6.1 Understand and use specific attributes for

	2.1 One-to-one correspondence and cardinality to 3 2.2 Subitising 1 and 2		Sorting & Sequencing 3.1 Sort using different combinations of properties (size attributions linked to measure, shape and colour)	Spatial Reasoning 4.1 Understand and use language of movement (forwards, backwards, sideways, turn) Shape 4.1 Begin to notice properties of 3D shapes and find shapes that are the same Sorting & Sequencing 4.1 Simple AB sequences varying colour or size (continue and copy patterns) Consolidation	Spatial Reasoning 5.1 Discuss routes and the order and location of things seen, extending vocab (in between, above, below, around, beside, across, along) Shape 5.1 Explore more complex construction with 3D shapes – combining shapes to make arches and enclosures Sorting & Sequencing 5.1 Simple AB sequences of sounds, actions and objects (making own patterns)	capacity (full, empty, part full) Spatial Reasoning 6.1 Understand and use language of distance (far away, near, how far?) Shape 6.1 Begin to notice properties of 2D shapes and find shapes that are the same, including the faces of 3D shapes Consolidation
Understanding the World						
The Natural World	Our bodies and body parts Enjoys playing with small world reconstructions,	Changing seasons – Autumn Explore the natural world around them	Changing seasons – Winter Explore the natural world around them Describe what they see, hear and feel whilst outside	Changing seasons – Spring Animal life cycles – ducklings Comparing environments – seaside, ocean, town, country	Animal and plant life cycles – seeds and caterpillars Caring for the planet	Changing seasons – Summer Exploring toys and their materials

	building on first-hand experiences	Describe what they see, hear and feel whilst outside Understand the effect of changing seasons on the natural world around them Notices detailed features of objects in their environment Enjoys playing with small world reconstructions, building on first-hand experiences	Understand the effect of changing seasons on the natural world around them Notices detailed features of objects in their environment Can talk about some of the things they have observed such as plants, animals, natural and found objects Different animals and where they live Animal life cycles	Floating/sinking Talk about the differences between materials and changes they notice Explore and talk about different forces they can feel 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.	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 Developing an understanding of growth, decay and changes over time Talking about our world and space, learning about the world and planets	Talk about the differences between materials and changes they notice Explore and talk about different forces they can feel Talks about why things happen and how things work
People, Cultures and Communities	Who we live with Our houses and homes Exploring our similarities and differences Has a sense of own immediate family and relations and pets Learning about people in the community who	Learning about different celebrations around the world – Diwali, Hannukah, Christmas Our local area – visit to the library In pretend play, imitates everyday actions and events from own family and cultural background,	Chinese New Year – learning about China and how it is similar/different to where we live Know that there are different countries in the world and talk about the differences they have experienced or seen in photos Beginning to have their own friends	Learning about different celebrations – Eid Looking at and following maps	Exploring our local area – farm visit Shows interest in the lives of people who are familiar to them Enjoys joining in with family customs and routines Remembers and talks about significant events in their own experience	Recognises and describes special times or events for family or friends Shows interest in different occupations and ways of life indoors and outdoors Knows some of the things that make them unique,

