



Lord Scudamore Academy Reception Long Term Plan 2021-2022

“We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. At Lord Scudamore Academy, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year.”

“Children will have an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children wherever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children’s learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 2021 and children’s interests.”

Lord Scudamore Academy EYFS Team

Lord Scudamore Academy

This is our foundation and we adjust to the needs of our cohort on a day to day (minute by minute) basis!

Characteristics of Effective Learning	Characteristics of Effective Learning Playing and exploring: Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.
Over Arching Principles	Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships: Children flourish with warm, strong and positive partnerships between all staff and parents and carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone - embrace each community. Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others. At Lord Scudamore Academy, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of ‘Learning through play’. Play is essential for children’s development across all areas it builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.’ EYFS Team We will ensure that all children learn and develop well and are kept healthy and safe at all times.

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry	Starting School - Teddy Bears Autumn Family	Autumn Stick Man Diwali Bonfire Night Christmas – Reindeer etc. Nativity Christmas around the world	Winter Arctic Lost and Found Non Fiction – Polar Bears, Penguins Chinese New Year Online Safety	Pancake Day Easter Growing up – generations Planting/Gardening/Spring	Life cycles - frogs /butterflies / plants / chicks Local Area Visits – Black & white House, Cathedral, Library	Summer holidays (past and present) Hot places Rock pools Mermaids Pirates
Communication and Language	Understand how to listen carefully and why listening is important. Engage in story times, rhymes, and songs. Maintain attention in whole class/groups. Follow 1 step instructions. Understand ‘why’ questions. Use sentences 4-6 words. Use talk to organise play.	Listen in familiar & new situations. Engage in story times. Maintain attention in new situations. Ask questions to find out more and to check they understand what has been said to them. Follow instructions with 2 parts in a familiar situation. Start a conversation with peers and familiar adults and continue for many turns. Develop social phrases.	Listen attentively in a range of situations. Maintain attention during appropriate activity. Engage in non-fiction books. Consider the listener and take turns. Use talk to organise and to stand for something else in play. Begin to use past tense. Begin to recount past events.	Understand why listening is important. Maintain attention in different contexts. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Ask questions to find out more and check understanding. Articulate their ideas and thoughts in well-formed sentences. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Begin to connect one idea or action to another using a range of connectives. Describe events in some detail.	Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why, where questions. Describe events in some detail. Express ideas about feelings and experiences. Articulate their ideas and thoughts in well-formed sentences. Use language to reason.	Listen and respond with relevant questions, comments, or actions. Attend to others in play. Make comments and clarify thinking with questions. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Speak in well-formed sentences with some detail. Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.
<ul style="list-style-type: none"> • Learn new vocabulary • Listen carefully to rhymes and songs, paying attention to how they sound. • Use new vocabulary in different contexts • Use new vocabulary through the day • Learn rhymes, poems, and songs. 						

