

In Nursery, we follow a book-based curriculum which ensures key texts are read with children over time. Each story will be explored on a 3-week cycle to allow the children time to deepen their understanding of the story, develop their vocabulary and have opportunities to retell the confidently. The environment will support this using a story area with props, role play opportunities and relevant enhancements in other areas of the continuous provision to support story play. We use the Early Years Benchmarks to support assessment and use these documents to ensure all areas are covered throughout the year.





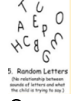

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All About Me	Special Times and Celebrations	Seasons	People Who Help Us	Transport and Journeys	Creatures
Experiences	Harvest Black History Month	Bare Foot Walk linked to Bear Hunt Bonfire Night Christmas Stay and Play Diwali	Lunar New Year food tasting Lent Author Visit Playdough Morning	Easter craft morning with parents Mother's Day Stay and Play Planting Eid Party	Butterflies Pirate Day!	Father's Day Stay and Play Sports Day School Trip
Key texts	Dear Zoo Oh Dear, no eggs here. We're Going on a Bear Hunt – Michael Rosen Ready, Steady, Mo – Mo Farah Super Duper you!	Owl Babies – Martin Waddell Brown Bear, Brown Bear, What Do You See? – Bill Martin Jr and Eric Carle Christmas stories	Three Little Pigs Goldilocks and the three bears The Gruffalo	The Very Hungry Caterpillar – Eric Carle Little red riding hood What the ladybird heard	The Enormous Turnip – Traditional Tale Stomp, Chomp, Big Roars! Here Come the Dinosaurs! – Kaye Umansky and Nick Sharratt	Sharing a Shell Olivers vegetables The treasure of Pirate Frank
Nursery Rhymes	Good morning song Twinkle, twinkle little star The wheels on the bus Pat a cake	Wind the bobbin up Hickory dickory dock Jack and jill went up the hill	Humpty dumpty Incy wincy spider Old McDonald has a farm Polly put the kettle on Baa baa black sheep	A tiny caterpillar Row row row your boat Hot cross buns	Hey diddle -diddle The grand old duke of York A tiny seed was sleep Dinosaur stomp	1,2,3,4,5 5 current buns 5 little ducks 5 speckled frogs 5 wobbly jelly

<p>Personal, Social and Emotional Development – <i>subject to change based on cohort needs.</i> <i>Taught continuously through adult interaction.</i></p>	<p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. We also follow the SCARF scheme for PSHE with overarching themes across school</p>					
<p>Self-regulation Managing-self Making Relationships</p>	<p>Settling into routines, forming friendships, sharing, taking turns. Learning to separate from carers and manage feelings. Building trust with key adults.</p>	<p>Embedding routines. Talking about feelings and wishes. Beginning to manage emotions and respond to others’ feelings Working together and co-operating in play.</p>	<p>Keeping safe and understanding rules. Responding to boundaries. Solving problems and understanding consequences. Knowing who helps us stay safe Developing an awareness of other people’s and character’s feelings. Scared, worried, excited, happy, upset.</p>	<p>Being kind to friends. Listening and negotiating politely. Rights and respect. Developing empathy for others’ feelings.</p>	<p>Working as a team and playing co-operatively. Helping others and caring for the environment.</p>	<p>Understand feelings and that words/actions can hurt. Show independence and follow rules. Take responsibility for tasks and ask for help. Play co-operatively and negotiate politely. Prepare for changes and transition.</p>
<p>Physical Development</p>	<p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>					
<p>Gross Motor</p>	<p>Movement and music sessions. Fundamental movements- including skipping, hopping, balancing on one leg.</p>	<p>Yoga and movement games. Further develop movement, balance and begin to lead simple sequences of movement. Parachute. Use large motor movements e.g. flags and scarves.</p>	<p>Apparatus To develop ability to mount stairs and climb up and jump off simple apparatus. Develop balancing skills.</p>	<p>Ball skills Develop hand-eye co-ordination- ball skills including rolling, throwing, pushing, dribbling, bouncing. Continue to develop balancing skills.</p>	<p>Music and Rhythm Learn more complex sequences which are related to music and rhythm. Adjusting speed.</p>	<p>Team games Run skilfully and negotiate space. Take part in simple team games and refine movements. Consolidate 3 & 4 skills.</p>

