

## CURRICULUM MAP

**In each box state the main activities or experiences to be planned for, demonstrating a balance across the areas of learning development over the half term**

Theme: **Super Heroes**

30-50 40-60

Date: 2/9/19- 25/10/19

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Personal, Social & Emotional Development  LS to lead Lego Therapy with identified children.  Circle Times Monday PM	Baseline assessment Establish rules and routines. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations 30-50 Aware of the boundaries set, and of behavioural expectations in the setting 40-60	Baseline Establish rules and routines. Assign children to jobs. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations 30-50 Aware of the boundaries set, and of behavioural expectations in the setting 40-60	Teacher modelling in the different areas: focus upon developing relationships • Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • Initiates play, offering cues to peers to join them. • Keeps play going by responding to what others are saying or doing. • Demonstrates friendly behaviour, initiating conversations	Build upon children's self-esteem through small group circle times. All about me: My favourite food is.... My favourite thing to do is.... Confident to talk to other children when playing, and will communicate freely about own home and community.	Teacher modelling play and sharing in provision. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Initiates conversations, attends to and takes account of what others	Circle time based upon children's emotions. Use photographs of faces and descriptions of feelings and how children can respond to their own feelings and those of others. Aware of own feelings, and knows that some actions and words can hurt others' feelings.	Review issues that arise and act upon.	Review issues that arise and act upon.

			and forming good relationships with peers and familiar adults.		say.			
<p>Communication and Language</p> <p>LS to take individual children for 5mins SL during register once children are settled.</p> <p>Tuesday W5/6 LS to do small group work with identified children to build relationships and develop confidence.</p>	<p>Baseline assessment Carpet/ circle times</p> <p>Listens to others one to one or in small groups, when conversation interests them.</p> <p>Story time: before lunch/ end of the day. LS take observations of this as part of baseline.</p> <p>Listens to stories with increasing attention and recall.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Focusing attention – still listen or do, but can shift own attention.</p> <p>Is able to follow directions (if not intently focused on own choice of activity).</p>	<p>Baseline Assessment During whole class story/ carpet/ activity time.</p> <p>Ask story time questions (Smart Notebook) to promote thinking and comments.</p> <p>Listens to others one to one or in small groups, when conversation interests them.</p> <p>Listens to stories with increasing attention and recall.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in</p>	<p>Circle time: Small groups</p> <p>Who is your favourite super hero? Why?</p> <p>Listens to others one to one or in small groups, when conversation interests them.</p> <p>Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Maintains attention, concentrates and sits quietly during appropriate</p>	<p>Circle time: Small groups encourage children to talk about themselves based on super heroes that they have created. What is their super power?</p> <p>Listens to others one to one or in small groups, when conversation interests them.</p> <p>Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings</p>	<p>Build up the size of circle time groups. Focus upon rhymes and songs.</p> <p>-Twinkle, Twinkle Little Star (with actions)</p> <p>-5 Little Speckled Frogs</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Focusing attention – still listen or do, but can shift own attention.</p> <p>Is able to follow directions (if not intently focused on own choice of</p>	<p>Build up the size of circle time groups. Focus upon rhymes and songs.</p> <p>-Twinkle, Twinkle Little Star (with actions)</p> <p>-5 Little Speckled Frogs</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Focusing attention – still listen or do, but can shift own attention.</p> <p>Is able to follow directions (if not intently focused on own choice</p>	<p>Observations of children's language in play with peers- model where necessary.</p> <p>Listens to others one to one or in small groups, when conversation interests them.</p> <p>Two-channelled attention – can listen and do for short span</p> <p>• Uses vocabulary focused on objects and people that are of particular importance to them</p>	<p>Observations of children's language in play with peers- model where necessary.</p> <p>Listens to others one to one or in small groups, when conversation interests them.</p> <p>Two-channelled attention – can listen and do for short span</p> <p>• Uses vocabulary focused on objects and people that are of particular importance to them</p>

