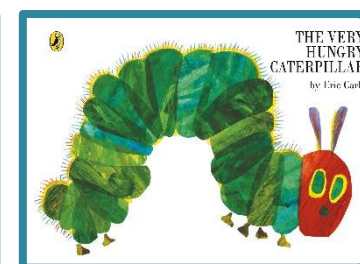
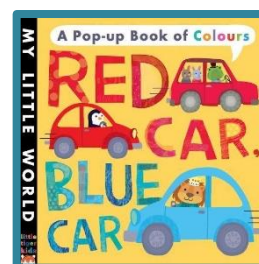
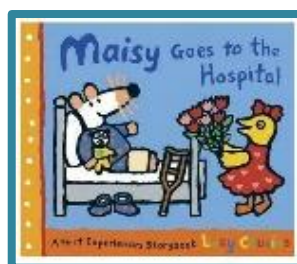
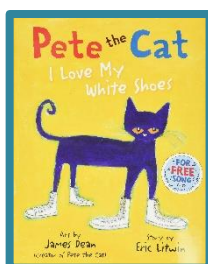
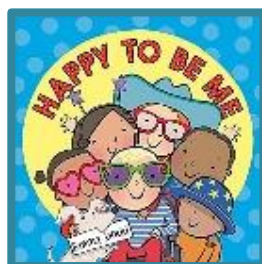


# Nursery Curriculum



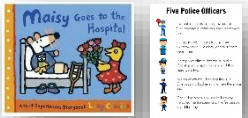



New EYFS Framework 2021



Planning a sequenced curriculum to ensure all children make progress and are ready for the next stage of their education.

**Age Related Expectations** \* Teaching and learning to be differentiated through short term planning, driven by assessment

Consolidation and revisit of key skills, knowledge and understanding through continuous and enhanced provision

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	All About Me	The 5 Senses	People Who Help Us	Transport	Farm Animals	In The Garden
Planning around a quality text:						
Linked texts	<ul style="list-style-type: none"> <li>⇒ I'm ready for school – Ladybird book – Amanda Li</li> <li>⇒ Harry &amp; the dinosaurs go to school – Ian Whybrow</li> <li>⇒ Too small for my big bed – Amber Stewart</li> <li>⇒ Owl Babies – Martin Waddell</li> <li>⇒ Hippo has a hat – Julia Donaldson</li> <li>⇒ All about incredible me – Orangutan books</li> <li>⇒ Cuddle! – Beth Shosan</li> <li>⇒ My first day at school – Ellen Crimi-Trent</li> <li>⇒ Goat goes to playgroup – Julia Donaldson</li> <li>⇒ I want my potty – Tony Ross</li> <li>⇒ Monkey Puzzle – Julia Donaldson</li> </ul>	<ul style="list-style-type: none"> <li>⇒ The Gingerbread Man – Ladybird</li> <li>⇒ Elmer and the Wind – David McKee</li> <li>⇒ One Mole Digging a Hole – Julia Donaldson</li> <li>⇒ Pumpkin Soup – Helen Cooper</li> <li>⇒ Polar Bear Polar Bear, what do you hear? – Bill Martin Jr/Eric Carle</li> <li>⇒ Chocolate Mousse for Greedy Goose - Julia Donaldson</li> <li>⇒ WIND – QED</li> <li>⇒ Laura's Star – Klaus Baumgart</li> <li>⇒ George and the Noisy Baby – Ladybird</li> <li>⇒ Mister Magnolia – Quentin Blake</li> </ul>	<ul style="list-style-type: none"> <li>⇒ Funnybones – Janet &amp; Allan Ahlberg</li> <li>⇒ My Visit to Hospital – Paul Humphrey</li> <li>⇒ Miss Polly had a dolly – Alison Hawes</li> <li>⇒ Ambulance Ambulance! - Sally Sutton &amp; Brian Lovelock</li> <li>⇒ When I grow up... Doctor – Claire Hibbert</li> <li>⇒ My visit to the Optician - Rachel Tisdale</li> <li>⇒ Postman Pete - Campbell Books</li> <li>⇒ Dear Zoo – Rod Campbell</li> <li>⇒ Pets at our Vets – Kate Tym</li> <li>⇒ Going to the dentist – Anne Civadi &amp; Steven Cartwright</li> <li>⇒ Vet - QED</li> <li>⇒ Police Officer, Vet, Doctor - – Ando Twin &amp; Lucy M George</li> <li>⇒ Emergency! – Margaret Mayo &amp; Alex Ayliffe</li> </ul>	<ul style="list-style-type: none"> <li>⇒ The Boat Race and the little bear's dragon – Jane Hissey</li> <li>⇒ The Wheels on the Bus – Penny Dann</li> <li>⇒ Duck in the Truck – Jez Alborough</li> <li>⇒ Choo Choo Clickety-clack – Margaret Mayo &amp; Alex Ayliffe</li> <li>⇒ Down by the station – Child's Play</li> <li>⇒ The Train Ride – June Crebbin</li> <li>⇒ Let's go by train – Little Nippers</li> <li>⇒ Dazzling Diggers, Tough Trucks, Flashing Fire Engines – Tony Mitton &amp; Ant Parker</li> <li>⇒ Tractor Saves the Day – Mandy Archer</li> <li>⇒ Boat Sails Away – Olivia Rayner</li> <li>⇒ The Big Concrete Lorry – Shirley Hughes</li> </ul>	<ul style="list-style-type: none"> <li>⇒ The Little Red Hen – Liz Pichon</li> <li>⇒ Dora's Chicks – Julie Sykes</li> <li>⇒ Handa's Hen – Eileen Browne</li> <li>⇒ Come on, Daisy – Jane Simmons</li> <li>⇒ A Day at Greenhill Farm – Sue Nicholson</li> <li>⇒ Egg. A photographic story of hatching – Jane Burton</li> <li>⇒ Egg to Chicken – Camilla de la Bedoyere</li> <li>⇒ Count on Goz – Steve Weatherill</li> <li>⇒ Farm Animals – Katie Daynes</li> <li>⇒ Eggs and Chicks – Fiona Patchett</li> <li>⇒ See how they grow – Angela Royston</li> <li>⇒ On the road with Mavis and Marge – Niamh Shark</li> <li>⇒ I Spy... on the farm – Edward Gibbs</li> <li>⇒ A first look at animals – Diane James &amp; Sara Lynn</li> </ul>	<ul style="list-style-type: none"> <li>⇒ Guess what I'll be – Walker Books</li> <li>⇒ Down by the Cool of the Pool – Tony Mitton</li> <li>⇒ Mini Beasties – Michael Rosen</li> <li>⇒ Egg to Bee – Camilla de la Bedoyere</li> <li>⇒ The lifecycle of a ladybird – Ruth Thomson</li> <li>⇒ Things with wings – Paul Shipton</li> <li>⇒ Lifecycle of a butterfly, Life cycle of a frog – Heinemann Library</li> <li>⇒ Why is the sky blue? – Ladybird</li> <li>⇒ Ten Little Ladybirds – Melanie Gerth</li> <li>⇒ Sarah the Spider – Hilary Robinson</li> <li>⇒ Baby Animals – Priddy Books</li> <li>⇒ I wonder why spiders spin webs – Amanda O'Neill</li> <li>⇒ Hungry Harry – Joanne Partis</li> </ul>
Trips/Visitors Enrichments	Visitors: <ul style="list-style-type: none"> <li>○ Occupation - School cook</li> <li>○ Occupation pet shop/pets</li> <li>○ Parents</li> </ul>	Visits <ul style="list-style-type: none"> <li>○ Occupation- park keeper</li> </ul>	Visits: <ul style="list-style-type: none"> <li>○ Occupation – fishermen/fish shop</li> </ul>	Visits <ul style="list-style-type: none"> <li>○ Occupation – baker/lifeboat rescue</li> <li>○ Trip to Aerozone</li> </ul>	Trip: <ul style="list-style-type: none"> <li>○ Occupation -</li> </ul>	Visitors: <ul style="list-style-type: none"> <li>○ Occupation – firefighter</li> <li>○ Nurse</li> </ul>

