

**Autumn**

**Spring**

**Summer**

 <i>Branching Out</i>	<ul style="list-style-type: none"> <li>• Village Walk – Houses &amp; Homes</li> <li>• Village Walk – Places I visit.</li> <li>• Autumn Walk – Around School Grounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Twilight Walk – Changing Seasons, Senses.</li> <li>• Theatre Trip – The Gingerbread Boy</li> </ul>	<ul style="list-style-type: none"> <li>• Planting Spring flowers</li> <li>• School grounds walk – seasonal exploration</li> <li>• Village walk – local landmarks</li> <li>• Pancake Day</li> </ul>	<ul style="list-style-type: none"> <li>• Spring</li> <li>• Easter</li> <li>• Farm trip</li> </ul>	<ul style="list-style-type: none"> <li>• Church visit</li> </ul>	<ul style="list-style-type: none"> <li>• Rockpool School – coastline creatures</li> </ul>
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<b>Book Time</b>														
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<b>Book time – key structure</b>	<p><b>Repetition:</b> Joining in with repeated refrains and phrases</p>	<p><b>Vocabulary:</b> Exploring the sound, shape and meanings of new words</p>	<p><b>Call and Response:</b> Taking turns to re-read the story or parts of the story</p>	<p><b>Question time:</b> Answering questions related to the story (who, what, where, when, how)</p>	<p><b>Action Time:</b> Making movements, actions, expression and sounds to the story</p>	<p><b>What next?:</b> Anticipating or remembering what happens next</p>	<p><b>All join in:</b> Joining in with repeated refrains/ phrases and learning stories ‘off by heart’</p>
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<p>Every book time session covers these key reading objectives</p>	<p>Understand the 5 key concepts about print:</p> <ul style="list-style-type: none"> <li>• Print has meaning</li> <li>• Print can have different purposes</li> <li>• We read English from left to right, top to bottom</li> <li>• The names of different parts of a book</li> <li>• Page sequencing</li> </ul>
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<b>Communication and Language</b>	<p>Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, sharing circles, PSHE sessions, Book Talk sessions, singing, bespoke speech and language interventions and weekly interventions.</p> <p>Development points are not taught in a linear fashion but are constantly repeated with challenge increasing in line with children’s developing skills.</p>	
<ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens</li> <li>• Pay attention to more than one thing at a time</li> <li>• Use an ever -range of vocabulary</li> <li>• Understand a question or instruction that has 2 parts. “Get your coat and wait at the door”</li> <li>• Understand ‘why’ questions like “why did the caterpillar get fatter?”</li> <li>• Sing a large repertoire of songs</li> <li>• Know many nursery rhymes, be able to talk about familiar books and be able to tell a long story</li> <li>• Develop their communication but may continue to have problems with irregular tenses and plurals</li> <li>• Development of pronunciation but common mispronunciations may include: Sounds – r, j, th, ch and sh. Multisyllabic words – such as hippopotamus, pterodactyl</li> </ul>	<p><b>Routines</b> Daily songs repeated with a 5 key songs/ rhymes learned well across each term (in addition to commonly used number songs, action rhymes etc.) Autumn: Wheels on the bus, Old MacDonal’s Farm, Twinkle Twinkle, The bear went over the mountain, Humpty Dumpty Spring: Incy Wincy Spider, Tommy Thumb, Peter and Paul, Ring a Roses, Farmer in the den Summer: In and out the dusty bluebells, B.I.N.G.O, BaaBaa Black Sheep, Hickory Dickory Dock, Polly put the kettle one Key instructions across the school day <b>Taught:</b> Learning new songs for key events (Christmas singsong, special ladies/ gentlemen day, end of year assembly)</p>	

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- Use longer sentences of 4-6 words
- 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
- Start a conversation with an adult or a friend and continue it for many turns
- Use talk to organise themselves and their play: "Let's go on a bus...you sit there...I'll be the driver."

