

# St George's Mini Dragons' Nursery Curriculum Map

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE - see Come and See Overview for specific dates	<b>Domestic Church:</b> Myself <b>Baptism/Confirmation:</b> Welcome <b>Advent/Christmas:</b> Birthday <b>Judaism Week:</b> Sukkot		<b>Local Church:</b> Celebrating <b>Eucharist:</b> Gathering <b>Lent/Easter:</b> Growing		<b>Pentecost:</b> Good News <b>Reconciliation/Anointing of the sick:</b> Friends <b>Universal Church:</b> Our World <b>Islam Week:</b> Prayer mats	
RSE - see life to the full overview #pathway 3	<b>Module 1:</b> x 8 sessions  I am me Head shoulders knees and toes Ready Teddy? I like You like we all like Good feelings, Bad feelings Let's get Real Growing up		<b>Module 3:</b> x 3 sessions  Revisit sessions Loving God, Loving others Me, You, Us		<b>Module 2:</b> x 8 sessions  Role Model Who's Who? You've Got a friend in me Forever Friends Safe inside and out My body my rules Feeling Poorly People Who Help us	
Year A for 2 year nursery cycle Topic / Theme	<u><b>Ourselves</b></u> -Settling In -Faces -Babies -Our Family -Senses x2 wks	<u><b>Celebrations</b></u> -Diwali -Bonfire night -Remembrance day -Halloween -Birthdays -Advent -Christmas	<u><b>Winter &amp; Traditional Tales</b></u> -Settling in -Winter -The Elves and the Shoe Maker -The Enormous Turnip -Jack and the Beanstalk -The Three Little Pigs	<u><b>Transport</b></u> -Trains -Cars -Spaceship -Bus -Hot air balloon -Bicycle	<u><b>Under the sea</b></u> -Rainbow fish -Mermaid -Jellyfish -Dolphin -Octopus -Starfish (twinkle story starry eyed Stan) -Turtle	<u><b>Minibeasts</b></u> -Ant -Spider -Caterpillar -Butterfly -Worm -Bee -Beetle
York Link	-Where do I live? -Where was I born?  Learning Objectives: Begin to make sense of their own life story.	-Guy Fawkes' birthplace -How is Remembrance Day celebrated in York?  Learning Objectives: Talk about what they see using a wide vocabulary.	-Winter in York -The Elves and the shoemakers - link to pictures of cobbled streets in York  Learning Objectives: Explore collections of materials with similar and or different properties Talk about the differences between materials and changes they notice.	-Which types of transport do we see and use in York?  Learning Objectives: Show interest in different occupations.	-No sea in York. Which seashores are closest to York? Use maps to look at York and surrounding seas.  Learning Objectives: Talk about what they see using a wide vocabulary.	-Which minibeasts can we find here in York?  Learning Objectives: Understand the key features of the life cycle of a plant and animal