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social and Emotional Development	Can talk about feelings. Welcome distractions when upset. Increasingly follow rules. Know likes and dislikes. Independently organise belongings in the morning. Manage personal hygiene. Build constructive and respectful relationships. Jigsaw: Being Me in My World		Beginning to express their feelings and consider the perspectives of others. Begin to take turns and share resources. Independently choose where they would like to play. Continue to build constructive and respectful relationships. Jigsaw: Celebrating Difference (Including Bullying)		Show pride in achievements. Understand behavioural expectations of the setting. Can explain right from wrong and try to behave accordingly. Manage their own needs. Can identify kindness. Seek others to share activities and experiences. Jigsaw: Dreams And Goals	
	<p>Jigsaw: These statements have been split for extra focus, but all will apply on an ongoing basis throughout the Reception year.</p> <p>British Values: These statements have not been split for extra focus, but all will apply on an ongoing basis throughout the Reception year.</p> <p>Democracy: making decisions together - sharing views, valuing each other's views, talking about feelings.</p> <p>Individual Liberty: freedom for all - develop positive self-image, increase confidence by taking risks.</p> <p>Rule of Law: understanding rules matter - understanding own behaviour and that of others, distinguishes between right and wrong.</p> <p>Mutual Respect and Tolerance: treat others as you want to be treated - be tolerant towards others, especially faith, culture, race. Share celebrations, traditions and experiences Provide resources that challenge gender, culture and race stereotyping.</p>					
Religious Education Herefordshire Agreed Syllabus	Key Question F1: Which stories are special and why?	Key Question F2: Which people are special and why?	Key question F3: Which places are special and why?	Key Question F5: Where do we belong?	Key question F4: Which times are special and why?	Key Question F6: What is special about our world?
Physical Development GetSet4PE scheme Squiggle Whilst You Wiggle Dough Disco	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth-brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
	Multi Skills	Multi Skills	Ball Skills Unit 1	Games Unit 1	Ball Skills Unit 2	Games Unit 2
	Fundamental Movement Skills		Gymnastics Unit 1 / 2		Dance Unit 1 / 2	
	<ul style="list-style-type: none"> Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility. Detailed fine motor development on 'Physical Development' skills plan. 					

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	<p>Comprehension: Listen and enjoy sharing a range of books. Hold a book correctly, handle with care. Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom and left to right. Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own name or advertising logos. Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story. Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.</p>	<p>Comprehension: Experience and respond to different types of books, e.g., story books, factual, non-fiction and real-world books. Rhyming and non-rhyming stories, realistic and fantasy stories. Use Eloquent Oracy to respond to 'who', 'where', 'what', 'would' and 'when' questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, story spoons, story stones and pictures from book or role-play.</p>	<p>Comprehension: Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play).</p>	<p>Comprehension: Retell stories in the correct sequence, draw on language patterns of stories. With some initial prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books Make changes and or introduce new ideas to a well-known story with support.</p>	<p>Comprehension: Correctly sequence a story or event using pictures and or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry) Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.</p>	<p>Comprehension: Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Make changes and or introduce new ideas to a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</p>
Literacy	<p>Word Reading: Hear general sound discrimination and be able to begin to orally blend and segment.</p>	<p>Word Reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic scheme.</p>	<p>Word Reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic scheme.</p>	<p>Word Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>Word Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>Word Reading: Read some tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense.</p>
Phonics Floppy's Phonics	<p>Phase 1/2 Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.</p>	<p>Phase 2 Know grapheme phoneme correspondence of 19 letters. Phase 2. Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling.</p>	<p>Phase 2/3 Consolidate skills as in Autumn 2. Begin Phase 3 skills. Know the remaining grapheme - phoneme correspondence for j, v, w, x, z, zz, qu.</p>	<p>Phase 3/4 Consolidate Phase 3 skills. Continue with school's phonics scheme, our scheme is keep up not catch up. Children will have extra input if needed.</p>	<p>Phase 4 Consolidate all Phase 3 skills and apply Phase 4. Continue to apply knowledge of blending and segmenting to reading and spelling simple</p>	<p>Phase 4/5 Consolidate phase 3 and 4 skills. Read CVCC words Begin to read some Phase 5 tricky words. Represent each of 42 phonemes by a grapheme and blend phonemes</p>