Book Talk - daily  
 Chatter box - weekly  
**Provision:**  
 Investigation tuff trays to encourage discussion  
 Small worlds linked to texts  
 Role play - changing at different points in the year  
 Tonie Box to listen to longer stories  
 Reading area  
 Relaxation Den

Physical Development

- Gross Motor**
- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills
  - Go up steps, or climb up apparatus using alternate feet
  - 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
  - Begin to consider the resources they choose to carry out their plan
  - Begin to collaborate with others to manage large items

**Taught PE sessions:**

- Letter Join Animal movements incorporated into warm ups
- Mixed apparatus in the hall (key focus on balance, varying movement types, following a group. Autumn 1. Include access to play park and flicky trail)
- Ball skills (indoors and out) to include rolling, rolling pass, throwing, throwing pass, controlled kicking/ dribbling, kicking pass. Large balls. (Autumn 2. Include access to top pitch/field when weather appropriate)
- Learn a simple dance routine using flags/ streamers (End of Autumn 2 for Christmas Song performance)
- When weather permits, access to bicycles etc. on the top pitch to develop balance and skill on the bikes with reduced expectation for control

**Possible enhancements:**

**Shoulder pivot**

- Fence painting
- Painting with mops
- Mark making on the underside of the table

**Elbow pivot**

- Chalkboard
- Indoor easels
- Gross motor movement:
- Rainbow balance trail and step stones from reception
- Building with Giant Polydron
- Obstacle course

- Gross Motor**
- Use large-muscle movements to wave flags and streamers, paint and mark-make
  - Start taking part in some group activities which they make up for themselves, or in teams
  - Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm
  - Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel
  - Collaborate with others to manage large items, such as moving a long plank safely

**Taught PE sessions:**

- Gymnastics across Spring 1 and 2 with children creating their own sequence to music using streamers/ flags by the end of Spring 2. Begin with balance movements with varying points of contact, then body shapes and moving on to transitions
- Letter Join Animal movements incorporated into routines

**Possible enhancements:**

- Picture cards of body shapes available within PE sessions and also added to the outdoor area near to the mirror
- Gardening activities with a range of tools available
- Metal tools added to the sand area
- Access to bicycles etc. in a small area of the outdoor environment to encourage control

**Shoulder pivot**

Construction equipment added to the outdoor area (polydron, foam bricks and large wooden bricks) and children encouraged to work together to build dens, selecting appropriate resources

**Elbow pivot**

- Pulleys (if possible to rig safely)
- Using wheels and planks to build moving vehicles
- Painting using small and large rollers
- Sweeping brushes in the outdoor area

- Gross Motor**
- Skip, hop, stand on one leg and hold a pose (e.g. for a game like musical statues)
  - Use large-muscle movements to wave flags and streamers, paint and mark-make with increased control and precision
  - *Begin to engage with team games with given rules*
  - Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm
  - *Move with control - balance, riding and ball skills*

**Taught PE sessions:**

- Mixed apparatus in the hall (key focus on balance, varying movement types, paired and team movements. Include access to play park and flicky trail and moving across obstacles on the school field)
- Team games, beginning with base team games, e.g. stuck in the mud, and moving towards simple ball games. Outdoors as much as possible.
- LetterJoin animal movements incorporated into games and warm ups

**Possible enhancements:**

- Bicycle etc. trails to follow using cones, lines, road signs to encourage stop/start and turning control

**Shoulder pivot**

Streamers and music in the outdoor area for children to move to music, creating their own patterns and shapes

**Elbow pivot**

Increased large scale drawing and writing opportunities in the outdoor area with marks for meaning further encouraged

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- Fine Motor**
- Show an increasing desire to be independent and wanting to dress/ undress themselves (birth to 3)
  - Use large and fine motor skills to pour drinks, use cutlery (birth to 3)
  - Be increasingly independent as they get dressed and undressed
  - Use one-handed tools and equipment, for example making snips in paper with scissors
  - Use a comfortable grip with good control when holding pens and pencils
  - Show preference for a dominant hand
  - Continue to demonstrate increased independence as they get dressed and undressed

**Routines:**  
 Daily action songs and finger songs  
 Taking off and putting on own coat, support reducing across the year  
 Pouring own milk at snack table and using appropriate cutlery for snack available  
 Dressing and undressing for toileting, shoes and socks for PE (varying levels of proficiency expected)