	Begin to follow and copy simple sequences. Learn how to stop.					
Fine Motor	<p>Cylindrical grasp</p> <p>Daily dough disco programme. 2 x a week Squiggle Whilst you Wiggle programme -Straight and curved lines (up and down and side to side).</p> <p>Developing preference for a dominant hand.</p> <p>Develop finger strength by mark-making in sensory materials.</p> <p>Use simple one-handed tools with support- spoons, scoops, tweezers, glue spreader.</p> <p>Complete insert jigsaw puzzles</p>	<p>Cylindrical grasp</p> <p>Daily dough disco programme. 2 x a week Squiggle Whilst you Wiggle programme –Circles (clockwise and anticlockwise) and arches.</p> <p>Developing preference for a dominant hand.</p> <p>Developing manipulation of materials and resources.</p> <p>Use simple one-handed tools with support- spoons, scoops, tweezers, glue spreader.</p>	<p>Digital grasp</p> <p>Daily dough disco programme. 2 x a week Squiggle Whilst you Wiggle Programme -Hooks (up and downwards) and spirals</p> <p>Use sprung or child scissors to cut and snip.</p> <p>Draw circles to represent a face.</p> <p>Showing greater control over clothing- putting on jumper or coat.</p>	<p>Digital grasp- beginning to demonstrate control with chosen grip.</p> <p>Daily dough disco programme. 2 x a week Squiggle Whilst you Wiggle programme -Waves and figure of 8's.</p> <p>Showing greater control over clothing- putting on jumper or coat.</p>	<p>Four finger grasp</p> <p>Daily dough disco programme. 2 x a week Squiggle Whilst you Wiggle Sessions- staircase patterns</p> <p>Use scissors to cut and snip paper; Use one handed tool with control; pick up small objects with one-handed tools; Threading objects</p> <p>Showing greater control over clothing, including zips.</p>	<p>Four finger grasp- Using a comfortable grip and with control.</p> <p>Daily dough disco programme. 2 x a week Squiggle whilst you wiggle-loops.</p> <p>Write some letters accurately and write some or all of their name. They understand the language of direction (up, down, round, back)</p> <p>Use scissors to cut and snip paper; Use one handed tools with control; pick up small objects with one-handed tools; Threading objects</p> <p>Showing greater control over clothing, including zips.</p>
Communication and Language	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					

<p>Listening, Attention and Understanding</p> <p>Speaking</p>	<p>N2 - Listening to stories 1:1 with an adult</p> <p>To develop understanding of group time rules.</p> <p>Learning to look at a person when they talk to them, using their name</p> <p>To sit and attend on the carpet for 5 minutes.</p> <p>I can begin to follow some one step instructions using simple language, with support and prompt from an adult.</p> <p>Learning how to speak in a simple sentence by joining 3-4 words together.</p> <p>Developing our vocabulary- words to name objects.</p> <p>Functional vocabulary- snack, drink, coat.</p>	<p>N2 - Talking about own experiences and sharing events, developing role play talk. Early Talk Book Music Interaction</p> <p>Listening to stories in a small group or 1:1 with increasing attention.</p> <p>Learning how to respond to simple requests when shown by an adult.</p> <p>Learning how to answer and respond to simple questions using what, where and who e.g. where is your bag?</p> <p>Listen to and join in with simple rhymes and songs by making sounds and moving my body.</p> <p>Recognise and name objects when they are named or described simply.</p>	<p>N1 – Listening & attention Skills Early Talk Book Music Interaction</p> <p>N2 - Listen to stories with increased attention and participation and talk about simple events.</p> <p>Learning how to speak in a simple sentence by joining 4-6 words together.</p> <p>Remember and use new vocabulary.</p> <p>I can express my feelings, desires and needs</p> <p>I can follow a one-step instruction.</p> <p>Begin to understand and answer 'why' questions</p>	<p>N1 – Listening & attention games Early Talk Book Music Interaction</p> <p>N2 - Increased participation in group, retelling familiar stories, using refrains and vocabulary.</p> <p>Begin to learn how to follow an instruction with two parts.</p> <p>Begin to hold a conversation with 2 or 3 turns.</p> <p>Remember and use new words.</p>	<p>N1 – talking in a small group Early Talk Book Music Interaction</p> <p>N2 -Be able to tell a simple story and talk about characters and events.</p> <p>Learning how to speak in longer sentences by joining 6 or more words together.</p> <p>Holding a simple conversation with many turns.</p> <p>I am beginning to link sentences together using words like 'and'.</p> <p>Describing simple events.</p> <p>Learn how to answer 'why' questions. Using a wider range of vocabulary.</p>	<p>N1 – talking in a small group, listening games Early Talk Book Music Interaction</p> <p>N2 - Be able to tell own narratives, in detail and have conversations about books.</p> <p>Holding a simple conversation with many turns.</p> <p>Learning how to speak in longer sentences by joining 6 or more words together.</p> <p>I am beginning to link sentences together using words like 'and'.</p> <p>Describing simple events.</p> <p>Learn how to follow 2-step instruction</p> <p>Respond to simple questions and comments. Using a wider range of vocabulary.</p>
<p>Literacy</p>	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					