		Know the tricky words (the, to, I, no, go, into). Begin to know the Phase 3 tricky words, he, me, be, she, was. Recognise digraphs ck, as well as the consonant endings - ff, ll, ss	Know tricky words – he, we, me, be, she was. Begin to know the next sets of tricky words in Phase 3. Blend and segment known sounds for reading and spelling VC, CVC, CVCC	Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.	two-syllable words and captions. Write more graphemes from memory and write a simple sentence using phonic knowledge.	to read CVC words and segment CVC words for spelling. Write longer sentences using phonic knowledge, write digraphs and trigraphs.
Literacy Squiggle Whilst You Wiggle Dough Disco Talk 4 Reading Talk 4 Writing	Emergent writing: Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory. Composition: Use talk to organise describe events and experiences. Spelling: Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory. Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.	Emergent writing: Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes make marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words. Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down. Spelling: Orally spell VC and CVC words by identifying the sounds. Write own name. Handwriting: Form letters from their name correctly. Recognise that after a word there is a space.	Emergent writing: Use phonic knowledge to write some sounds that match their spoken sound. Composition: Orally compose a sentence and hold it in memory before attempting to write it. Spelling: Spell to write VC and CVC words independently using Phase 2 graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently. Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.	Emergent writing: Build on their phonic knowledge to write words that match their spoken sound. Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions. Spelling: Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Continue to spell some irregular common (tricky) words from Phase 2 and 3 independently. Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.	Emergent writing: Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing. Composition: Begin to write a few simple sentences possibly some with a full stops and capital letters. Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. Handwriting: Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.	Emergent writing: Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Composition: Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions). Begin to discuss features of their own writing e.g. what kind of story have they written. Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me independently. Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.
	Handwriting N.B. The letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly)					

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2					
Mathematics Ongoing throughout the three terms.	Count objects, actions, and sounds. Subitise. Matching. Sorting & Comparing. Comparing amounts. Comparing size, mass & capacity. Exploring pattern - making simple.	Explore the composition of numbers to 10. Subitise. Automatic recall number bonds 0 -10.	Explore the composition of numbers to 10. Subitise. Automatic recall number bonds 0 -10.	Explore the composition of numbers to 10. Subitise. Automatic recall number bonds 0 -10.	Explore the composition of numbers beyond 10. Subitise. Automatic recall number bonds 0 -10.	Explore the composition of numbers beyond 10. Subitise. Automatic recall number bonds 0 -10.					
		<table border="1"> <tr> <td> Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Formation of 1,2,3 Circles and triangles Positional language </td> <td> Representing 4,5 Comparing 4,5 Composition of 4,5 Formation of 4,5 One more and less Shapes with 4 sides. Time </td> </tr> </table>	Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Formation of 1,2,3 Circles and triangles Positional language	Representing 4,5 Comparing 4,5 Composition of 4,5 Formation of 4,5 One more and less Shapes with 4 sides. Time	<table border="1"> <tr> <td> Introducing zero Comparing numbers to 5 Composition of 5 Comparing Mass Comparing Capacity </td> <td> Number 6, 7, 8 Making pairs, pairs wise, doubles Combining 2 groups Length, height. Time </td> </tr> </table>	Introducing zero Comparing numbers to 5 Composition of 5 Comparing Mass Comparing Capacity	Number 6, 7, 8 Making pairs, pairs wise, doubles Combining 2 groups Length, height. Time	Numbers 7, 8, 9. Making pairs. Combining groups. Number bonds. 3D shapes. Pattern.	Number 10 and beyond including subitising, counting, sorting, matching, comparing and ordering. Composition of numbers to 10 and beyond. Counting patterns to 10 and beyond. Spatial reasoning. 3D shape. Match, rotate, and manipulate. Patterning.	<table border="1"> <tr> <td> Adding more Taking away Number bonds Shape – spatial reasoning </td> <td> Doubling Sharing and grouping Even and odd Patterns and relationships </td> </tr> </table>	Adding more Taking away Number bonds Shape – spatial reasoning
Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Formation of 1,2,3 Circles and triangles Positional language	Representing 4,5 Comparing 4,5 Composition of 4,5 Formation of 4,5 One more and less Shapes with 4 sides. Time										
Introducing zero Comparing numbers to 5 Composition of 5 Comparing Mass Comparing Capacity	Number 6, 7, 8 Making pairs, pairs wise, doubles Combining 2 groups Length, height. Time										
Adding more Taking away Number bonds Shape – spatial reasoning	Doubling Sharing and grouping Even and odd Patterns and relationships										
	<ul style="list-style-type: none"> • Link the number symbol with its cardinal number value. • Count beyond ten. • Compare numbers • Understand the 'one more/one less than' relationship between consecutive numbers. • Compare length, weight, and capacity. • Select, rotate, and manipulate shapes to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy, and create repeating patterns. 										
Understanding the World	History: Timelines and Enquiry- Talk about members of their immediate family and the relationship to them. Name and describe people who are familiar to them.	History: Timelines and Enquiry use the language of time when talking about past and present events in their own lives and in the lives of others including people they have learnt about through books. Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. Ask questions, use different sources to find answers including books.	History: Timelines and Enquiry Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week)	History: Timelines and Enquiry Talk about and understand changes in their own lifetime, by creating a personal timeline. Describe images of familiar situations in the past using books such as stories by Shirley Hughes.	History: Timelines and Enquiry Recount an event, orally, pictorial and or with captions. Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist.	History: Timelines and Enquiry Order experiences in relation to themselves and others, including stories. Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.					