Year B for 2 year nursery cycle	<u><b>Ourselves</b></u> -Settling In -Names -Our family -Facial features -Senses x 2	<u><b>Celebrations</b></u> -Halloween -Diwali -Bonfire night -Remembrance Day -Birthdays -Advent -Christmas	<u><b>Winter &amp; Traditional Tales</b></u> -Settling In -Winter -Chicken Licken -The princess and the pea -Little Red Riding Hood -The Ginger Bread man -The Billy Goat's Gruff	<u><b>People Who Help Us</b></u> -Police -Firefighters -Doctors, Nurses & -Paramedics -Post person -Mechanic -Vet	<u><b>Dinosaurs</b></u> -Bumpus Jumpus -Dinosaurumpus -Harry & The Dinosaurs -If I had a dinosaur -The Dinosaur who lost her voice -Dinosaur bones -Stomp Dinosaur Stomp -There's a T Rex in Town -Non-fiction - Life on Earth:Dinosaurs	<u><b>Jungle</b></u> -Tiger -Snake -Monkey -Elephant -Parrot -Crocodile/alligator (Scary Alan) -Lion -Zebra
York Link	-Where do I live? -Where was I born?  Learning Objectives: Begin to make sense of their own life story.	-Guy Fawkes' birthplace -How is Remembrance Day celebrated in York?  Learning Objectives: Talk about what they see using a wide vocabulary.	-Winter in York -Link Gingerbread man to York River  Learning Objectives: Explore collections of materials with similar and or different properties Talk about the differences between materials and changes they notice.	-People who help us in York -Local PWHU to visit and talk about their role  Learning Objectives: Show interest in different occupations.	-Yorkshire Museum dinosaur exhibition (Museum Gardens)  Learning Objectives: Talk about what they see using a wide vocabulary.	-Compare and contrast to York. Do these animals live here? Which animals do live in York?  Learning Objectives: Understand the key features of the life cycle of a plant and animal
The Big 5 facts for each topic	1.How old am I? 2. Who lives in my house? 3. Where do I live? 4. What languages do I speak? 5.What is my favourite colour?	1.When is my birthday? 2. I know you can push or pull things to make them move 3. I know a see saw goes down at the heavier end 4.I know what comes next in an ABAB pattern 5. I must wash my hands properly	1. Gravity pulls things down to the ground 2. I know a waterproof material 3. I know ice melts to make water 4. I know things change when they are heated or cooked 5. I know yellow and red make orange and yellow and blue make green	1. I know how many siblings I have 2. I know the name of different jobs 3. I know what a fire fighter does 4. I know what at nurse does 5. I know we are all different	1. I know that dinosaurs are extinct 2. I know plants need water 3. I know plants need sun 4. I can name a dinosaur 5. I know some shapes have corners	1. I know a baby lion is a cub 2. I know a baby elephant is a calf 3. I know there no wild jungle animals in York 4.I can name a musical instrument 5. I know the Amazon is the biggest jungle in the world
Communication and Language	• Start a conversation with an adult or a	• Enjoy listening to longer stories and	• Pay attention to more than one thing	• Understand 'why' questions, like: "Why	• Use talk to organise themselves and their	• To be able to tell a long story.

	<p>friend</p> <ul style="list-style-type: none"> <li>• Use longer sentences of four to six words</li> <li>• Use a wider range of vocabulary</li> </ul>	<p>can remember much of what happens.</p> <ul style="list-style-type: none"> <li>• Know many rhymes</li> <li>• Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</li> <li>• Use a wider range of vocabulary</li> </ul>	<p>at a time, which can be difficult.</p> <ul style="list-style-type: none"> <li>• Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</li> <li>• Sing a large repertoire of songs.</li> <li>• Start a conversation with an adult or a friend and continue it for many turns.</li> <li>• Use a wider range of vocabulary</li> </ul>	<p>do you think the caterpillar got so fat?"</p> <ul style="list-style-type: none"> <li>• Know many rhymes, be able to talk about familiar books.</li> <li>• Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'</li> <li>• Use a wider range of vocabulary</li> </ul>	<p>play: "Let's go on a bus... you sit there... I'll be the driver."</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Use a wider range of vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Use a wider range of vocabulary</li> </ul>
<b>Personal, Social &amp; Emotional Development</b>	<ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Make healthy choices about food, drink, activity and toothbrushing.</li> </ul>	<ul style="list-style-type: none"> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Show more confidence in new social situations</li> <li>• Remember rules without needing an adult to remind them.</li> <li>• Be increasingly independent in meeting their own care needs, e.g brushing teeth, using the toilet, washing and drying hands thoroughly.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop appropriate ways of being assertive.</li> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</li> </ul>	<ul style="list-style-type: none"> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Talk with others to solve conflicts.</li> </ul>	<ul style="list-style-type: none"> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Understand gradually how others might be feeling</li> </ul>	<ul style="list-style-type: none"> <li>• Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> </ul>