**Celebrations / Festivals /  
Special Events**

- Birthdays
- Harvest Festival

- Birthdays
- Diwali
- Guy Fawkes Night
- Christmas church service
- Nativity play
- Christmas Party/Santa

- Birthdays
- Chinese New Year
- Shrove Tuesday
- St Valentine's Day

- Birthdays
- World Book Day
- Mother's Day
- Lent
- Eid
- Easter

- Birthdays
- Observing eggs hatch into chicks
- Trip to Smithill's Farm

- Birthdays
- Father's Day
- Transition – moving up to Reception

## COMMUNICATION & LANGUAGE: □ Listening, Attention & Understanding □ Speaking

**Educational Programme:** 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.

Autumn	Spring	Summer
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**Learning Priorities:** [Linked to Development Matters 2020](#)

\* See *EY2P Communication & Language Booklet*

### Listening, Attention and Understanding

- **Enjoy listening to short stories and begins to remember much of what happens.**
  - ⇒ Offer children at least a daily story time as well as sharing books throughout the session.
- **Pay attention to more than one thing at a time, which can be difficult.**
  - ⇒ Help children to switch their attention from what they are doing to what you are saying.
  - ⇒ Give clear prompts.
  - ⇒ Say the child's name and then "stop and listen".
  - ⇒ Use actions to support what you are saying.
- **Use a wider range of vocabulary.**
  - ⇒ Extend children's vocabulary, explaining unfamiliar words and concepts.
  - ⇒ Make sure children have understood what they mean through stories and activities.
  - ⇒ Include words and concepts which occur frequently in books and other contexts, but are not used every day by many young children.
  - ⇒ Shared book-reading is a powerful way of having extended conversations with children. It helps children to build their vocabulary.

### Speaking

- **Begins to sing a large repertoire of songs.**
- **Know some rhymes.**
  - ⇒ Daily singing and nursery rhymes.
- **Begin to talk about familiar books.**
  - ⇒ Use core books, songs and rhymes regularly.
  - ⇒ Plan activities around core books to practice vocabulary.
  - ⇒ Book baskets such as 'Dear Zoo' placed in the environment.
- **Use longer sentences of four to six words.**
  - ⇒ Expand on children's phrases. For example, if a child says, "going out shop", you could reply: "Yes, Jason is going to the shop".
  - ⇒ As well as adding language, add new ideas.
- **Begin to be able to express a point of view**
  - ⇒ Give opportunities through snack times for children to express their own opinions.
  - ⇒ Model beginnings of phrases such as 'I think that...' or 'I believe that...'

