

**Owl's Curriculum Overview
(2025-2026)**

Learning Themes:	Autumn 1 <i>Our School Nurses and Nursing</i>	Autumn 2 Seasonal Changes Celebrations	Spring 1 On the Farm Vehicles	Spring 2 Spring Senses	Summer 1 In the Garden Wonderful World!	Summer 2 Holidays Pond Life
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Each topic is subject to change as children bring in their own experiences and share their ideas, as is the ethos of the EYFS.

Characteristics of effective learning:

<i>Playing and exploring (engagement)</i> Find out and exploring, playing with what they know, be willing to have a go.	<i>Active learning (motivation)</i> Being involved and concentrating, keep trying, enjoying and achieving what they set out to do.	<i>Creating and thinking critically (thinking)</i> Having their own ideas, making links, choosing ways to do things.
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Religious Education	Special Me What do Christian people believe about Jesus	Special Times 1 The Nativity Story	Special Places What do Christian people believe about God	Special Times 2 Easter Celebrations	Special Stories- God What do Jewish People believe about God and the Covenant	Special Stories- Jesus
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The following areas take place through play and adult led activities, with different focuses based on children's next steps in learning. The aim is to secure the ELG's at the end of the reception year.

Communication and Language	ELG'S: Listening and attention and understanding: Listening attentively and respond to what they hear with relevant question, comments and actions when being read to and during whole class discussions and small group interactions. Makes comments about what they have heard and ask questions to clarify their understandings. Hold conversation when engaged in back and forth exchanges with their teacher and peers. Speaking: Participate in small-group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>Understand how to listen carefully and why listening is important.</i> Engage in story times, rhymes, and songs.	Listen in familiar & new situations. Maintain attention in new situations and in larger groups.	Listen attentively in a range of situations. Maintain attention during appropriate activity.	Use talk to help work out problems and organise thinking and activities explain how things work	Listen and understand instructions while busy with another task. Maintain activity	Listen and respond with relevant questions, comments, or actions. Attend to others in play and take part in

	<p>Maintain attention in smaller groups.</p> <p>Follow 1 step instructions.</p> <p>Understand ‘why’ questions.</p> <p>Talking about family and familiar experiences</p> <p>TfW The Little Red Hen</p> <p>Express wants and needs to adults and other children</p> <p>Rhyming Games</p> <p>Naming emotions and feelings</p> <p>Naming places around the school and describing what we use them for</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Follow instructions with 2 parts in a familiar situation.</p> <p>Start a conversation with peers and familiar adults.</p> <p>Orally rehearsing captions</p> <p>Names of celebrations and key features</p> <p>Alliteration</p> <p>Seasonal Vocabulary</p> <p>Extending sentences to include more detail</p> <p>Nativity- Singing songs and learning/ performing lines</p>	<p>Take turns in longer conversations</p> <p>Use talk to organise/stand for something else in play.</p> <p>Begin to use past tense.</p> <p>Begin to recount past events.</p> <p>Making own rhymes to well known poems and nursery rhymes</p> <p>Asking questions using a range of question words.</p>	<p>and why they might happen.</p> <p>Ask questions to find out more and check understanding.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Begin to connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Orally rehearsing longer sentences</p> <p>Developing adjective bank and descriptive vocabulary</p> <p>Geographical vocabulary linked to towns and villages</p> <p>Names of a variety of animals</p>	<p>while listening.</p> <p>Understand and use how, why, where questions.</p> <p>Express ideas/ opinions about feelings and experiences.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Use language to reason. Because</p> <p>Use past tense words with greater accuracy</p> <p>Nonsense words</p> <p>Names of flowers and plants</p> <p>Old/ New Vocabulary</p> <p>Time words</p> <p>Names of continents and Oceans</p>	<p>sustained conversations.</p> <p>Make comments and clarify thinking with questions.</p> <p>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Speak in well-formed sentences with detail.</p> <p>Use new vocabulary in different contexts.</p> <p>Use past, present, and future tenses in conversation with peers and adults.</p> <p>Use conjunctions to extend and articulate their ideas.</p> <p>Performance Poetry</p>
Personal, Social	ELG’S:					