	<p>Tidy up time Responds to simple instructions, e.g. to get or put away an object.</p>	<p>rhymes and stories. Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity). Maintains attention, concentrates and sits quietly during appropriate activity.</p>	<p>activity.</p>	<p>and events. Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span.</p>	<p>activity).</p> <p>Builds up vocabulary that reflects the breadth of their experiences.</p>	<p>of activity).</p> <p>Builds up vocabulary that reflects the breadth of their experiences.</p>	<ul style="list-style-type: none"> <li>• Builds up vocabulary that reflects the breadth of their experiences</li> <li>• Understands use of objects (e.g. “What do we use to cut things?”)</li> </ul>	<ul style="list-style-type: none"> <li>• Builds up vocabulary that reflects the breadth of their experiences</li> <li>• Understands use of objects (e.g. “What do we use to cut things?”)</li> </ul>
Literacy	<p>Baseline assessment</p> <p>Focus Book: 10 Little Superheroes. Focus on reading the book to the whole class getting the children to join in. Hook: Have 10 little superheroes hidden around the classroom and get the children to join in.</p> <p>Extension: Discuss the characters and</p>	<p>Baseline Assessment</p> <p>Focus Book: 10 Little Superheroes. Focus on reading the book to the whole class getting the children to join in.</p> <p>Extension: Discuss the</p>	<p>Focus Book: Super Daisy</p> <p>Hook: A huge pile of peas on a tough tray covering the book when the children come in. Create superhero name and character Recognises familiar words and signs such</p>	<p>Focus Book: Super Daisy</p> <p>Create superhero name and character Recognises familiar words and signs such as own name and advertising logos. Writes own name and</p>	<p>Focus Book: Super worm! Initial sound and rhyming word activity. Hook: Superworm tough tray • Continues a rhyming string. -Can hear and say initial sounds in words.</p>	<p>Focus Book: Super worm! Initial sound and rhyming word activity • Continues a rhyming string. -Can hear and say initial sounds in words.</p>	<p>Book: Super Tato Children come into the classroom to find “victim vegetables” – what has happened? Find the book- read the story. Identify the characters and setting. Sequence</p>	<p>Book: Super Tato Children come into the classroom to find “victim vegetables” – what has happened? Find the book- read the story. Identify the characters and setting.</p>

	settings. Add to reading working wall.	characters and settings. Add to reading working wall.	<p>as own name and advertising logos.</p> <p>Writes own name and other things such as labels, captions</p>	<p>other things such as labels, captions</p>			<p>the pictures and label the main characters with key words.</p> <ul style="list-style-type: none"> <li>• Listens to and joins in with stories in small groups.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Beginning to be aware of the way stories are structured.</li> <li>• Suggests how the story might end.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Describes main story settings,</li> </ul>	<p>Sequence the pictures and label the main characters with key words.</p> <ul style="list-style-type: none"> <li>• Listens to and joins in with stories in small groups.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Beginning to be aware of the way stories are structured.</li> <li>• Suggests how the story might end.</li> <li>• Listens to stories with increasing attention and recall.</li> </ul>
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							<p>events and principal characters. Hears and says the initial sound in words</p> <ul style="list-style-type: none"> <li>• Gives meaning to marks they make as they draw, write and paint.</li> <li>• Begins to break the flow of speech into words.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes main story settings, events and principal characters.</li> <li>Hears and says the initial sound in words</li> <li>• Gives meaning to marks they make as they draw, write and paint.</li> <li>• Begins to break the flow of speech into words.</li> </ul>
<p>Mathematics</p> <p><b>KIRF Target: Read and write all numbers to 20.</b></p> <p>At the start of every maths session practice counting,</p>	<p>Baseline assessment</p> <p>Links to 10 little Superheroes. Counting to and from 10. Recognising numbers to 10 and matching to objects.</p>	<p>Baseline assessment</p> <p>Links to 10 little Superheroes. Counting to and from 10. Recognising numbers to 10 and matching to objects.</p>	<p>Count objects accurately to 20. Use peas/ food items linked to Super Daisy</p> <ul style="list-style-type: none"> <li>• Beginning to represent numbers using fingers, marks on paper or pictures.</li> </ul>	<p>Count objects accurately to 20. Use peas/ food items linked to Super Daisy.</p> <ul style="list-style-type: none"> <li>• Beginning to represent numbers using fingers, marks</li> </ul>	<p>Compare amounts of objects. Compare different groups of mini beasts linked to Super Worm.</p> <ul style="list-style-type: none"> <li>• Compares two groups of objects, saying when they</li> </ul>	<p>Compare amounts of objects. Compare different groups of mini beasts linked to Super Worm.</p> <ul style="list-style-type: none"> <li>• Compares two groups of objects, saying when they have</li> </ul>	<p>Separate objects knowing that the total is still the same. Use vegetables linked to supertato.</p> <ul style="list-style-type: none"> <li>• Separates a group of three or four</li> </ul>	<p>Separate objects knowing that the total is still the same. Use vegetables linked to supertato.</p> <ul style="list-style-type: none"> <li>• Separates a group of three or four</li> </ul>