### Listening, Attention and Understanding

- **Enjoy listening to longer stories and begins to remember much of what happens.**
  - ⇒ Offer children at least a daily story time as well as sharing books throughout the session.
- **Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".**
  - ⇒ Offer children at least a daily story time as well as sharing books throughout the session.
- **Use a wider range of vocabulary.**
  - ⇒ Extend children's vocabulary, explaining unfamiliar words and concepts.
  - ⇒ Encourage children to talk about what is happening and give their own ideas.
  - ⇒ Use high-quality picture books for learning new vocabulary and more complex forms of language:

### Speaking

- **Sing a large repertoire of songs.**
- **Know many rhymes.**
  - ⇒ Daily singing and nursery rhymes.
- **Be able to talk about familiar books.**
- **Begin to be able to tell a long story.**
  - ⇒ Increase the range of core books, songs and rhymes.
  - ⇒ Use core books throughout the environment in continuous provision.
- **Begin to be able to express a point of view and to debate when they disagree with an adult or a friend, using some words as well as actions.**
  - ⇒ Model language that promotes thinking and challenges children: "I can see that's empty – I wonder what happened to the snail that used to be in that shell?"
- **Start a conversation with an adult or a friend and continue it for many turns.**
  - ⇒ Open-ended questions like "I wonder what would happen if....?" encourage more thinking and longer responses.
- **Begin to use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."**
  - ⇒ Model this is continuous provision.

### Listening, Attention and Understanding

- **Enjoy listening to longer stories and can remember much of what happens.**
  - ⇒ Offer children at least a daily story time as well as sharing books throughout the session.
- **Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"**
  - ⇒ Build up from who, what, where and when questions.
  - ⇒ Ask questions daily about their lives as well as new concepts and through activities.
- **Use a wider range of vocabulary.**
  - ⇒ Extend children's vocabulary, explaining unfamiliar words and concepts.
  - ⇒ Use scientific vocabulary when talking about the parts of a flower or an insect, or different types of rocks. Examples from 'The Gruffalo' include: 'stroll', 'roasted', 'knobbly', 'wart' and 'feast'.
  - ⇒ Offer children lots of interesting things to investigate, like different living things. This will encourage them to ask questions.

### Speaking

- **Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.**
- **Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.**
  - ⇒ Recast what children say. E.g. "How lovely that you swam in the sea on holiday".
  - ⇒ When children have difficulties with correct pronunciation, reply naturally to what they say. Pronounce the word correctly so they hear the correct model.
- **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.**
  - ⇒ Questions such as "What do you think would happen if....?" encourage more thinking and longer responses.
  - ⇒ Help children to elaborate on how they are feeling: "You look sad. Are you upset because Jasmin doesn't want to do the same thing as you?"

## PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT: □ Self-Regulation □ Managing Self □ Building Relationships

**Educational Programme:** 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.

Autumn	Spring	Summer
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### Learning Priorities: [Linked to Development Matters 2020](#)

<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>▪ <b>Begin to understand gradually how others might be feeling.</b> <ul style="list-style-type: none"> <li>⇒ Use emotion cards to name emotions.</li> <li>⇒ Ask children each morning during registration song to name how they are feeling.</li> </ul> </li> <li>▪ <b>Begin to talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</b></li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>▪ <b>Develop their sense of responsibility and membership of a community.</b> <ul style="list-style-type: none"> <li>⇒ Children are VIPs on a schedule and collect milk on their turn.</li> <li>⇒ Children are put into two key worker groups named Monkeys and Jaguars and are taught/have snack in these.</li> </ul> </li> <li>▪ <b>Increasingly follow rules, begins to understand why they are important.</b> <ul style="list-style-type: none"> <li>⇒ "Kind hands, kind feet, kind words"</li> <li>⇒ Discuss why we need rules during small group times.</li> </ul> </li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>▪ <b>Become more outgoing with unfamiliar people, in the safe context of their setting.</b> <ul style="list-style-type: none"> <li>⇒ Introduce children to members of staff in the school as they visit our nursery.</li> </ul> </li> <li>▪ <b>Play with one or more other children.</b> <ul style="list-style-type: none"> <li>⇒ Play name games to introduce children to each other.</li> <li>⇒ Over-use children's names in conversation with new friends.</li> </ul> </li> </ul>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>▪ <b>Begin to understand gradually how others might be feeling.</b> <ul style="list-style-type: none"> <li>⇒ Help children name their emotions to their peers.</li> <li>⇒ During morning registration, children name their emotion and why they are feeling that way.</li> <li>⇒ Model phrase- "I'm feeling ... because..."</li> </ul> </li> <li>▪ <b>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</b></li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>▪ <b>Increasingly follow rules, understanding why they are important.</b></li> <li>▪ <b>Remember rules without needing an adult to remind them</b> <ul style="list-style-type: none"> <li>⇒ Explain why we have rules and display a small number of necessary rules visually as reminders.</li> </ul> </li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>▪ <b>Become more outgoing with unfamiliar people, in the safe context of their setting.</b></li> <li>▪ <b>Show more confidence in new social situations.</b> <ul style="list-style-type: none"> <li>⇒ Take children out on short walks around the local area. When ready, take them on trips to interesting places like a local museum, theatre or place of worship.</li> </ul> </li> <li>▪ <b>Play with one or more other children, begin to extend and elaborate play ideas.</b> <ul style="list-style-type: none"> <li>⇒ Extend children's ideas through continuous provision.</li> <li>⇒ Further resource and enrich children's play, based on their interests. Children often like to talk about their trips to hairdressers and barbers. Provide wigs reflecting different ethnicities, combs and brushes etc. to stimulate pretend play around their interest.</li> <li>⇒ Notice children who find it difficult to play. They may need extra help to share and manage conflicts.</li> <li>⇒ Model positive play and co-operation.</li> </ul> </li> </ul>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>▪ <b>Understand gradually how others might be feeling.</b> <ul style="list-style-type: none"> <li>⇒ Help children explore situations from different points of view.</li> <li>⇒ Talk together about how others might be feeling.</li> <li>⇒ Bring ideas into children's pretend play: "I wonder how the chicken is feeling, now the fox is creeping up on her?"</li> </ul> </li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>▪ <b>Select and use activities and resources, with help when needed.</b> <ul style="list-style-type: none"> <li>⇒ Increase the range of resources and challenges, outdoors and inside.</li> <li>⇒ Model inviting new activities that encourage children to come over and join in, such as sewing or weaving.</li> </ul> </li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>▪ <b>Play with one or more other children, extending and elaborating play ideas.</b></li> <li>▪ <b>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</b> <ul style="list-style-type: none"> <li>⇒ Involve children in making decisions about room layout and resources.</li> <li>⇒ Children help set up role play areas.</li> <li>⇒ Teach children ways of solving conflicts- model how to listen to someone else and agree a compromise.</li> </ul> </li> <li>▪ <b>Develop appropriate ways of being assertive.</b></li> <li>▪ <b>Talk with others to solve conflicts.</b> <ul style="list-style-type: none"> <li>⇒ Give children clear boundaries and routines.</li> <li>⇒ Interact calmly and sensitively with children.</li> <li>⇒ Model ways that you calm yourself down, such as stopping and taking a few deep breaths.</li> </ul> </li> </ul>
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## PHYSICAL DEVELOPMENT: □ Gross Motor Skills □ Fine Motor Skills