<b>PE/ Physical Development</b>	<ul style="list-style-type: none"> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet. ( Children to be introduced to the climbing tower outside)</li> <li>• Show a preference for a dominant hand. (child and adult directed activities, pencil, pens, tweezers, pouring, etc)</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> </ul>	<ul style="list-style-type: none"> <li>• Start taking part in some group activities which they make up for themselves, or in teams</li> <li>• Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> </ul>	<ul style="list-style-type: none"> <li>• Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> </ul>	<ul style="list-style-type: none"> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Understand the five key concepts about print: - print has meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the five key concepts about print: - print can have different purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the five key concepts about print: - we read English text from left to right</li> <li>• Write some or all of their name</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the five key concepts about print: - we read English from from top to bottom</li> <li>• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page;</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the five key concepts about print: - page sequencing</li> <li>• Write some letters accurately</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the five key concepts about print: - the names of the different parts of a book</li> <li>• Use some of their print and letter knowledge in their early writing. For example: writing 'm' for mummy.</li> </ul>
<b>Phonics</b>	<p><b>Letters &amp; Sounds Phase 1- Phonological awareness</b></p> <ul style="list-style-type: none"> <li>• Develop their phonological awareness, so that they can count or clap</li> </ul>	<p><b>Letters &amp; Sounds Phase 1- Phonological awareness</b></p> <ul style="list-style-type: none"> <li>• Develop their phonological awareness, so that they can count or clap</li> </ul>	<p><b>Letters &amp; Sounds Phase 2 - s, a, t, p, i, n,</b></p> <ul style="list-style-type: none"> <li>• Alphabet Chant</li> <li>• Hear Phonemes</li> <li>• Read GPCs</li> <li>• Present New GPC</li> </ul>	<p><b>Letters &amp; Sounds Phase 2 - m, d, g, o, c, k</b></p> <ul style="list-style-type: none"> <li>• Alphabet Chant</li> <li>• Hear Phonemes</li> <li>• Read GPCs</li> <li>• Present New GPC</li> </ul>	<p><b>Letters &amp; Sounds Phase 2 - e, u, r, h, b, f, l, f, ff, l, ll, ss,</b></p> <ul style="list-style-type: none"> <li>• Alphabet Chant</li> <li>• Hear Phonemes</li> <li>• Read GPCs</li> <li>• Stretch and Read</li> </ul>	<p><b>Letters &amp; Sounds Phase 2 &amp; 3 - j, v,w, x, y, z, zz,</b></p> <ul style="list-style-type: none"> <li>• Alphabet Chant</li> <li>• Hear Phonemes</li> <li>• Read GPCs</li> <li>• Stretch and Read</li> </ul>

	syllables in a word • Develop their phonological awareness, so that they can spot and suggest rhymes • Develop their phonological awareness, so that they can recognise words with the same initial sound, such as money and mother	syllables in a word • Develop their phonological awareness, so that they can spot and suggest rhymes • Develop their phonological awareness, so that they can recognise words with the same initial sound, such as money and mother	• Model Phoneme • Say it Fast • Write New Grapheme	• Model Phoneme • Say it Fast • Write New Grapheme	(with previously taught GPCs) • Present New GPC • Model Phoneme • Say it Fast • Break it Down • Stretch and Read (with new GPC) • Write New Grapheme	(with previously taught GPCs) • Present New GPC • Model Phoneme • Say it Fast • Break it Down • Stretch and Read (with new GPC) • Write New Grapheme • Stretch and Count • Stretch and Spell
<b>Reading</b>	Daily Story Time & Rhymes  Weekly book library	Daily Story Time & Rhymes  Weekly book library	Daily Story Time & Rhymes  Weekly book library	Daily Story Time & Rhymes  Weekly book library	Daily Story Time & Rhymes  Weekly book library  Individual CVC games if applicable	Daily Story Time & Rhymes  Weekly book library  Individual CVC games if applicable
<b>Reading</b>	<b>Texts:</b> -The Avocado Baby -I like Myself -The Great Big Book of Families -It's OK to be different -Happy in Our Skin	<b>Texts:</b> -Winnie the Witch -The Witch with a Twitch -Kipper's birthday -My present's -Stick Man	<b>Texts:</b> <b>Year A</b> -The Elves and the Shoe Maker -The Enormous Turnip -Jack and the Beanstalk -The Three Little Pigs <b>Year B</b> -Chicken Licken -The princess and the pea -Little Red Riding Hood -The Ginger Bread man	<b>Texts:</b> <b>Year A</b> - The Runaway Pancake -The Train Ride -We all go travelling by <b>Year B</b> -Busy People: Firefighter -Emergency -Mog and the Vee Ee Tee -Police Officer (People Who Help Us)	<b>Texts:</b> <b>Year A</b> -Rainbow Fish -Starry Eyed Stan -The Singing Mermaid -Sharing a Shell <b>Year B</b> -Bumpus Jumpus -Dinosaurumpus -Harry & The Dinosaurs -If I had a dinosaur -The Dinosaur who lost her voice -Stomp Dinosaur Stomp -There's a T Rex in Town -Non-fiction - Life on Earth: Dinosaurs	<b>Texts:</b> <b>Year A</b> -What Ladybird Heard -The Very Hungry Caterpillar -Spinderella <b>Year B</b> -Rumble in The Jungle -Giraffes Can't Dance -A quiet Day in the Jungle -Handa's Surprise -The Monkey with a Bright Blue Bottom