<p>Word Reading</p> <p>Phonics</p>	<p>Daily LW 'Rhyme Time' session:</p> <ul style="list-style-type: none"> • Listening • Syllables • Rhyming • Alliteration • Sound knowledge • Oral blending <p>Intervention through the Simple Sounds programme.</p> <p>Begin to develop my listening skills and differentiate between different environment and percussion sounds. Listening to songs and rhymes, tuning in and paying attention</p>	<p>Daily LW 'Rhyme Time session + 'Tuning into Sounds'</p> <p>s a t p i n m</p> <ul style="list-style-type: none"> • Listening • Syllables • Rhyming • Alliteration • Sound knowledge • Oral blending <p>Intervention through the Simple Sounds programme.</p> <p>Begin to develop listening skills and to differentiate between different environment and percussion sounds. Learn to hear the same initial sounds for words and names of objects, with adult help. Fill in words from familiar nursery rhymes.</p>	<p>Daily LW 'Rhyme Time session + 'Tuning into Sounds'</p> <p>d g o c k e</p> <ul style="list-style-type: none"> • Listening • Syllables • Rhyming • Alliteration • Sound knowledge • Oral blending <p>Intervention through the Simple Sounds programme.</p> <p>Learn to distinguish between different sounds. Learning to hear the same initial sounds for words and names of objects. Learning how to blend CVC words using oral blending.</p>	<p>Daily LW 'Rhyme Time session + 'Tuning into Sounds'</p> <p>u r h b f l</p> <ul style="list-style-type: none"> • Listening • Syllables • Rhyming • Alliteration • Sound knowledge • Oral blending <p>Intervention through the Simple Sounds programme.</p> <p>Learning to identify initial sounds in words and objects. Learning to articulate sounds correctly, including voice sounds. Learning how to blend CVC words using oral blending</p>	<p>Daily LW 'Rhyme Time session + 'Tuning into Sounds'</p> <p>j v w y z q u c h</p> <ul style="list-style-type: none"> • Listening • Syllables • Rhyming • Alliteration • Sound knowledge • Oral blending <p>Intervention through the Simple Sounds programme.</p> <p>Identify initial sounds in words and objects. Blend words using oral blending.</p>	<p>Daily LW 'Rhyme Time session + 'Tuning into Sounds'</p> <p>ck x sh th ng nk</p> <ul style="list-style-type: none"> • Listening • Syllables • Rhyming • Alliteration • Sound knowledge • Oral blending <p>Intervention through the Simple Sounds programme.</p> <p>Identify and complete rhymes. Identify the initial and end sound in a word. Blend words using oral blending.</p>
<p>Word Reading</p> <p>Comprehension</p>	<p>Small group shared reading- shows interest in print and illustration in books and can locate them.</p> <p>Developing awareness of their name with their photograph during self-registration.</p> <p>Listen to short stories in small groups and 1:1 with an adult.</p>	<p>Small group shared reading- Able to hold a book the correct way and begin to turn the pages.</p> <p>Able to recognise their name with their photograph</p> <p>Begins to recall 'who' is in a book and talk about the character.</p> <p>Identify and recall signs and symbols in the environment.</p>	<p>Small group shared reading-naming the different parts of the book and turn pages independently.</p> <p>Be able to recognise the initial letter in their name.</p> <p>Engage in talk about books, and learn new words I am introduced to.</p> <p>Begin to be aware of how stories are</p>	<p>Small group shared reading- Able to find the print and understand it has meaning. Turn the pages in a book independently.</p> <p>Begin to recognise their first name without their photograph and notice the capital letter at the front of name.</p> <p>Talk about 'where' the story is set and begin to learn the word 'setting'.</p> <p>Listen to stories with increased attention and recall, increased participation in group retelling,</p>	<p>Small group shared reading- Able to find the first word and begin to track words in a book left to right as an adult read.</p> <p>Recognises their name without their photograph. Match name to photograph. Knows the first sound in their name.</p> <p>Be able to match their first name to their photograph.</p>	<p>Small group shared reading – Able to hold and manage a book confidently and understand the five concepts of print.</p> <p>Recognises their name without their photograph. Knows the first sound in their name.</p> <p>Know that we read text from left to right and top to bottom.</p> <p>I can engage in conversations about story events and characters in a book.</p> <p>I can make suggestions about what might happen next in a story.</p>