**Educational Programme:** 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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Autumn	Spring	Summer
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### Learning Priorities: [Linked to Development Matters 2020](#)

#### Gross Motor Skills

- **Begin to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.**
- **Begin to go up steps and stairs, or climb up apparatus, using alternate feet.**
- **Skip, hop, stand on one leg and hold a pose for a game like musical statues.**
- **Use large-muscle movements to wave flags and streamers, paint and make marks with some control.**
  - ⇒ Introduce experiences where children 'cross the mid-line' of their bodies.
  - ⇒ Create opportunities outdoors through continuous provision.
- **Begin to be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.**
  - ⇒ Encourage children by helping them, but leaving them to do the last steps, such as pulling up their zip after you have started it off.
  - ⇒ Encourage children to take own shoes and socks off for hall sessions.
  - ⇒ Verbal praise and moving up on the behaviour system for perseverance in putting shoes and socks back on.

#### Fine Motor Skills

- **Begin to use one-handed tools and equipment, for example, making snips in paper with scissors.**
  - ⇒ Begin by showing children how to use one-handed tools and then guide them with hand-over-hand help.
- **Start eating independently and learning how to use a knife and fork.**
  - ⇒ Model using a knife and fork at each lunch time
  - ⇒ Children all eat together in the Nursery classroom.
- **Begin to show a preference for a dominant hand.**
  - ⇒ Encourage children to pinch the pen/pencil between the ball of the thumb and the fore-finger, supported by the middle finger with the other fingers tucked into the hand.
  - ⇒ Children given triangular shaped pen/pencils.
  - ⇒ Large paintbrushes given to children.
  - ⇒ Chunky chalks used outside.
- **Begin to choose the right resources to carry out their own plan.**
  - ⇒ Show children how to carry and use resources safely.

#### Gross Motor Skills

- **Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.**
- **Go up steps and stairs, or climb up apparatus, using alternate feet.**
- **Use large-muscle movements to wave flags and streamers, paint and make marks.**
  - ⇒ Encourage children to create their own obstacle courses.
- **Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.**
  - ⇒ Praise children often for perseverance and independence.
  - ⇒ Use the behaviour system to reward effort.
- **Begin to be increasingly independent in meeting their own care needs, e.g. using the toilet, washing and drying their hands.**
- **Make healthy choices about food, drink, activity and toothbrushing.**
  - ⇒ Daily routine of washing hands at specific times where children are monitored and encourage to wash well.
  - ⇒ Discuss healthy choices during snacks times where only fruit is available.
- **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.**
  - ⇒ PE lessons covering dance themes allow children to use and memorise actions to music.
  - ⇒ Model the vocabulary of movement before asking children to copy- either a child or adult can model.

#### Fine Motor Skills

- **Begin to use one-handed tools and equipment, for example, making snips in paper with scissors.**
  - ⇒ Gradually reduce the help you are giving and allow the child to use the tool independently.
- **Begin to use a comfortable grip with good control when holding pens and pencils.**
- **Usually shows a preference for a dominant hand.**
  - ⇒ Mark making available and encouraged in all continuous provision areas.