<p>and Emotional Development Jigsaw Planning also supports this area of learning</p>	<p>Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; explain the reasons for rules, know right from wrong and try to behave accordingly; manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships: Work and play cooperatively and take turns with others; form positive attachments to adults and friendships with peers; show sensitivity to their own needs and those of others.</p>					
	<p>Autumn 1</p>	<p>Autumn 2</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>
	<p>Can talk about feelings. Welcome distractions when upset.</p> <p>Increasingly follow rules.</p> <p>Know likes and dislikes. Independently organize belongings in the morning.</p> <p>Manage personal hygiene.</p> <p>Build constructive and respectful relationships.</p> <p>Healthy Eating: Making Bread</p> <p>JIGSAW: BEING ME IN MY WORLD</p>	<p>Beginning to express their feelings and consider the perspectives of others. Begin to take turns and share resources.</p> <p>Independently choose where they would like to play.</p> <p>Continue to build constructive and respectful relationships.</p> <p>Healthy Eating: Making Vegetable Soup</p> <p>JIGSAW: CELEBRATING DIFFERENCE</p>	<p>Show pride in achievements.</p> <p>Understand behavioural expectations of the setting.</p> <p>Can explain right from wrong and try to behave accordingly.</p> <p>Manage their own needs.</p> <p>Seek others to share activities and experiences.</p> <p>Healthy Eating: Low Sugar Cakes</p> <p>JIGSAW: DREAMS AND GOALS</p>	<p>Can make choices and communicate what they need.</p> <p>Begin to show persistence when faced with challenges.</p> <p>Can keep play going by co-operating, listening, speaking, and explaining.</p> <p>Can reflect on the work of others and self-evaluate their own work.</p> <p>JIGSAW: HEALTHY ME</p>	<p>Beginning to know that children think and respond in different ways to them.</p> <p>Can talk about their own abilities positively.</p> <p>Confident to try new activities</p> <p>Show resilience and perseverance.</p> <p>Healthy Eating: Making Smoothies</p> <p>JIGSAW: RELATIONSHIPS</p>	<p>Able to identify and moderate own feelings.</p> <p>See themselves as a unique and valued individual.</p> <p>Can seek out a challenge and enjoy the process.</p> <p>Show sensitivity to others' needs and feelings.</p> <p>JIGSAW: CHANGING ME</p>

Physical Development	ELG'S: Gross Motor: Negotiate space and obstacles safely, with consideration for themselves and others; demonstrate strength, balance and coordination when playing; move energetically, such as running, jumping, dancing, hopping, skipping and climbing.					
	ELG's: Fine Motor Skills: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; use a range of small tools, including scissors, paint brushes and cutlery; begin to show accuracy and care when drawing.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sensory Activities: Shaving Foam Wet/ Dry Sand Aquabeads Gloop Gross Motor: Write Dance Bikes and Scooters Building blocks- large Sweeping brushes Fine Motor: Playdough- large tools Scissor skills- correct grip Threading Large Tweezers Block Play Tap-a – shape Larger Paint brushes Pencil Control activities PE –First PE	Sensory: Smelly Playdough Glitter/ Christmas decorations Gross Motor: Trim Trail- supported Bikes and Scooters Building obstacle courses Decorators brushes Fine Motor: Playdough- smaller tools Block play- towers Scissor Skills- following a line Shape drawing Zips Independent name writing PE –Multiskills	Sensory: Gross Motor: Trim Trail – Independent Bikes and Scooters Building Obstacle Courses Building dens Balancing/ Holding Moves Core Control Fine Motor: Scissor Control- on curved lines Puzzles Correct letter formation Larger Buttons Block Play Bridges Cutlery- using knife and fork more accurately PE –Dance	Sensory: Gross Motor: Trim Trail – Independent Bikes and Scooters Building dens Core Control Fine Motor: Smaller Block Play- stacking Woodwork- tools, nails, screws etc. Puzzles Smaller Paint Brushes Scissor Control- dotted lines PE –Dance	Gross Motor: Ball Skills Circus Skills Yoga Fine Motor: Puzzles Scissor Control- smaller items Woodwork- tools, nails, screws etc. Correct letter formation PE –Gymnastics / Ball Bounce	Gross Motor: Yoga Trim Trail- increased accuracy Fine Motor: Smaller tweezers Threading smaller beads Sewing Using cutlery independently Speedy, correct letter formation PE –Athletics	

Literacy	ELG'S: Reading Comprehension: demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; anticipate – where appropriate – key events in stories; use and understand recently introduced vocabulary during role-play and in discussions about stories, non-fiction, rhymes and poems.				
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>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>Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. Respond to 'who', 'where' 'what' 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, pictures from book or role-play.</p>	<p>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>Retell stories in the correct sequence, draw on language patterns of stories. With 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</p>	<p>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 -</p>	<p>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. Innovate 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>

				experience of books Innovate a well-known story with support.	gestures and actions used to act out a story, event or rhyme from text or illustrations.	
Literacy (Phonics. We follow RWI programme)	ELG'S: Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs; read words consistent with their phonic knowledge by sound-blending; read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Hear general sound discrimination and be able to orally blend and segment.	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 red words.	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 red words. Learn Set 2 sounds	Read some digraph sounds within words. Read simple phrases and sentences made up of words with known letter-sound correspondences and more red words.	Read at least 10 digraph sounds within words Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Read more than 10 digraph sounds within words