**Taught:**  
 Daily fine motor activities to incorporate the fine motor strength development points – Pincer grasp (using thumb and forefinger to manipulate small objects), Palm arches (providing support to fingers to hold and manipulate mark making tools), Thumb opposition (ability to turn and rotate the thumb to touch all of the fingertips on the same hand), finger isolation (moving fingers individually), Knuckle, PIP and DIP joints strength and control, bilateral coordination (coordinating both sides of the body at the same time in a controlled way, e.g. cutting and holding paper, crossing the midline (crossing the arms and legs to the other side of the body, vital early skill for reading), hand-eye coordination (controlling hand movement guided by vision)

**LetterJoin:**  
 (See resource book for details)  
 Finger and hand exercises  
 Pencil Activities

**Provision:**  
 Free access creative arts area  
 Writing opportunities within provision  
 Range of block sizes in construction  
 Velcro construction blocks  
 Opportunities for shoulder and elbow pivot in the outdoor environment  
 Sand drawing opportunities for wrist pivot  
 Small world and loose parts resources for finger control  
 Collage  
 Paper ripping  
 Cutting  
 Funky fingers trays within provision

<p><b>Personal, Social and Emotional Development</b></p>	<ul style="list-style-type: none"> <li>• Making friends/Understanding emotions and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Being Kind/Friendship</li> </ul>	<ul style="list-style-type: none"> <li>• Describing my feelings and managing my behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• What I can do – a celebration</li> </ul>	<ul style="list-style-type: none"> <li>• Looking after myself.</li> </ul>	<ul style="list-style-type: none"> <li>• How far I've come</li> </ul>
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**Early Sound Awareness**

<p><b>English</b></p>	<p><b>Early phonological awareness</b></p> <ul style="list-style-type: none"> <li>• Develop their phonological awareness so that they can             <ul style="list-style-type: none"> <li>❖ Spot and suggest rhymes</li> <li>❖ Count or clap syllables in a word</li> <li>❖ Recognise words with the same initial sound</li> </ul> </li> </ul> <p><b>Pre-Sounds Write teaching</b></p> <ul style="list-style-type: none"> <li>❖ Familiarise children with the routines of the Sounds Write programme</li> <li>❖ Gradually introduce some of the initial code towards the end of the summer term with the focus being on</li> </ul>	<ul style="list-style-type: none"> <li>• Daily opportunities to explore the sounds around us</li> <li>• Talking about rhyme and syllables within book time sessions</li> <li>• Incorporating activities for building rhyming words. Helping children tune into the different sounds in the English language by making changes to rhymes and songs. Like changing a word so that there is still a rhyme (e.g. Twinkle twinkle yellow car). Link to key rhymes across the terms.</li> <li>• Making rhymes personal to the children, e.g. Rosie Posie in place of Georgie Porgie.</li> <li>• Deliberately missing out a word in a rhyme, so the children have to fill it “Run, run as fast as you can, you can’t catch me I’m the gingerbread man”</li> <li>• Use magnet letters to spell a word ending like “at”. Encourage children to put other letters in front to create rhyming words like “hat”, “cat”.</li> <li>• Play games of silly soup and make resources available within provision</li> <li>• Sounds explored through oral blending and segmenting</li> </ul>
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independence and familiarity of the programme as well as early exposure to the initial code

- ❖ Focus on children having the confidence to 'have a try'

**Reading and Writing**

**Reading and Writing**

- 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
- Engage in extended conversations about stories, learning new vocabulary
- 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
- Write some or all of their name
- Write some letters accurately

**Routines examples:**

Children will begin with picture pegs as an early point for name recognition. In the Spring term, children will begin to identify their own name cards as part of their home time routine and will start to use these name cards to help them to write their own name on their work. Daily storytime also touches on rhyme and syllable clapping.