#### Gross Motor Skills

- **Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.**
- **Go up steps and stairs, or climb up apparatus, using alternate feet.**
- **Skip, hop, stand on one leg and hold a pose for a game like musical statues.**
- **Use large-muscle movements to wave flags and streamers, paint and make marks.**
  - ⇒ Encourage children to transfer physical skills learnt in one context to another one.
  - ⇒ Hammering nails into pumpkins etc.
  - ⇒ Encourage children to paint, chalk or make marks with water.
  - ⇒ Use walls/easels to stimulate large shoulder and arm movements.
  - ⇒ Create experiences where children 'cross the mid-line'.
- **Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.**
- **Make healthy choices about food, drink, activity and toothbrushing.**
  - ⇒ Importance of eating healthily and teeth brushing discussed during snack times and small group sessions.
  - ⇒ Talk about importance of washing their hands carefully and when.
  - ⇒ Relate to Jesus washing the disciples hands in RE unit.
- **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.**
  - ⇒ Encourage children to become more confident, competent, creative and adaptive movers, using the outdoor environment.
- **D&T Choose the right resources to carry out their own plan.**
- **Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.**
  - ⇒ Encourage children to work together to achieve their aims.
  - ⇒ Model through continuous provision.

#### Fine Motor Skills

- **Use a comfortable grip with good control when holding pens and pencils.**
- **Shows a preference for a dominant hand.**
  - ⇒ Children given a range of drawing/painting equipment to choose.

## LITERACY: □ Reading - Comprehension □ Reading - Word Reading □ Writing

**Educational Programme:** 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).

### Autumn

### Spring

### Summer

#### Learning Priorities: [Linked to Development Matters 2020](#)

*\* See EY2P Literacy Long Term Plans*

#### Reading: Comprehension / Word Reading

- **Begin to 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
- ⇒ Have a range of texts available in reading area and through continuous provision.
- ⇒ Stop sign on bike track, menus in role play area, instructions etc.
- ⇒ When reading daily, draw attention to the cover, the author, the page number, etc.

#### Writing:

- **Begin to write some or all of their name.**
- ⇒ Morning registration- ask children to find their name with pictures to support.
- ⇒ Label completed activities with their own name collected from tin.
- ⇒ Encourage name writing to label continuous provision activities.

#### Reading: Comprehension / Word Reading

- **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
- ⇒ Show children how to handle books and to turn the pages one at a time.
- ⇒ Shared reading sessions- ask children to copy you as you read.
- ⇒ Begin teaching phonic sounds.
- **Engage in extended conversations about stories, learning new vocabulary.**
- ⇒ Choose books which reflect diversity.
- ⇒ Select simple picture books, including those with no text, as well as more complex stories to learn a wider range of vocabulary.

#### Writing:

- **Begin to use some of their print and letter knowledge in their early writing.**
- ⇒ Motivate children to use their letter knowledge to improve their mark making.
- ⇒ Encourage writing in continuous provision areas, both indoors and outdoors.
- **Write some or all of their name.**
- ⇒ Morning registration- remove pictures so children have to recognise their name accurately.
- **Write some letters accurately.**
- ⇒ Help children to learn to form their letters accurately.
- ⇒ Teach phonics using the phonics scheme and accurate letter formation.

#### Reading: Comprehension / Word Reading

- **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, such as money and mother
- ⇒ Make changes to rhymes and songs.
- ⇒ Make rhymes using their names.
- ⇒ Deliberately miss out a word in a rhyme, so the children have to fill it in: "Run, run, as fast as you can, you can't catch me I'm the gingerbread —."
- ⇒ Use magnet letters to spell a word ending like 'at'. Encourage children to put other letters in front to create rhyming words like 'hat' and 'cat'.

#### Writing:

- **Use some of their print and letter knowledge in their early writing.**
- **Write some or all of their name.**
- ⇒ Motivate children to write by providing opportunities in a wide range of ways.
- ⇒ Clipboards outdoors, chalks for paving stones, boards and notepads in the home corner.
- ⇒ Offer a range of pencils, crayons, chalks and pens.
- ⇒ iPads and interactive whiteboard used to enable children to mix marks and colours.
- ⇒ Cards, envelopes, paper, labels, stickers, etc placed in continuous provision.
- **Write some letters accurately.**
- ⇒ Help children to learn to form their letters accurately.
- ⇒ Small-muscle co-ordination: hands and fingers. This can be through using scissors, learning to sew, eating with cutlery, using small brushes for painting and pencils for drawing.
- ⇒ Fine motor activities- playdough, tweezers, beads, pompoms etc.

## MATHEMATICS: □ Numerical Pattern □ Number

**Educational Programme:** 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.

### Autumn

### Spring

### Summer

**Learning Priorities:** [Linked to Development Matters 2020](#)

*\* See EY2P Mathematics Long Term Plans*

#### Numerical Pattern / Number

- **Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').**
  - **Recite numbers past 5.**
  - **Say one number for each item in order: 1,2,3,4,5.**
  - **Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').**
- ⇒ Point to small groups of two or three objects: "Look, there are two!"
- ⇒ Regularly say the counting sequence, in a variety of playful contexts, inside and outdoors, forwards and backwards, sometimes going to high numbers. For example: hide and seek, rocket-launch countdowns.
- ⇒ Count things and then repeat the last number. For example: "1, 2, 3 – 3 cars". Point out the number of things whenever possible; so, rather than just 'chairs', 'apples' or 'children', say 'two chairs', 'three apples', 'four children'.
- ⇒ Ask children to get you a number of things, and emphasise the total number in your conversation with the child.