	<p>Notice print in the environment, such as a familiar logo or the first letter in my name.</p>		<p>structured and can talk simply about key events.</p> <p>Listen to stories with increased attention and recall, increased participation in group retelling, story sequencing and use of refrains, story vocab</p>	<p>story sequencing and use of refrains, story vocab</p>	<p>Understand the terms characters, setting, event, beginning, end.</p> <p>Sequence stories pictorially, learning texts through enactment, small world and oral retelling.</p>	
<p>Writing</p>	 <p>1. Pictures</p> <p>Mark-making with lines and diagonals.</p> <p>With support able to trace over some letters in their name. Beginning to make marks to represent their name.</p> <p>Introduction to mark making tools through mark making area and around the setting. Begin to identify their own name.</p> <p>Enjoy drawing freely</p> <p>Distinguish between the different marks they make and begin to give meaning to them e.g. that says mummy.</p>	 <p>2. Random Scribbling</p> <p>Mark-making with lines and circles.</p> <p>Begin to trace over letters in their name.</p> <p>Fine motor practice using practical tools as well as beginning to explore making marks on a page.</p> <p>Ascribing meaning to our marks.</p> <p>Learn to understand that print carries meaning when an adult shows me different writing and models writing to me (Receive a card or Christmas list).</p>	 <p>3. Scribble Writing</p> <p>Copies hooks and spiral patterns.</p> <p>Begin to form some shapes to represent letters in their name.</p> <p>Children learning how to mark make from left to right.</p> <p>Distinguish between different written marks and assign meaning to them.</p> <p>Make more controlled and repeated marks when mark-making and use different types of lines and scribbles e.g. zigzag, curved, straight.</p>	 <p>4. Symbols That Represent Letters</p> <p>Copies waves and figures of 8.</p> <p>Beginning to form some recognisable letters from their name.</p> <p>Children to learn how to mark-make using letter shapes and ascribe meaning to them.</p> <p>Understand that print carries meaning when an adult shows me different writing and models writing to me.</p> <p>I am beginning to mark-make with some familiar shapes or letters.</p>	 <p>5. Random Letters</p> <p>Copies over staircase and zig-zag patterns.</p> <p>Forms some recognisable letters from their name.</p> <p>Understand print has meaning and you can write for different purposes e.g. a card, a list.</p> <p>Mark makes with letter shapes and strings of letters, sometimes representing some familiar sounds.</p>	 <p>6. Letter Strings</p> <p>Copies over looped patterns.</p> <p>Write some letters accurately and write some or all their name. They understand the language of direction (up, down, round, back)</p> <p>Use print and some familiar initial sounds in their early writing e.g. 'm' for mummy.</p> <p>Tell an adult what I have drawn or written.</p> <p>Understand that print has meaning and that you can write for different purposes e.g. a card, a list.</p> <p>Copy shapes, letters or pictures.</p> <p>Know that we write, left to right and top to bottom.</p>

