



Nursery - Spring 1- Theme: Traditional Tales (Progression from Nursery to Reception – Reception's English planning)

Literacy

We will be exploring traditional tales including 'The Three Little Pigs' and 'The Gingerbread Man'. We will start to develop our awareness of rhyme through a variety of activities including a game called 'Silly Soup' where things get stirred into a rhyming pot as we sing a song.

We will continue to learn the pre-writing shapes, and if we are ready, we will learn to write our name using a cursive style. We will be given the opportunity to work with the grown-ups to develop our mark-making skills such as drawing the three little pigs.

Mathematics

We will be counting regularly including in our daily circle time sessions when we count how many children are in our group. The focus this half-term will be on one-to-one correspondence.

We will be learning this skill through; counting stationary objects, counting moving objects, counting actions and counting sounds.

Our focus number will be three; three pigs, three bears.

We will be categorising according to size, for example small to big when ordering the bowls of the three bears.

Physical Development

As well as having access to the equipment on our school playground to develop our physical skills, we will use sand and water with pretend bricks and tools in the sand pit to build a house for the little pigs.

We will continue to develop our fine-motor control through the programme 'WriteDance in Nursery'. In Chinese New Year week, we will be using scissors to create a Chinese lantern.

Communication and Language

We will learn new vocabulary such as enormous and gigantic to describe Daddy bear.

We will focus on prepositions such as 'under', 'on top' and 'behind' by carrying out an action or selecting the correct picture. For example, "Put little pig behind the wall."

Traditional Tales

Personal, Social and Emotional Development

We will be continuing our whole school approach to PSE called 'Jigsaw'. The focus this half term will be on 'Dreams and Goals'.

We will be learning that some actions and words can hurt others' feelings. The children will be asked questions such as "How do you think the pigs felt when the wolf tried to eat them?"

Expressive Arts and Design

Exploring media and materials: We will be given the opportunity to explore and describe different textures. We will make a forest collage using different textures in our 'Little Red Riding Hood' week. We will be singing songs such as, 'When Goldilocks went to the house of the bears, what did her blue eyes see?'

Being imaginative: We will be given the resources to create the three little pig's houses. We will mix red and white together to create pink to paint the pigs. We will create a flap-style Gingerbread house in 'The Gingerbread Man' week.

Understanding the World

We will be talking about why the bricks did not fall down in 'The Three Little Pigs' story. We will be making porridge, tasting it and talking about how it changes when milk or water is added to the oats.

We will be learning about 'Chinese New Year'.

Highlighted objectives show Development Matters coverage in Spring Term.

3 and 4 year old will be learning to:

Understand the five key concepts about print:

- print has meaning
- print can have different purposes
- we read English text from left to right and from top to bottom
- the names of the different parts of a book
- page sequencing

Develop their phonological awareness, so that they can:

- spot and suggest rhymes
- count or clap syllables in a word
- recognise words with the same initial sound, such as money and mother (circle – what begins with s?)

Engage in extended conversations about stories, learning new vocabulary.

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; writing 'm' for mummy.

Write some or all of their name.

Write some letters accurately.

Enjoy listening to longer stories and can remember much of what happens.

Pay attention to more than one thing at a time, which can be difficult.

Use a wider range of vocabulary.

Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".

Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”

Sing a large repertoire of songs.

Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.

NB

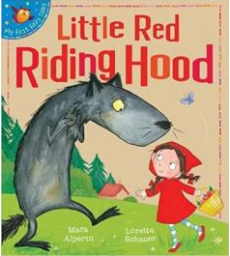
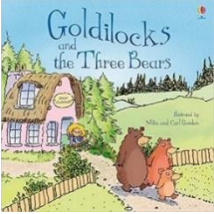
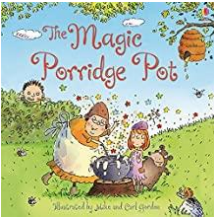
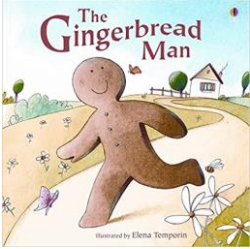
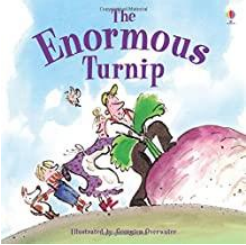
Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.