#### Shape, Space & Measure

- **Begin to make comparisons between objects relating to size, length, weight and capacity.**
- ⇒ Provide experiences of size changes. "Can you make a puddle larger?", "When you squeeze a sponge, does it stay small?", "What happens when you stretch playdough?"
- **Begin to combine shapes to make new ones - an arch, a bigger triangle etc.**
- ⇒ Provide a variety of construction materials like blocks and interlocking bricks. Provide den-making materials. Allow children to play freely with these materials, outdoors and inside. When appropriate, talk about the shapes and how their properties suit the purpose.
- ⇒ Provide shapes that combine to make other shapes, such as pattern blocks and interlocking shapes, for children to play freely with.
- ⇒ Occasionally suggest challenges, so that children build increasingly more complex constructions.
- ⇒ Use tidy-up time to match blocks to silhouettes or fit things in containers, describing and naming shapes.

#### Numerical Pattern / Number

- **Show 'finger numbers' up to 5.**
  - **Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.**
- ⇒ Use small numbers to manage the learning environment. Suggestions: have a pot labelled '5 pencils' or a crate for '3 trucks'. Draw children's attention to these throughout the session and especially at tidy-up time: "How many pencils should be in this pot?" or "How many have we got?" etc.

#### Shape, Space & Measure

- **Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.**
- ⇒ Encourage children to play freely with blocks, shapes, shape puzzles and shape-sorters.
- ⇒ Sensitively support and discuss questions like: "What is the same and what is different?"
- ⇒ Encourage children to talk informally about shape properties using words like 'sharp corner', 'pointy' or 'curvy'.
- ⇒ Talk about shapes as you play with them: "We need a piece with a straight edge."
- **Describe a familiar route.**
- ⇒ Discuss children's local journeys, e.g. their way to school.
- **Make comparisons between objects relating to size, length, weight and capacity.**
- ⇒ Talk with children about their everyday ways of comparing size, length, weight and capacity. Model more specific techniques, such as lining up ends of lengths and straightening ribbons, discussing accuracy: "Is it exactly...?"
- **Begin to select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.**
- ⇒ Build churches in RE, homes and schools through transport topic.
- ⇒ Create vehicles using various resources.

#### Numerical Pattern / Number

- **Experiment with their own symbols and marks as well as numerals.**
  - **Solve real world mathematical problems with numbers up to 5.**
  - **Compare quantities using language: 'more than', 'fewer than'.**
- ⇒ Encourage children in their own ways of recording (for example) how many balls they managed to throw through the hoop. Provide numerals nearby for reference. Suggestions: wooden numerals in a basket or a number track on the fence.
- ⇒ Discuss mathematical ideas throughout the day, inside and outdoors.
- ⇒ Support children to solve problems using fingers, objects and marks: "There are four of you, but there aren't enough chairs...."
- ⇒ Draw children's attention to differences and changes in amounts, such as those in stories like 'The Enormous Turnip'.

#### Shape, Space & Measure

- **Understand position through words alone – for example, "The bag is under the table," –with no pointing.**
- ⇒ Discuss position in real contexts such as how to shift the leaves off a path, or sweep water away down the drain.
- ⇒ Use spatial words in play, including 'in', 'on', 'under', 'up', 'down', 'besides' and 'between'. E.g. "Let's put the troll under the bridge and the billy goat beside the stream."
- **Discuss routes and locations, using words like 'in front of' and 'behind'.**
- ⇒ Set up obstacle courses, interesting pathways and hiding places for children to play with freely. When appropriate, ask children to describe their route and give directions to each other.
- ⇒ Provide complex train tracks, with loops and bridges, or water-flowing challenges with guttering that direct the flow to a water tray, for children to play freely with.
- ⇒ Read stories about journeys, e.g. 'Rosie's Walk'.



<ul style="list-style-type: none"> <li>▪ <b>Begin to talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</b></li> <li>▪ <b>Extend and create ABAB patterns – stick, leaf, stick, leaf.</b></li> <li>▪ <b>Notice and correct an error in a repeating pattern.</b></li> <li>⇒ Provide a range of natural and everyday objects and materials, as well as blocks and shapes, for children to play with freely and to make patterns with. When appropriate, encourage children to continue patterns and spot mistakes.</li> <li>⇒ Engage children in following and inventing movement and music patterns, such as clap, clap, stamp.</li> <li>⇒ Talk about patterns of events, in cooking or getting dressed.</li> <li>⇒ Talk about the sequence of events in stories.</li> <li>⇒ Use vocabulary like 'morning', 'afternoon', 'evening' and 'night-time', 'earlier', 'later', 'too late', 'too soon', 'in a minute'.</li> <li>⇒ Count down to birthdays in days or sleeps as they approach.</li> </ul>		<ul style="list-style-type: none"> <li>▪ <b>Combine shapes to make new ones - an arch, a bigger triangle etc.</b></li> <li>⇒ Provide a variety of construction materials like den-making materials and allow children to play freely with these materials outdoors.</li> <li>⇒ Talk about the shapes and how their properties suit the purpose.</li> <li>▪ <b>Talk about and identify the patterns around them.</b></li> <li>▪ <b>Extend and create ABAB patterns – stick, leaf, stick, leaf.</b></li> <li>▪ <b>Notice and correct an error in a repeating pattern.</b></li> <li>▪ <b>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</b></li> <li>⇒ Provide patterns from different cultures, such as fabrics.</li> <li>⇒ Provide a range of natural and everyday objects and materials, as well as blocks and shapes.</li> <li>⇒ Encourage children to continue patterns and spot mistakes.</li> <li>⇒ Engage children in following and inventing movement and music patterns, such as clap, clap, stamp.</li> <li>⇒ Talk about patterns of events, in cooking or getting dressed.</li> <li>⇒ Talk about the sequence of events in stories, e.g. The Very Hungry Caterpillar.</li> <li>⇒ Use vocabulary like 'morning', 'afternoon', 'evening' and 'night-time', 'earlier', 'later', 'too late', 'too soon', 'in a minute'.</li> <li>⇒ Count down to forthcoming events on the calendar in terms of number of days or sleeps.</li> <li>⇒ Refer to the days of the week, and the day before or day after, 'yesterday' and 'tomorrow'.</li> </ul>
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**EYFS Educational Programme:** 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 increases 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.