<p>identifying numbers and sequencing. Focus on a secure understanding of numbers 0-10.</p> <ul style="list-style-type: none"> <li>• Recites numbers in order to 10</li> <li>• Recognise some numerals of personal significance.</li> <li>• Recognises numerals 1 to 5.</li> </ul>			<ul style="list-style-type: none"> <li>• Sometimes matches numeral and quantity correctly (verbally say, there is 5).</li> <li>• Counts objects to 10, and beginning to count beyond 10.</li> <li>• Counts up to three or four objects by saying one number name for each item.</li> </ul>	<p>on paper or pictures.</p> <ul style="list-style-type: none"> <li>• Sometimes matches numeral and quantity correctly (verbally say, there is 5).</li> <li>• Counts objects to 10, and beginning to count beyond 10.</li> <li>• Counts up to three or four objects by saying one number name for each item.</li> </ul>	<p>have the same number.</p> <p>Match numbers to amounts</p> <ul style="list-style-type: none"> <li>• Beginning to represent numbers using fingers, marks on paper or pictures.</li> <li>• Sometimes matches numeral and quantity correctly (verbally say, there is 5).</li> <li>• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>• Recognise some numerals of personal significance.</li> <li>• Recognises numerals 1 to 5</li> </ul>	<p>the same number.</p> <p>Match numbers to amounts</p> <ul style="list-style-type: none"> <li>• Beginning to represent numbers using fingers, marks on paper or pictures.</li> <li>• Sometimes matches numeral and quantity correctly (verbally say, there is 5).</li> <li>• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>• Recognise some numerals of personal significance.</li> <li>• Recognises numerals 1 to 5</li> </ul>	<p>objects in different ways, beginning to recognise that the total is still the same.</p> <p>Match numbers to amounts</p> <ul style="list-style-type: none"> <li>• Beginning to represent numbers using fingers, marks on paper or pictures.</li> <li>• Sometimes matches numeral and quantity correctly (verbally say, there is 5).</li> <li>• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>• Recognise some numerals of personal</li> </ul>	<p>objects in different ways, beginning to recognise that the total is still the same.</p> <p>Match numbers to amounts</p> <ul style="list-style-type: none"> <li>• Beginning to represent numbers using fingers, marks on paper or pictures.</li> <li>• Sometimes matches numeral and quantity correctly (verbally say, there is 5).</li> <li>• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>• Recognise some numerals of personal</li> </ul>
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							significance. • Recognises numerals 1 to 5	significance. • Recognises numerals 1 to 5
<p>Understanding the World</p> <p>Focus on “All about me” as part of transition.</p> <p>Circle Time: Wednesday PM</p> <p>Technology Station in the Role Play Area (Observations).</p> <ul style="list-style-type: none"> <li>• Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li> <li>• Shows skill in making</li> </ul>	Baseline assessment	<p>Introduce all about me with “Guess who?”.</p> <p>Lead into: What do we use our noses/ mouths/ ears for?</p> <p>Give each child a picture of them and get them to draw around it what they like to eat, see, smell etc. Give an example as support. (Wednesday PM run over two sessions for time). Split group into two. LS take one half outside/ in provision and RC focus on the other half.</p>	<p>Introduce all about me with “Guess who?”.</p> <p>Lead into: What do we use our noses/ mouths/ ears for?</p> <p>Give each child a picture of them and get them to draw around it what they like to eat, see, smell etc. Give an example as support. (Wednesday PM run over two sessions for time). Split group into two. LS take one half outside/ in provision and RC focus on the other half.</p>	<p>Focus on the children’s dislikes- what don’t they like to see, hear, smell?</p> <p>Have pictures up on the board as a prompt and discuss before children do their own drawings.</p> <p>Encourage discussion about why they don’t like it, lead into do we all like the same things? Why is that? Good or bad thing?</p> <ul style="list-style-type: none"> <li>• Knows some of the things that make them unique, and can talk</li> </ul>	<p>Family Focus Who is in your family? Tell a friend. Do you have the same people in your families?</p> <ul style="list-style-type: none"> <li>• Shows interest in the lives of people who are familiar to them.</li> </ul> <p>Draw your family and things that you like to do with them. Model before the children have a go (split class into two small groups).</p> <ul style="list-style-type: none"> <li>• Remembers and talks about significant events in their own experience.</li> </ul>	<p>Family Focus Who is in your family? Tell a friend. Do you have the same people in your families?</p> <ul style="list-style-type: none"> <li>• Shows interest in the lives of people who are familiar to them.</li> </ul> <p>Draw your family and things that you like to do with them. Model before the children have a go (split class into two small groups).</p> <ul style="list-style-type: none"> <li>• Remembers and talks about significant events in their own experience.</li> </ul>	<p>Birthday Focus When is your birthday? Why is it special? What do you do to celebrate birthdays? Add to A3 sheet. Model first before splitting into two groups.</p> <ul style="list-style-type: none"> <li>• Recognises and describes special times or events for family or friends.</li> <li>• Enjoys joining in with family customs and routines.</li> </ul>	<p>Birthday Focus When is your birthday? Why is it special? What do you do to celebrate birthdays? Add to A3 sheet. Model first before splitting into two groups.</p> <ul style="list-style-type: none"> <li>• Recognises and describes special times or events for family or friends.</li> <li>• Enjoys joining in with family customs and routines.</li> </ul>