		Comment on images of familiar situations in the past.				
	<p>Respect: Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Respect: Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.</p>	<p>Respect: Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects - through non-fiction texts, stories, visitors, celebrations.</p>	<p>Respect: Understand that some places are special to members of their community.</p>	<p>Respect: Animals and know how to care for an animal/pets</p>	<p>Respect: Themselves, special things in their own lives.</p>
	<p>Mapping: Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc.</p>	<p>Mapping: Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side. Identify on a map - Recognise some environments that are different to the one in which they live e.g., Antarctica. Enquiry: Use technology and appropriate IT equipment to make observations or find information about different locations and places. Recognise, know, and describe features of different places. Look closely at similarities and differences.</p>	<p>Mapping: Complete a simple BeeBot program using a grid map or carpet squares. Enquiry: Comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about e.g., school nature area and the town centre</p>	<p>Mapping: Draw information from a simple map and identify landmarks of our local area walk. Enquiry: Comment and ask questions about the different parts of the local community. E.g., weather, hill, house, farm, church, shop. Use photos and pictures to locate places and place on a simple map. Find out about their local area by talking to people, examining photographs, and visiting local places. Understand the key features of the life cycle of a plant or animal.</p>	<p>Mapping: Create own maps using grid paper and symbols (x marks the spot treasure maps) Enquiry: Recognise, know, and describe features of different places. Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites.</p>	<p>Mapping: Talk about the features of their immediate environment with visual representations e.g., classroom maps, story map around school, seating maps, nature area map and read commons signs and logos.</p>
<ul style="list-style-type: none"> • Begin to develop a sense of continuity and change by being able to compare and contrast characters from stories throughout the year, including figures from the past using available books. • Communication: Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside. • Observation: Explore the natural world around them by taking part in forest school inspired ‘Nature School’ sessions and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things. 						

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts and Design	Portrait skills - drawing themselves, observational work. Develop storylines in their pretend play. Artist study - Jackson Pollock (collaborative work) Songs: Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things for Fingers	Sing in a group or on their own, increasingly matching the pitch and following the melody. Artist study - Kandinsky Songs: I'm A Little Teapot The Grand Old Duke of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Artist Study - Yves Klein Songs: Wind the Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping on The Bed Twinkle, Twinkle If You're Happy and You Know It Head, Shoulders, Knees and Toes	Create collaboratively sharing ideas, resources, and skills. Songs: Old Macdonald Incy Wincy Spider Baa, Baa Black Sheep Row, Row, Row Your Boat The Wheels on The Bus The Hokey Cokey	Listen attentively, move to and talk about music, expressing their feelings and responses. Artist Study - Van Gogh Songs: Big Bear Funk	Watch and talk about dance and performance art, expressing their feelings and responses. Songs Reflect, Rewind & Replay: Big Bear Funk Baa, Baa Black Sheep Twinkle, Twinkle Incy Wincy Spider Rock-a-bye Baby
<ul style="list-style-type: none"> • Explore, use, and refine a variety of artistic effects to express their ideas and feelings. • Explore and engage in music making and dance, performing solo or in groups. • Singing - well known nursery rhymes, familiar songs and chants. 						