**Autumn**

**Spring**

**Summer**

**Learning Priorities: [Linked to Development Matters 2020](#)**

**Past and Present**

▪ **HISTORY** Begin to make sense of their own life-story and family’s history.

- ⇒ Learn who is in the children’s families and their names.
- ⇒ Discuss celebrations such as how they celebrate Christmas.
- ⇒ Parents send in pictures of when children were born.

**People, Culture & Communities**

▪ **GEOGRAPHY** Begin to show interest in different occupations.

- ⇒ Invite different people to visit from a range of occupations.
- ⇒ Plan and introduce new vocabulary related to the occupation, and encourage children to use it in their speech and play.
- ⇒ Consider opportunities to challenge stereotypes.
- ⇒ Role play areas- café, home living room.

▪ **GEOGRAPHY** Begin to develop positive attitudes about the differences between people.

- ⇒ Ensure that resources reflect the diversity of life in modern Britain, multi-cultural toy families etc.
- ⇒ Encourage children to talk about the similarities and differences they notice between people, then families and communities.
- ⇒ Answer their questions and encourage discussion.
- ⇒ Talk positively about appearances- skin colours and hair types.
- ⇒ Help children to learn each other’s names, modelling correct pronunciation.

**Past and Present**

▪ **HISTORY** Begin to make sense of their own life-story and family’s history.

- ⇒ Discuss events that have happened in their own lives such as when a sibling was born, their christening or when a grandparent died and what happened at these events.
- ⇒ Parents send in pictures of Christenings.

**People, Culture & Communities**

▪ **GEOGRAPHY** Continue to show interest in different occupations.

- ⇒ Invite different people to visit from a range of occupations.
- ⇒ Consider opportunities to challenge stereotypes.
- ⇒ Role play areas- doctor’s surgery, veterinarians, police station.

▪ **GEOGRAPHY** Continue developing positive attitudes about the differences between people.

- ⇒ Ensure that resources reflect the diversity of life in modern Britain.
- ⇒ Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities.
- ⇒ Answer their questions and encourage discussion. Suggestion: talk positively about different appearances, skin colours and hair types.
- ⇒ Celebrate and value cultural, religious and community events and experiences.
- ⇒ Help children to learn each other’s names, modelling correct pronunciation.

**Past and Present**

▪ **HISTORY** Begin to make sense of their own life-story and family’s history.

- ⇒ Discuss moving up to Reception and how they feel.
- ⇒ Encourage children to talk about other events that have changed their lives, e.g. moving home, moving school or starting a new club.
- ⇒ What are their favourite things to do now? Are they the same favourite things that their parents used to do?
- ⇒ Encourage families to send in their discussions on Tapestry from home.

**People, Culture & Communities**

▪ **GEOGRAPHY** Show interest in different occupations.

- ⇒ Invite different people to visit from a range of occupations.
- ⇒ Consider opportunities to challenge stereotypes.
- ⇒ Role play areas- garden centre, farm shop.

▪ **GEOGRAPHY** Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

- ⇒ Talk about where children are from and holidays they have had.
- ⇒ Use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences.

⇒

## Natural World

- **SCIENCE** Use all their senses in hands-on exploration of natural materials.
  - ⇒ The five senses topic with many activities exploring all of them.
  - ⇒ Feely bags, smell pots, music, electronic stories, food tasting.
- **SCIENCE** Explore collections of materials with similar and/or different properties.
- **SCIENCE** Talk about what they see, using a wide vocabulary.
  - ⇒ Provide interesting natural environments for children to explore freely- investigation area and in other continuous provision where appropriate.
  - ⇒ Make collections of natural materials to investigate and talk about. E.g. contrasting pieces of bark, different types of leaves and seeds, different types of rocks, different shells and pebbles.
  - ⇒ Provide magnifying glasses to support.
  - ⇒ Model observational and investigational skills. Ask out loud: "I wonder if...?"
- **SCIENCE** Begin to explore and talk about different forces they can feel.
  - ⇒ Draw children's attention to forces in the investigation area.
  - ⇒ Use magnets and metal objects mixed with a range of non-metal objects to explore.
  - ⇒ Plan and introduce new vocabulary related to the exploration, and encourage children to use it.

## Natural World

- **SCIENCE D&T** Begin to explore how things work.
  - ⇒ Provide mechanical equipment for children to play with and investigate. Suggestions: wind-up toys, pulleys, sets of cogs with pegs and boards.
- **SCIENCE** Explore and talk about different forces they can feel.
  - ⇒ Draw children's attention to forces.
  - ⇒ Boat races by blowing etc.
  - ⇒ Racing cars on bike track outside- demonstrate effort/force.
  - ⇒ Plan and introduce new vocabulary related to the exploration, and encourage children to use it.
- **SCIENCE** Begin to talk about the differences between materials and changes they notice.
  - ⇒ Provide children with opportunities to change materials from one state to another.
  - ⇒ Leave water out with items in in the winter and watch them freeze- then how can we make the frozen water melt?
  - ⇒ Cooking- combining ingredients.