<p>toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p> <ul style="list-style-type: none"> <li>• Knows that information can be retrieved from computers</li> </ul>				<p>about some of the similarities and differences in relation to friends or family.</p>				
<p>Physical Development</p> <p>1. Focus on taking two whole class PE lesson observations to gain evidence and identify children who may need greater support.</p> <p>2. Focus on fine motor</p>	<p>Baseline: identify possible exceeding children and children who are below ARE. Highlight these to PE coaches and ask for advice on how best to support these children. Focus initial observations on these children to pinpoint key areas of focus.</p> <p>During baseline make a note of children's pencil grip stage in line with "Going for Gold".</p>	<p>Dough Disco: to help develop fine motor control in order to be able to hold pencil/ scissors correctly (Before Friday PE)</p> <ul style="list-style-type: none"> <li>• Draws lines and circles using gross motor movements</li> <li>• Uses one-handed tools and equipment,</li> </ul>	<p>Dough Disco: to help develop fine motor control in order to be able to hold pencil/ scissors correctly (Before Friday PE)</p> <ul style="list-style-type: none"> <li>• Draws lines and circles using gross motor movements</li> <li>• Uses one-handed tools and equipment,</li> </ul>	<p>Observe skills in PE and during outdoor play.</p> <ul style="list-style-type: none"> <li>• Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping,</li> </ul>	<p>Dough Disco: to help develop fine motor control in order to be able to hold pencil/ scissors correctly (Before Friday PE)</p> <ul style="list-style-type: none"> <li>• Draws lines and circles using gross motor movements</li> <li>• Uses one-handed tools</li> </ul>	<p>Dough Disco: to help develop fine motor control in order to be able to hold pencil/ scissors correctly (Before Friday PE)</p> <ul style="list-style-type: none"> <li>• Draws lines and circles using gross motor movements</li> <li>• Uses one-handed tools</li> </ul>	<p>Observe skills in PE and during outdoor play.</p> <ul style="list-style-type: none"> <li>• Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running,</li> </ul>	<p>Dough Disco: to help develop fine motor control in order to be able to hold pencil/ scissors correctly (Before Friday PE)</p> <ul style="list-style-type: none"> <li>• Draws lines and circles using gross motor movements</li> </ul>