<b>Maths</b>	<ul style="list-style-type: none"> <li>Recite numbers past 5.</li> <li>Make comparisons between objects relating to size,</li> <li>(Daily number songs, counting reciting numbers as we go around a circle,</li> <li>Comparing objects by size in the areas of provision, children to sort into size order)</li> </ul>	<ul style="list-style-type: none"> <li>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>Talk about and explore 2D shapes, for example, circles, rectangles, using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> <li>Understand position through words alone - for example, "The bag is under the table," - with no pointing.</li> <li>Make comparisons between objects relating to, length</li> <li>Select shapes appropriately: flat surfaces for building, a triangular prism</li> </ul>	<ul style="list-style-type: none"> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Show 'finger numbers' up to 5.</li> <li>Use positional language themselves</li> <li>Combine shapes to make new ones - an arch, a bigger triangle, etc</li> </ul>	<ul style="list-style-type: none"> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')</li> <li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5</li> <li>Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>Notice and correct an error in a repeating pattern.</li> <li>Make comparisons between objects relating to weight</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with their own symbols and marks as well as numerals.</li> <li>Solve real world mathematical problems with numbers up to 5.</li> <li>Talk about and explore 3D shapes (e.g. cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> <li>Describe a familiar route.</li> </ul>	<ul style="list-style-type: none"> <li>Make comparisons between objects relating to capacity.</li> <li>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> <li>Compare quantities using language: 'more than', 'fewer than'.</li> </ul>
<b>Science /Understanding the World</b>	<ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials. (Senses week - one sense a day, exploration e.g. foot feely walk, smelly sorting pots, sound walk, taste testing)</li> <li>Begin to understand the need to respect and care for the natural environment and all living things. (Learning to use our classroom both inside</li> </ul>	<ul style="list-style-type: none"> <li>Explore how things work</li> <li>Explore and talk about different forces they can feel.</li> </ul> <p><b>Working scientifically</b></p> <p><b>Can Pine cones tell us the weather?</b></p> <p><b>Measuring and weighing to follow a recipe</b></p> <p><b>2. Enquiry/Method</b></p>	<ul style="list-style-type: none"> <li>Explore collections of materials with similar and/or different properties.</li> <li>Talk about the differences between materials and changes they notice.</li> </ul> <p><b>Working scientifically</b></p> <p><b>Which material is waterproof?</b></p> <p><b>5. Conclusion</b></p>	<ul style="list-style-type: none"> <li>Show interest in different occupations</li> <li>Continue developing positive attitudes about the differences between people.</li> </ul> <p><b>Working scientifically</b></p> <p><b>Transport survey (tally and number)</b></p> <p><b>3. Data Collection</b></p> <p><b>4. Data interpretation</b></p> <p><b>5. Conclusion</b></p> <p><b>Planting Bean seeds</b></p> <p><b>2. Enquiry/Method</b></p>	<ul style="list-style-type: none"> <li>Talk about what they see, using a wide vocabulary. <ul style="list-style-type: none"> <li>Plant seeds and care for growing plants.</li> </ul> </li> </ul> <p><b>Working scientifically</b></p> <p><b>Shell classification</b></p> <p><b>2. Enquiry/ Method</b></p> <p><b>Which is the favourite dinosaur?</b></p> <p><b>3. Data collection</b></p> <p><b>4. Data interpretation</b></p> <p><b>Planting Bean seeds</b></p>	<ul style="list-style-type: none"> <li>Understand the key features of the life cycle of a plant and an animal.</li> </ul> <p><b>Working scientifically</b></p> <p><b>Caterpillar and Butterfly World observation</b></p> <p><b>1. Prediction</b></p> <p><b>Ant's favourite food</b></p> <p><b>1. Prediction</b></p> <p><b>4. Data interpretation</b></p> <p><b>Baby Animal match</b></p>