**Taught:**

Daily book time sessions will explore the 5 key concepts about print as well as vocabulary development. Daily access to discussions around phonological awareness **leading to taught pre-sounds write sessions in the Summer term** LetterJoin sessions, 3x a week to explore the pre-writing shapes together, moving towards some letters in the Summer term Daily fine motor activities for pencil control

**Provision:**

Access to mark making opportunities throughout the indoor and outdoor areas Fine motor activities and funky fingers trays Increased focus on wrist pivot activities within provision in the summer term – e.g. dab painting, threading, splatter painting

**Scribble Club**

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Maths skills are embedded and developed through repetition of key learning areas across the year. Development points are not taught in a linear fashion but are constantly repeated with challenge increasing in line with children's developing skills.

**Maths**

**Number**

Cardinality and counting.

- Children will engage with action and number rhymes
- Children will say number words in sequence
- Children apply 1:1 correspondence to items in regular or irregular arrangements (secure to 5, extending to 10)
- Children will count objects, actions and sounds
- Children will show 'finger numbers' to 5
- Children solve real world maths problems with numbers to 5
- Children have plenty of opportunity to count out an amount from a larger group, knowing when to stop

**Routines examples:**

"How many in school?", number language and counting within snack, 5 frames in (some) areas to indicate how many children to access and counting encouraged and modelled for this. Tidy up time – organising items into appropriate sets.

**Taught:**

Number of the day taught daily, incorporating to 5 principles each day within the session. Number songs shared daily. Small group activities linked to number (one planned session per week) More than/ less than language through small taught sessions (also addressed within the WellComm Language Toolkit....check section and lesson) Comparing groups of different and equal amounts

**Base Provision examples:**

5 little ducks in the water area Tuff tray set ups linked to number songs (5 little frogs) 5 frames available within indoor and outdoor provision Small wooden loose parts 5 frames Ictgames.co.uk – counting games available.

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- Children can recognise small quantities without needing to count in regular and irregular arrangements (subitise)
- Children will begin to recognise some numerals and begin to match these to quantities
- Children experiment with their own symbols and marks
- Children will have an awareness that rearranging items does not change the quantity  
Comparison.
- Children will be able to compare groups, using terms of 'more' and 'less' (include small and large items to draw attention to the numerosity of the comparison, not the size)
- Children will know that groups can be equal in quantity and will develop skills to check (counting/ one-one matching)
- Children will begin to compare quantity using numerals/spoken number rather than physical groups
- Children will be able to generalise the one more/ one less relationship within numbers to 5 (extending to 10 for some)  
Composition.
- Children will be introduced to 'part-whole' and be able to talk about and see small numbers within a large collection (e.g. ladybird spots – I see 1 spot and 4 spots, there are 5 spots altogether)
- Children will be introduced to inverse operations through looking at 'part-whole' and recombining to bring back the whole

Shape, space and measure

Shape and space

- Children will move, rotate and explore both themselves and objects to experiment with spatial awareness and different viewpoints
- Children will develop awareness and application of spatial vocabulary in a range of contexts
- Children will have opportunities and be encouraged to use spatial language with small world play and model building
- Children will use simple maps/pictures/walks to describe a familiar route
- Children will have opportunities to explore a range of shapes and their attributes, including shape names

Routines examples:

Having own space on the carpet.

Being able to move own body into a space of their own during activities so that we are not bumping into others, building spatial awareness and understanding of personal space.

Use of early language for time throughout. Use of positional language throughout (lining up etc.)

Tidying of construction blocks (shapes for purpose/ stacking flat shapes, unable to stack curved shapes)

Taught:

WellComm language toolkit (section 6) explores 'est' within taught session

Questioning – toys in a line, Can you tell me what the Teddy is seeing? Who is in front/ behind etc?

Shape names taught informally throughout with some discrete sessions on shape language and identification.

Shape properties taught informally throughout with appropriate language selection.

Spatial language used within PE sessions.