<p>skills to support pencil grip and the start of letter formation.</p>		<p>e.g. makes snips in paper with child scissors</p> <ul style="list-style-type: none"> <li>• Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>• Holds pencil near point between first two fingers and thumb and uses it with good control.</li> <li>• Can copy some letters, e.g. letters from their name.</li> </ul>	<p>e.g. makes snips in paper with child scissors</p> <ul style="list-style-type: none"> <li>• Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>• Holds pencil near point between first two fingers and thumb and uses it with good control.</li> <li>• Can copy some letters, e.g. letters from their name.</li> </ul>	<p>skipping, sliding and hopping.</p> <ul style="list-style-type: none"> <li>• Mounts stairs, steps or climbing equipment using alternate feet.</li> <li>• Walks downstairs, two feet to each step while carrying a small object.</li> <li>• Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>• Can stand momentarily on one foot when shown.</li> <li>• Can catch a large ball.</li> </ul>	<p>and equipment, e.g. makes snips in paper with child scissors</p> <ul style="list-style-type: none"> <li>• Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>• Holds pencil near point between first two fingers and thumb and uses it with good control.</li> <li>• Can copy some letters, e.g. letters from their name.</li> </ul>	<p>and equipment, e.g. makes snips in paper with child scissors</p> <ul style="list-style-type: none"> <li>• Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>• Holds pencil near point between first two fingers and thumb and uses it with good control.</li> <li>• Can copy some letters, e.g. letters from their name.</li> </ul>	<p>jumping, skipping, sliding and hopping.</p> <ul style="list-style-type: none"> <li>• Mounts stairs, steps or climbing equipment using alternate feet.</li> <li>• Walks downstairs, two feet to each step while carrying a small object.</li> <li>• Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>• Can stand momentarily on one foot when shown.</li> <li>• Can catch a large ball.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors</li> <li>• Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>• Holds pencil near point between first two fingers and thumb and uses it with good control.</li> <li>• Can copy some letters, e.g. letters from their name.</li> </ul>
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<p>Expressive Arts and Design</p> <p>Focus on: Construction and Music</p>	<p>Baseline.</p>	<p>Focus on observations in the outdoor and indoor construction and music areas. Encourage all children to access these areas through the Rainbow Challenges.</p> <ul style="list-style-type: none"> <li>• Uses various construction materials.</li> <li>• Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>• Joins construction pieces together to build and balance.</li> <li>• Constructs with a purpose in mind, using a variety of resources</li> <li>• Selects appropriate</li> </ul>	<p>Focus on observations in the outdoor and indoor construction and music areas. Encourage all children to access these areas through the Rainbow Challenges.</p> <ul style="list-style-type: none"> <li>• Uses various construction materials.</li> <li>• Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>• Joins construction pieces together to build and balance.</li> <li>• Constructs with a purpose in mind, using a variety of resources</li> <li>• Selects appropriate</li> </ul>	<p>Focus on observations in the outdoor and indoor construction and music areas. Encourage all children to access these areas through the Rainbow Challenges.</p> <ul style="list-style-type: none"> <li>• Uses various construction materials.</li> <li>• Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>• Joins construction pieces together to build and balance.</li> <li>• Constructs with a purpose in mind, using</li> </ul>	<p>Focus on observations in the outdoor and indoor construction and music areas. Encourage all children to access these areas through the Rainbow Challenges.</p> <ul style="list-style-type: none"> <li>• Uses various construction materials.