	<p>and outside in a respectful way. I Introduction to Woodland Adventures - key rules to look after the area and what lives there)</p> <p><b>Working scientifically</b></p> <p><b>Fruit tasting</b></p> <p><b>2. Enquiry/ Method</b></p> <p><b>3. Data collection</b></p>				<b>2. Enquiry/Method</b>	<b>1. Prediction</b>
<b>History</b>	<ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story (Bringing in a photo of themselves as a baby - how have they changed? )</li> </ul>			• Begin to make sense of their family's history.		
<b>Geography</b>	<ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials. (Senses week - one sense a day, exploration e.g. foot feely walk, smelly sorting pots, sound walk, taste testing)</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things. (Learning to use our classroom outside in a respectful way.</li> </ul>		<ul style="list-style-type: none"> <li>• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park</li> </ul>			<ul style="list-style-type: none"> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>

	Introduction to Woodland Adventures - key rules to look after the area and what lives there)					
<b>Drama / S&amp;L</b>	<ul style="list-style-type: none"> <li>• Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> </ul>	<ul style="list-style-type: none"> <li>• Now Press Play Christmas Story</li> </ul>	<ul style="list-style-type: none"> <li>• Now Press Play Little Red Riding Hood Jack and the Beanstalk Goldilocks Three Little Pigs Gingerbread Man</li> </ul>	<ul style="list-style-type: none"> <li>• Now Press Play People Who Help Us Transport</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> <li>• Now Press Play Dinosaurs Seaside</li> </ul>	<ul style="list-style-type: none"> <li>• Now Press Play Minibeasts</li> </ul>
<b>Art</b>	<ul style="list-style-type: none"> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects. (Family portrait - assessment piece)</li> <li>• Explore colour (using &amp; mixing primary colours)</li> </ul>	<ul style="list-style-type: none"> <li>• Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore different textures.</li> <li>• Explore colour and colour-mixing.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Develop their own ideas and then decide which materials to use to express them.</li> </ul>	<ul style="list-style-type: none"> <li>• Use drawing to represent ideas like movement or loud noises.</li> </ul>	<ul style="list-style-type: none"> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>•</li> </ul>
<b>DT</b>		<ul style="list-style-type: none"> <li>• Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas</li> </ul>			<ul style="list-style-type: none"> <li>• Join different materials</li> </ul>	
<b>Computing</b>					Coding	
<b>Music</b>	<ul style="list-style-type: none"> <li>• Remember and sing (Daily Rhyme time bag, Thursday singing and dancing sessions.)</li> </ul>	<ul style="list-style-type: none"> <li>• Listen with increased attention to sounds</li> <li>• Remember and sing entire songs.</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to what they have heard, expressing their thoughts and feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> </ul> <p>.....</p>	<ul style="list-style-type: none"> <li>• Play instruments with increasing control to express their feelings and ideas</li> </ul> <p>.....</p>



	<p>.....</p> <p>Let's be friends</p> <ul style="list-style-type: none"> <li>- Hello Let's go</li> <li>- Let's be friends</li> <li>- Pass the secret round</li> <li>- The high 5 chant</li> </ul>	<p>.....</p> <p>Travel &amp; Movement</p> <ul style="list-style-type: none"> <li>- How did you get to school today</li> <li>- This is my walking song</li> <li>- Get on the train</li> </ul>	<p>.....</p> <p>This is me</p> <ul style="list-style-type: none"> <li>- I say hello like this</li> <li>- The family song</li> <li>- Yes I can!</li> <li>- We are all amazing</li> <li>- This is me, I am 3</li> </ul>	<p>.....</p> <p>Animal tea party</p> <ul style="list-style-type: none"> <li>- I see animals</li> <li>- Animal circle time</li> <li>- Bake, bake, bake</li> <li>- Animal tea party</li> <li>- Bang my drum</li> </ul>	<p>I've got feelings</p> <ul style="list-style-type: none"> <li>- How are you?</li> <li>- Happy, happy, happy</li> <li>- I've got feelings</li> </ul>	<p>Let's Jam</p> <ul style="list-style-type: none"> <li>- Tap your name</li> <li>- Let's jam</li> <li>- Shale and stop</li> <li>- Who's in the band?</li> </ul>
--	--	--	---	--	---	---