Mapping work completed

BeeBots/ remote control toys (find) Moving each other as robots (PE)

Retelling familiar stories (e.g Bear Hunt/ What the Ladybird Heard) where characters navigate a route/ obstacles

Guess the object games (wrapped objects/ fully hidden objects)

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- Children will be able to select shapes to fulfil a particular need
  - Children will talk about some of the similarities and differences between shapes, being introduced to key language surround the attributes of shapes (face, edge, straight, curved etc.)
  - Children will be encouraged to talk about the properties of shape through being asked, informally, about their constructions and representations (e.g children may use comparisons such as ball-shaped etc.)
- Measure
- Children will have opportunities to develop awareness of specific attributes of measure of length, capacity and weight. Language will include, but not be limited to, tall/small (short), heavy/light, long/short, full/empty
  - Children will begin to show understanding of the 'est' terms in relation to these attributes (e.g. biggest, longest, smallest)
  - Children will have opportunities to compare measures of size, length, weight and capacity verbally
  - Children will be exposed to the comparative language needed
  - Children will begin to explore estimation and prediction to compare things indirectly (e.g. Which box would be best to fit Teddy in? I need to take this table outside, will it fit through the door?)
  - Children will be introduced to very early language for time through learning the days of the week and applying positional language of time (including but not limited to before, after, next) and relative terms (yesterday, tomorrow)

Patterns

- Children will have lots of opportunities to explore and continue an AB pattern and will be able to continue a simple AB pattern, using physical items, with some consistency. Some children will begin to continue ABC patterns.
- Children will copy simple AB patterns using physical items and some children will replicate an image of an AB pattern using items
- Children will begin to explore patterns on their own and create their own AB patterns (some children will create ABC patterns)

Comparing ourselves (Autumn 1 – Who am I? topic) taller etc.  
Find items shorter than/ heavier than a given item.  
Playing odd one out (container shapes, all the same amount bar one)  
picture sequences to explore passage of time

Provision examples:

Physical development resources in the outdoor area allow for development of spatial awareness, movement and rotation.  
Construction area lends itself well to explore properties of shape, suitability of a shape for a purpose, comparing shapes.  
Junk modelling.  
Capacity and measure opportunities within water tray, sand outdoors.  
Ictgames.co.uk – shape games available  
Balance routes, bicycle routes.  
Jigsaws, tangrams (? Any available?), postboxes, train track  
Making dens in the outdoors (check resources available. Should still have tent poles, fabrics, plus Giant Polydron)  
Opportunities within malleable modelling activities to explore language of size.  
Balancing station (possible link during Christmas and presents). Compare hidden parcels (some small, heavy to reiterate size doesn't always equal heavies)

Routines examples:

Children have their own spot on the carpet  
Taught examples:  
Within number sessions, patterns seen for subitising  
Taught sessions on pattern, linked to topic  
Pattern searching indoors/ outdoors  
Finding patterns at home for home task  
Spot the mistake maths activity  
Provision examples:  
Coloured blocks to create patterns  
Pattern grids added to provision to copy and complete patterns  
Creating patterns using collage



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- Children will begin to spot clear errors in a simple AB pattern
- Children will spot some repeating patterns in the world around, particularly given opportunities to find repeating patterns in the natural world

Coloured beads for threading to create patterns

**Big Ideas**

**Sets:**

- Sets can be compared and ordered
- The same collection can be stored in different ways
- Attributes can be used to sort collections into sets

**Number sense:**

- The quantity of a small collection can be intuitively perceived without counting. (subitising)
- Quantity is an attribute of a set of objects and we use numbers to name specific quantities
- Numbers are used in many ways, some more mathematical than others

**Counting:**

- Counting has rules that apply to any collection
- Counting can be used to find out “how many” in a collection

**Operations:**

- A quantity (whole) can be decomposed into equal or unequal parts; the parts can be composed to form the whole
- Sets can be compared using the attribute of numerosity, and ordered by more than, less than, equal to
- Sets can be changed by adding items (joining) or by taking items away (separating)

**Pattern:**

- The same pattern structure can be found in many different forms
- Identifying the rule of a pattern brings predictability and allows one to make generalisations
- Patterns are sequences (repeating or growing) governed by a rule; they exist both in the world and in mathematics

**Measurement:**

- Quantifying a measurement helps us describe and compare more precisely
- All measurement involves a “fair” comparison
- Many attributes can be measured, even when measuring a single object

**Data Analysis:**

- It is useful to compare parts of the data and to draw conclusions about the data as a whole
- Data must be represented in order to be interpreted, and how data are gathered and organised depends on the question
- The purpose of collecting data is to answer questions when the answers are not immediately obvious