Maths	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding -such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
Numbers Numerical Pattern SSM	Colours Matching Sorting Sing number rhymes reciting number names through rote counting and chanting. Saying number names in sequence.	Matches and creates ABAB patterns. Sorting and matching shapes Size- big and small. Counting principle Explore numbers through number rhymes and stories. Say number names in sequence.	Exploring and understanding numbers 1, 2 and 3. Subitising 1, 2 and 3. Counting principles- one to one correspondence- Say one number for each item and in order. Explore position	Exploring and understanding numbers 3, 4 and 5, including composition. Compare capacity, mass, length and height.	Number 6 Sequencing Comparing quantities More than/fewer 2D and 3D shapes	Review and consolidate numbers 1-5 using the counting principles through stories, songs and real-life contexts. 1 more and 1 less to 5 through songs.
Understanding The World	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increase their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension					
The Natural World	Discover natural materials outdoors. Make observations of the weather.	Seasons- Autumn to Winter Use words to describe the weather.	Seasons- Winter Use words to describe the weather. Observe changes when baking.	Learn about plant life cycles. Plant seeds and observe growth and understand what plants need to grow.	Explore gardens as homes for living things. Talk about the lifecycle of an animal (e.g. caterpillar, frog). Make observations of animals and changes within its lifecycle.	Season- Summer Make observations of animals and where they live (sealife) Show care and concern for living things. Making boats for exploring materials and floating and sinking.
People, Cultures and Communities	Talk about myself. Recognise my own immediate family and relations.	Christmas Know I am part of a family and identify key people.	Chinese New Year Celebrations Notice similarities and differences	EID celebrations Easter celebrations Know that people have different jobs and roles.	People around the world- learn about different cultures,	Compare different types of families Show interest in the lives of people who are familiar to us.

	Show curiosity about people through stories and photos.	Learn about other families and make connections. Explore special times for my family and others. Introduction to “celebration” – people celebrate different things.	between how families celebrate. Talk about my own immediate family and relations.		traditions, and celebrations globally.	Recognise and describe special times or events for family or friends.
Past and Present	Know how old I am and understand age changes (birthdays). Understand what I am doing now and what will happen next (with visual support).	Understand “now” and “next” on a daily timetable. Begin to recall events from own life (e.g., Bonfire Night, Halloween)	Follow a visual timetable to know when things happen. Recall events from own life (e.g., Christmas). Talk about how we have changed since birth. Explore traditional nursery rhymes from the past.	Begin to talk about and sequence events in the day. Use simple time language (next, after that). Recall events from own life (e.g., Easter). Talk about changes over time (how we/plants have grown).	Use some time language (first, after) to sequence events. Develop a sense of life history using photographs and books. Know and talk about things that happened in the past (e.g., trips, holidays, life cycle).	Use time language from stories (e.g., long ago). Develop a sense of life history. Explore the past through stories. Know and talk about things that happened before.
Expressive Arts and Design	The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
Creating with Materials	Self Portraits Explore creative area and materials freely. Begin drawing simple shapes. Make marks with paint and name primary colours. Use glue stick to join. Start handling	Continue drawing shapes to represent objects. Explore materials and develop ideas. Handle different sized pencils and paintbrushes. Continue exploring paint and colours.	Self Portraits Draw simple representations and learn how to add simple features. Explore different materials freely, to develop their ideas about how to use them and what to make. Learn to use sprung or child scissors to cut and snip paper.	Observational Drawing Add more detail to drawings. Join materials using glue and tape. Use scissors confidently. Explore different paint effects.	Self Portraits Draw with increasing detail (faces) Begin to purposeful select materials to make models. Begins mixing colours Use varied paint techniques Join materials together using glue and tape. Use scissors	Continue detailed drawings and add complexity (faces with features, objects). Purposefully select and combine materials to make models. Mix colours confidently. Use a range of paint techniques. Show independence in creative choices Use scissors independently to cut and snip at paper .

	pencils and paintbrushes		Learn how to carry out basic paint techniques- printing, splattering, sponging.		independently to cut and snip at paper	
Being Imaginative and Expressive	Listen and learn simple nursery rhymes with adult support. Engage in pretend play with simple storylines. Listen to stories and use simple props. Make simple actions to music. Explore different sounds vocally and with instruments.	Sing nursery rhymes independently. Continue pretend play using resources. Listen to stories and retell with props. Make different actions to music. Explore how to make sounds vocally and with instruments	Begin to sing songs with simple actions. Develop complex stories using small world toys. Move in time to music. Explore how instruments make different sounds (shaking, tapping, blowing).	Continue singing songs with actions. Develop complex stories with props and small world. Move in time to music. Explore how to create sounds in different ways.	Distinguish between a song and a rhyme. Use different voices when singing. Tap out simple rhythms using hands and instruments. Tell familiar stories and join in storytelling.	Sing a range of nursery rhymes by heart. Tap out simple rhythms confidently. Tell familiar stories and join in storytelling. Show independence in imaginative play and music. Combine singing, movement, and instruments creatively.
Language of the Term	Malayalam Greeting	Malayalam Culture	Yoruba Greeting	Yoruba Culture	Twi (Akan) Greeting	Twi (Akan) Culture