</li> <li>• Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>• Joins construction pieces together to build and balance.</li> <li>• Constructs with a purpose in mind, using a variety of resources</li> </ul>	<p>Focus on observations in the outdoor and indoor construction and music areas. Encourage all children to access these areas through the Rainbow Challenges.</p> <ul style="list-style-type: none"> <li>• Uses various construction materials.</li> <li>• Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>• Joins construction pieces together to build and balance.</li> <li>• Constructs with a purpose in mind, using a variety of resources</li> </ul>	<p>Focus on observations in the outdoor and indoor construction and music areas. Encourage all children to access these areas through the Rainbow Challenges.</p> <ul style="list-style-type: none"> <li>• Uses various construction materials.</li> <li>• Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>• Joins construction pieces together to build and balance.</li> </ul>	<p>Review based on gaps.</p>
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		<p>resources and adapts work where necessary.</p> <ul style="list-style-type: none"> <li>• Create simple representations of events, people and objects.</li> </ul> <p>Do directed Music session Tuesday 11:10-11:35. Focus: Sing Nursey rhymes with actions.</p> <ul style="list-style-type: none"> <li>• Beginning to move rhythmically</li> <li>• Imitates movement in response to music</li> <li>• Sings a few familiar songs</li> </ul>	<p>resources and adapts work where necessary.</p> <ul style="list-style-type: none"> <li>• Create simple representations of events, people and objects.</li> </ul> <p>Do directed Music session Tuesday 11:10-11:35. Focus: Sing Nursey rhymes with actions.</p> <ul style="list-style-type: none"> <li>• Beginning to move rhythmically</li> <li>• Imitates movement in response to music</li> <li>• Sings a few familiar songs</li> </ul>	<p>a variety of resources</p> <ul style="list-style-type: none"> <li>• Selects appropriate resources and adapts work where necessary.</li> <li>• Create simple representations of events, people and objects.</li> </ul> <p>Do directed Music session Tuesday 11:10-11:35. Focus: Play duck, duck goose outside and number games</p> <ul style="list-style-type: none"> <li>• Enjoys joining in with dancing and ring games.</li> </ul>	<ul style="list-style-type: none"> <li>• Selects appropriate resources and adapts work where necessary.</li> <li>• Create simple representations of events, people and objects.</li> </ul> <p>Do directed Music session Tuesday 11:10-11:35. Focus: Play duck, duck goose outside and number games</p> <ul style="list-style-type: none"> <li>• Enjoys joining in with dancing and ring games.</li> </ul>	<ul style="list-style-type: none"> <li>• Selects appropriate resources and adapts work where necessary.</li> <li>• Create simple representations of events, people and objects.</li> </ul> <p>Do directed Music session Tuesday 11:10-11:35. Focus: Play clapping games where the children have to clap a tune back. Explore different instruments and the sounds they make.</p> <ul style="list-style-type: none"> <li>• Explores and learns how sounds can be changed.</li> <li>• Taps out simple repeated rhythms.</li> </ul>	<ul style="list-style-type: none"> <li>• Constructs with a purpose in mind, using a variety of resources</li> <li>• Selects appropriate resources and adapts work where necessary.</li> <li>• Create simple representations of events, people and objects.</li> </ul> <p>Do directed Music session Tuesday 11:10-11:35. Focus: Play clapping games where the children have to clap a tune back. Explore different instruments and the</p>	
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						<ul style="list-style-type: none"><li>• Explores the different sounds of instruments.</li></ul>	<p>sounds they make.</p> <ul style="list-style-type: none"><li>• Explores and learns how sounds can be changed.</li><li>• Taps out simple repeated rhythms.</li><li>• Explores the different sounds of instruments.</li></ul>	
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