**Spatial relationships:**

- Spatial relationships can be visualised and manipulated mentally
- Our own experiences of space and 2D shape reflect a specific point of view
- Relationships between objects and places can be represented with mathematical precision

**Shape:**

- Shapes can be combined and separated (composed and decomposed) to make new shapes
- The flat faces of solid (3D shapes) are 2D shapes
- Shapes can be defined and classified according to their attributes

**Past and Present**

**Understanding the World**

• Routines

• Me and my family/Me as a baby

• My Journey (From a baby to now)

• Making sense of my life story

• My memories

• My nursery timeline

**People, Culture and Communities**

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- Houses and Homes
- Places I visit

- Being kind/Friendship
- Different ways we celebrate Christmas
- Verbally retell the nativity story
- Enjoying special times and events.

- My journeys - where have I been and where would I like to go
- Mapping a journey

- Making sense of my life story.

- Countries we would like to visit
- Places that are special to me
- Adventures Abroad - where would we like to visit

- Places that might be special to others (introduction to different places of worship)

**The Natural World**

- Living things and their habitats**
- Use all their senses in hands-on exploration of natural materials.
  - Explore collections of materials with similar and/or different properties.
  - Begin to understand the need to respect and care for the natural environment and all living things.
- Humans**
- Use all their senses in hands-on exploration of natural materials.
  - Begin to make sense of their own life-story and family's history.
  - Understand the key features of the life cycle of a plant and an animal.

- Light**
- Explore how things work.
  - Talk about the differences in materials and changes they notice.
- Electricity**
- Explore how things work.

- Animals, excluding humans**
- 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.

- Plants**
- Use all their senses in hands-on exploration of natural materials.
  - Explore collections of materials with similar and/or different properties.
  - Plant seeds and care for growing plants.
  - Understand the key features of the life cycle of a plant and an animal.
  - Begin to understand the need to respect and care for the natural environment and all living things.

- Forces**
- Explore how things work.
  - Explore and talk about different forces they can feel.
  - Talk about the differences between materials and changes they notice.

- Materials, including changing materials**
- Use all their senses in hands-on exploration of natural materials.
  - Explore collections of materials with similar and/or different properties.
  - Talk about the differences between materials and changes they notice.
- Sound**
- Explore how things work.

**Creating with Materials**

**Progressions Study: Observational skills by using mirrors to include the main features of faces and bodies in drawings**

- Mark making using big, body movements
  - Drawing - self portraits.
  - Exploring and naming emotions through pictures (link to The Colour Monster)
  - Junk modelling - using tape, understanding properties of shapes
- Autumn Craft: Building the houses of the 3 pigs**

- Using shapes to represent objects
  - Using lines to enclose a space
- Winter Craft: Collage and expression - decorating wooden Christmas bauble**

- Printing - looking at texture and pattern
  - Collage - cutting and sticking
- Spring Craft: Suncatcher butterflies**
- Easter Craft: Painted eggs**

- Observational painting
  - Colour mixing - primary colours
  - Showing/ representing emotions/ actions through pictures
- Summer craft: Using colour in our paintings**

- Modelling with clay - a self-portrait
- Summer Craft: Clay self-portraits**
- End of year take home item.

**Expressive Arts and Design**



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Being Imaginative and Expressive (see also Book Talk)

Larger body movements

- Wheels on the Bus
- Old MacDonald's Farm
- Twinkle, Twinkle
- The Bear Went Over the Mountain
- Humpty Dumpty
  
- Identifying sounds
- Making sounds
- Syllable clapping

Finger movements

- Incy, Wincy Spider
- Tommy Thumb
- Peter and Paul
- Ring a Roses
- Farmer in the Den
  
- How does it make you feel?
- Listening to different genres of music and sharing thoughts and feelings

Complex and cooperative movements

- In and Out the Dusty Bluebells
- B.I.N.G.O
- Baa, Baa Black Sheep
- Hickory Dickory Dock
- Polly Put the Kettle On
  
- Song Time (pitch match)
- Remembering and performing entire songs
- Creating own songs - lyrics