## Natural World

- **SCIENCE D&T** Explore how things work.
  - ⇒ Provide mechanical equipment for children to play with and investigate. Suggestions: wind-up toys, pulleys, sets of cogs with pegs and boards.
- **SCIENCE** Plant seeds and care for growing plants.
  - ⇒ Runner beans, rhubarb, carrots, etc.
- **SCIENCE** Understand the key features of the life cycle of a plant and an animal.
  - ⇒ Living eggs- watch hatch into chicks
  - ⇒ Labelling the parts of the plant as they grow.
- **SCIENCE** Begin to understand the need to respect and care for the natural environment and all living things.
  - ⇒ Plant seeds and bulbs in see-through containers to observe growth and decay over time
  - ⇒ Observe an apple core going brown and mouldy over time
  - ⇒ Let children handle chicks and discuss being careful etc.
  - ⇒ Plan and introduce new vocabulary related to the exploration.
  - ⇒ Display life cycle books of other animals in the environment.
- **SCIENCE** Talk about the differences between materials and changes they notice.
  - ⇒ Melting – leave ice cubes out in the sun, see what happens when you shake salt onto them (children should not touch to avoid danger of frostbite)
  - ⇒ Explore how different materials sink and float.
  - ⇒ Plan and introduce new vocabulary related to the exploration, and encourage children to use it.

## EXPRESSIVE ARTS & DESIGN: □ Creating with Materials □ Being Imaginative & Expressive

**EYFS Educational Programme:** 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.

### Autumn

### Spring

### Summer

## Learning Priorities: [Linked to Development Matters 2020](#)

### Creating with Materials

- **D&T ART** Explore different materials freely, in order to develop their ideas about how to use them and what to make.
  - **D&T ART** Develop their own ideas and then decide which materials to use to express them.
  - **ART** Join different materials and explore different textures.
- ⇒ Offer opportunities to explore scale.
- ⇒ Long strips of wallpaper, child size boxes, different surfaces to work on e.g. paving, floor, tabletop or easel
- ⇒ Creative area offers children lots of craft pieces through continuous provision which they can use to develop their ideas.
- ⇒ Glue, sellotape and masking tape for sticking pieces of material onto items
- ⇒ Listen and understand what children want to create before offering suggestions.

### Being Imaginative & Expressive

- **Take part in simple pretend play, using an object to represent something else even though they are not similar.**
- ⇒ Provide role-play areas based on children's familiarities.
- ⇒ Provide lots of flexible and open-ended resources for children's imaginative play.
- ⇒ Allow children to develop their own rules for the play, e.g. pine cones for pasta.
- **Begin to respond to what they have heard, expressing their thoughts and feelings.**
- ⇒ Play, share and perform a wide variety of music and songs from different cultures and historical periods.
- ⇒ Play sound-matching games.

### Creating with Materials

- **D&T** Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
  - **ART** Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- ⇒ Activities linked to topic where children are encouraged to take part.
- **ART** Explore colour and colour-mixing.
- ⇒ Use variety of vehicles in transport topic to mix predominantly primary colours.
- ⇒ Help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features to children and discussing them.
- ⇒ Talk to children about the differences between colours. Help them to explore and refine their colour-mixing - for example: "How does blue become green?"
- **ART** Show different emotions in their drawings – happiness, sadness, fear etc.
- ⇒ Show interest in the meanings children give to their drawings and models.
- ⇒ Encourage children to draw from their imagination and observation.

### Being Imaginative & Expressive

- **Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.**
- ⇒ Provide lots of flexible and open-ended resources for children's imaginative play.
- ⇒ Help children to negotiate roles in play and sort out conflicts. Notice children who are not taking part in pretend play, and help them to join in.
- **MUSIC** Remember and sing entire songs.
- ⇒ When supporting children to develop their singing voice use a limited pitch range.
- ⇒ 'Rain rain' uses a smaller pitch (high/low) range than many traditional nursery rhymes.
- ⇒ Clap or tap to the pulse of songs or music, and encourage children to do this.

### Creating with Materials

- **ART** Use drawing to represent ideas like movement or loud noises.
- ⇒ Link to phonics and various noises from phase 1 games.
- ⇒ Give opportunities to explore instruments and the noises they make.
- **MUSIC** Listen with increased attention to sounds.
- ⇒ Help children to develop their listening skills through a range of active listening activities.
- ⇒ Notice 'how' children listen well, for example: listening whilst painting or drawing, or whilst moving.
- **MUSIC** Play instruments with increasing control to express their feelings and ideas.
- ⇒ Offer children a wide range of different instruments, from a range of cultures. This might also include electronic keyboards and musical apps on tablets.
- ⇒ Encourage children to experiment with different ways of playing instruments. Listen carefully to their music making and value it. Suggestion: record children's pieces, play the pieces back to the children and include them in your repertoire of music played in the setting.

### Being Imaginative & Expressive

- **D&T** Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- ⇒ Offer opportunities to explore scale.
- ⇒ Place many types of construction equipment in both indoor and outdoor construction areas.
- **MUSIC** Sing the pitch of a tone sung by another person ('pitch match').
  - **MUSIC** Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
  - **MUSIC** Create their own songs, or improvise a song around one they know.
- ⇒ Encourage children to use their 'singing' voice.
- ⇒ Sing slowly, so that children clearly hear the words and the melody of the song.
- ⇒ Use songs with and without words.
- ⇒