Literacy	ELG'S: Writing: Write recognisable letters, most of which are correctly formed; spell words by identifying sounds in them and representing the sounds with a letter or letters; write simple phrases and sentences that can be read by others.
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>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.</p> <p>Composition: Use talk to organise describe events and experiences.</p> <p>Spelling: Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.</p> <p>Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.</p>	<p>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.</p> <p>Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</p> <p>Spelling: Orally spell VC and CVC words by identifying the sounds. Write own name.</p> <p>Handwriting: Form letters from their name correctly. Recognise that after a word there is a space.</p>	<p>Emergent writing: Use appropriate letters for initial sounds.</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it.</p> <p>Spelling: Spell to write VC and CVC words independently using Set 1 graphemes.</p> <p>Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.</p>	<p>Emergent writing: Build words using letter sounds in writing.</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.</p> <p>Spelling: Spell to write VC, CVC and CVCC words independently using Set 1 and some set 2 graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently.</p> <p>Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.</p>	<p>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.</p> <p>Composition: Write a simple sentence with a full stop.</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p> <p>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.</p>	<p>Emergent writing: Show awareness of the different audience for writing.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop</p> <p>Composition: Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop.</p> <p>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.</p> <p>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</p>

						(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.
Key Text & Writing Outcomes	<p>The Colour Monster: Captions, Labels and Lists (Familiar Setting)</p> <p>Anansi the Spider: Labels and Captions, Descriptive Posters, Simple Explanations, Booklets about Spiders (Cultural)</p> <p>The Little Red Hen: Speech Bubbles, Retellings, Character Descriptions (Traditional Tale)</p>	<p>Little Red: Labels, Notes of Advice, adverts, alternative character version (Traditional Tale)</p> <p>Look Up: Diary Entry, Retelling, Mini Autobiography, Non-Chronological Report (Science Fiction)</p>	<p>Super Milly and the Super School Day: Letters, retelling, job applications, alternative character version. (Familiar Setting)</p> <p>The Tiny Seed: Labels and Captions. Retelling, letters, advice leaflets (Familiar Setting)</p>	<p>Cave Baby: Recount, Setting descriptions (Historical Fiction)</p> <p>I will not ever, never, eat a tomato: Lists, own version story. (Realistic)</p>	<p>The Odd Egg: Thought and speech bubbles, diary entry, letter, Report. (Mystery)</p> <p>Izzy Gizmo: Advice letters, lists, labelled diagrams, explanations. (Science Fiction)</p>	<p>Wierdo: Posters, letters, instructional leaflets. (Realistic)</p> <p>Hairy Maclary from Donaldson's Dairy: Character descriptions, leaflets, Alternative version narrative. (Realistic)</p>
Poetry	Feel the Beat: Big red Boots by Tony Mitton	Alliteration: Fire by Tony Mitton	Rhyme Awareness: Doggy by Matt Goodfellow	Observational Poems: My Coat by Josh Seigal	Nonsense Poetry: Monster Menu by Annie Fisher	Performance Poetry: What's in a Poem by Josh Seigal Poems to Perform by Julia Donaldson.