	help us – firefighters, police officers etc Show interest in different occupations	e.g. making and drinking tea, going to the barbers, being a cat, dog or bird	Learns that they have similarities and differences that connect them to, and distinguish them from, others		Plant seeds and care for growing plants Know that there are different countries in the world and talk about the differences they have experienced or seen in photos	and can talk about some of the similarities and differences in relation to friends or family Continue developing positive attitudes about the differences between people
Past and Present	Our lives and our family Who we live with, who is in our immediate family Has a sense of own immediate family and relations and pets	Learning about different significant events – Bonfire Night, Remembrance Day, Christmas Discussing different celebrations and the passing of time, such as birthdays	Learning about significant events – Chinese New Year	Learning about significant events – Easter	Learning about significant events – VE Day Knowing that dinosaurs are from the past, exploring fossils and bones Noticing changes over time – animal and plant life cycles	Making comparisons between toys from the past and toys from the present Noticing changes over time
RE	<u>Creation & Covenant</u> Know that: God made our world. God made me. God loves me. See and hear about the Sign of the Cross. See and hear about the Bible.	<u>Prophecy & Promise</u> Know that: The Bible is a special book. Begin to hear about Mary. Mary was going to have a special baby called Jesus. God loves me. Jesus loves me. Jesus is born.	<u>Galilee to Jerusalem</u> Know that: Jesus was born for everyone. Jesus takes care of everyone. How to show love like Jesus. Jesus is God's son. The Wise Men visited Jesus.	<u>Desert to garden</u> Know that: Jesus died on a cross. Lent is a time to care for others. Purple is used as a sign of Lent. Easter celebrates new life.	<u>To the ends of the earth</u> Know that: Jesus went back to his father. The Holy Spirit is our friend. The Holy Spirit looks after us. The church is a special place.	<u>Dialogue and encounter</u> Know that: Diwali is a celebration. We can be a good neighbour. Jesus lived in the past.

		Mary, Joseph and Jesus are a special family called the Holy Family.				
Expressive Arts and Design						
Creating with Materials	Making marks with different tools – wax crayons, paint, pencils Drawing from observation - self-portraits Explore different materials freely, to develop their ideas about how to use them and what to make Joins in singing songs Creates sounds by rubbing, shaking, tapping, striking or blowing Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow	Exploring colour and colour mixing Enjoys and responds to playing with colour in a variety of ways, for example combining colours Uses 3D and 2D structures to explore materials and/or to express ideas Develop their own ideas and then decide which materials to use to express them. Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects	Explores and learns how sounds and movements can be changed Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns Taps out simple repeated rhythms	Enjoys joining in with moving, dancing and ring games Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home Join different materials and explore different textures	Develops an understanding of how to create and use sounds intentionally Continues to explore colour and how colours can be changed Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces	Making our own toys/puppets using fabric Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience Uses tools for a purpose
Being Imaginative and Expressive	Singing nursery rhymes and action songs Explore sounds using voices and bodies	Nativity performance – learning songs, performing actions	Create simple actions to songs Express feelings through movement to music	Use voices, bodies and instruments to create sound effects Using props and puppets to retell stories	Using instruments to represent movement and feelings	Creating our own toy instruments and using them to make music

	Use untuned instruments to explore tempo and dynamics Using props and puppets to retell stories Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations Take part in simple pretend play, using an object to represent something else even though they are not similar	Responding and moving to music from around the world Respond to a performance – KS1 Nativity, Christmas panto Using props and puppets to retell stories Begins to make believe by pretending using sounds, movements, words, objects Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.	Beginning to describe sounds and music imaginatively, e.g. scary music Sings to self and makes up simple songs	Learning to move in response to music and create own actions Experiments and creates movement in response to music, stories and ideas Creates rhythmic sounds and movements Creates sounds, movements, drawings to accompany stories	Learning to move in response to music and create own actions Uses movement and sounds to express experiences, expertise, ideas and feelings Using props and puppets to retell stories and develop own narratives Uses available resources to create props or creates imaginary ones to support play Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park	Exploring tuned instruments and singing along to familiar songs Using props and puppets to retell stories and develop own narratives Engages in imaginative play based on own ideas or first-hand or peer experiences Plays alongside other children who are engaged in the same theme
Music	Exploring Sound Children explore how they can use their voice and bodies to make sounds, experiment with tempo and dynamic when playing instruments, identify sounds in the environment and differentiate between them.	Celebration Music Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas.	Music and Movement Children come up with simple actions to well-known songs, learn how to move to a beat and express feelings and emotions through movement to music.	Musical Stories A unit based on traditional childrens' tales and songs. Moving to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece; understanding that music and instruments can be used to convey	Transport Using voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.	Big Band Using voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.

				moods or represent characters; playing an instrument as part of a group story.		
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