<p>Mathematics</p>	<p>ELG'S: Numbers: Have a deep understanding of numbers to 10, including the composition of each number; subitise (recognise quantities without counting) up to 5; automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including doubling facts. ELG'S: Numerical Pattern: Verbally count beyond 20, recognising the pattern of the counting system; compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>		
	<p><u>Autumn</u></p>	<p><u>Spring</u></p>	<p><u>Summer</u></p>
<p>Mathematics Use White rose / Number blocks / mastery for guidance to support planning</p>	<p>DFE Baseline assessment will be completed <u>Getting to know you</u> Opportunities for settling in, introducing the areas of provision and getting to know the children. Key times of day, class routines. Exploring provision inside and out. Where do things belong? Positional Language</p> <p><u>Just like Me</u> Number – Match and Sort, compare amounts. Measure, Shape and Spatial Thinking – Compare Size, Mass & Capacity. Exploring Pattern (week 4-6)</p> <p><u>It's Me 1 2 3!</u> Number – Representing 1,2& 3 Comparing 1,2& 3, Composition 1,2& 3 (week 7-9) Measure, Shape and Spatial Thinking – Circles and Triangles Positional Language</p> <p><u>Light and Dark</u> Number – Representing Numbers to 5 (bonds to 5 as an addition to WRM) One more and one less Measure, Shape and Spatial Thinking – Shapes with 4 sides. Time</p> <p>Consolidation</p>	<p><u>Alive in 5!</u> Number – Introducing 0. Comparing numbers to 5. Composition of 4 & 5 Measure, Shape and Spatial Thinking – Compare Mass (2) Compare Capacity (2)</p> <p><u>Growing 6,7,8</u> Number – 6,7,8. Combining 2 amounts. Making Pairs Measure, Shape and Spatial Thinking – Length and Height. Time</p> <p><u>Building 9 and 10</u> Number – Counting to 9 & 10. Comparing numbers to 10. Bonds to 10 Measure, Shape and Spatial Thinking 3d-shapes. Spatial Awareness. Patterns</p> <p>Consolidation</p>	<p><u>To 20 and Beyond</u> Number – Building numbers beyond 10. Counting Patterns Beyond 10 Measure, Shape and Spatial Thinking – Spatial reasoning (1). Match, Rotate, Manipulate</p> <p><u>First, Then and Now</u> Number – Adding more. Taking Away Measure, Shape and Spatial Thinking - Spatial reasoning (2). Compose and Decompose</p> <p><u>Find My Pattern</u> Number – Doubling. Sharing and Grouping. Even and Odd Measure, Shape and Spatial Thinking - Spatial reasoning (3) Visualise and Build</p> <p><u>On the Move</u> Number – Deepening Understanding. Patterns and Relationships Measure, Shape and Spatial Thinking - Spatial reasoning (4) Mapping</p> <p>Consolidation /Transition</p>

Understanding The World	ELG'S: Past and Present: Talk about the lives of the people around them and their roles in society; know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; understand the past through settings, characters and events encountered in books read in class and storytelling. People, Culture and Communities: describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. The Natural World: explore the natural world around them, making observations and drawing pictures of animals and plants; know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.					
	Autumn 1	Autmn 2	Spring 1	Spring 2	Summer 1	Summer 2
	See Separate planning from UTW Planning course					

Expressive Arts and Design Planning for progression is a separate planning document.	ELG'S Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; share their creations, explaining the process they have used; make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive: Invent, adapt and recount narratives and stories with peers and their teacher; sing a range of well-known nursery rhymes and songs; perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Artist study – Van Gogh Painting Ready Mixed Paints Water Colour Paints How to use/ clean paintbrushes Silouhette paintings Painting techniques	Artist study – Kandinsky Printing: <i>Printing with sponges/ objects/ shapes/ fruits and vegetables.</i> <i>How to press a print</i> <i>Christmas decorations/ cards</i>	Sculptor Study- Barbara Hepworth Sculpture/ 3d Work: Clay- Barbara Hepworth inspired models Junk Box Vehicle Designs Paper Mache Hot Air Balloons	Artist Study: Vera Wang Textiles: Create a fabric flower accessory Sew and decorate a felt Easter Egg	Artist Study: Georgia O'Keefe Drawing and Colouring: <i>Flower Designs</i> <i>Observational drawings of flowers</i> <i>Draw outline for Georgia O'keefe inspired flowers and colour in shades</i> Brazil (Cultural Art Inspiration):	Artist Study: Alma Thomas Collage: <i>Ripping/ tearing and shaping collage materials</i> <i>Colour Collages</i> <i>Pond Collages</i> Digital: <i>Photographs of children with digitally added</i>

	<p>Charanga 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</p> <p>Harvest Songs</p>	<p>Charanga Songs: I'm A Little Teapot The Grand Old Duke of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p> <p>Nativity Songs</p>	<p>Charanga 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</p>	<p>Charanga Songs: Old Macdonald Incy Wincy Spider Baa, Baa Black Sheep Row, Row, Row Your Boat The Wheels on The Bus The Hokey Cokey</p> <p>Easter Songs</p>	<p><i>Design and collage a mask to be worn</i></p> <p>Charanga Songs: Big Bear Funk Baa, Baa Black Sheep Twinkle, Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat</p>	<p><i>flower/ decorative features in the style of Frida Kahlo</i></p> <p><i>Children to choose their favourite songs</i></p> <p><i>Watch and talk about dance and performance art, expressing their feelings and responses.</i></p>
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