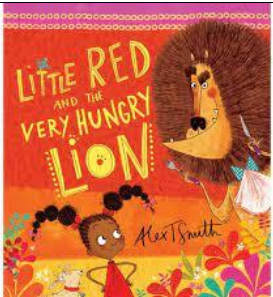
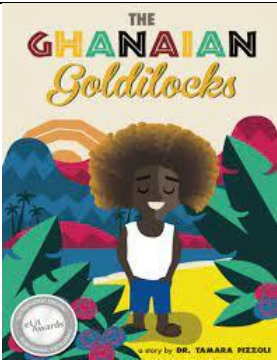
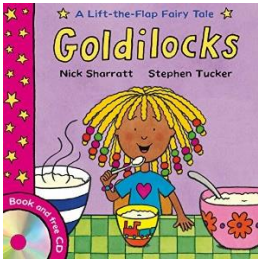
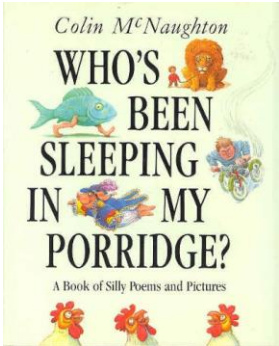
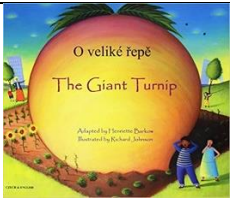
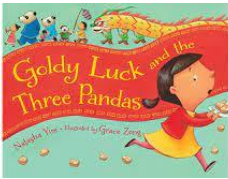
Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.

Start a conversation with an adult or a friend and continue it for many turns.

Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”

	Develop their phonological awareness, so that they can: • spot and suggest rhymes	Play instruments with increasing control.	Develop their phonological awareness, so that they can: • spot and suggest rhymes	Develop their phonological awareness, so that they can: • spot and suggest rhymes	Develop their phonological awareness, so that they can: • spot and suggest rhymes	Develop their phonological awareness, so that they can: • spot and suggest rhymes
Phonics	Week 1 - Introduce the concept of rhyme. Use The Little Red Riding Hood rhyming version to introduce the concept. Emphasise the rhyming words. Play with rhyming words throughout the course of the day and have fun with them.	Week 2 – Listen to the beat Use a variety of percussion instruments to play different rhythms. Remind the children to use their listening ears and to move in time to the beat – fast, slow, skipping, marching, etc.	Week 3 – Our favourite rhymes As a class discuss favourite rhymes. Have a bag of objects which represent rhymes (e.g. a toy spider to represent ‘Incy Wincy Spider’, a toy bus for ‘The Wheels on the Bus’) and invite the children to choose	Week 4 – Ask a small group to sit in a circle so they can see a selection of rhyming objects (e.g. rat, hat, cat) placed on the floor. Use a bowl and spoon as props to act out the song. Invite the children, in turn, to choose an object to put into the soup and place it in the bowl. After each turn,	Week 5 – Adult-Led activity Ensure each child in a small group has a picture. Show a set of 3 pictures/objects of rhyming objects. Hide in a bag the matching pictures/objects you have given to the children that rhyme with their picture/object. For	Week 6 - Odd one out Put out three objects or pictures, two with names that rhyme and one with a name that does not. Ask the children to identify the ‘odd one out’: the name that does not rhyme. Start with a small set of words that can then be extended.

			their favourite. Sing throughout the day.	stir the soup and sing the ‘Silly Soup Song’. <i>In goes... a rat... a hat... a cat...</i>	example, child has a cat and it will match with hat. The children take turns to draw out of the bag one object or picture at a time. Invite the children to call out when they see an object or picture that rhymes with theirs and to collect it from the child who has drawn it from the bag.	
	Wc/ 5.1	Wc/ 12.1	Wc/ 19.1	Wc/ 26.01	Wc/ 2.2	Wc/ 9.2
Core Texts	 Little Red Riding Hood	 The Three Little Pigs	 Goldilocks and the Three Bears  The Magic Porridge Pot	 The Gingerbread Man	 The Enormous Turnip	 Chinese New Year – Year of the Horse (2026 – Tuesday 17 th February)
Enhancement Texts	Little Red and the Very Hungry Lion	The Three Little Pigs and the Big Bad Book	The Ghanian Goldilocks	Who’s Been Sleeping in My Porridge – various	Grandma Lena’s Big Ol’ Turnip	Goldy Luck and the Three Pandas

			 	rhymes related to traditional tales 		
Reading and Writing	<u>Reading</u> Be able to talk about familiar books. Fills in the missing word or phrase in a known story – All the better to <u>see/hear</u> you with...	<u>Writing</u> Use a comfortable grip with good control when holding pens and pencils. Knows that the marks they make are of value. Draw the three little pigs.	<u>Reading/Writing</u> Spot and suggest rhymes Shows awareness of rhyme. Bear - chair Enjoys drawing and writing on different textures, such as in sand (use porridge oats – pre-writing shapes)	<u>Reading/Writing</u> Spot and suggest rhymes Shows awareness of rhyme. (man, ran, can).	<u>Writing</u> Explore different textures. Enjoys drawing and writing on different textures, such as in sand (soil)	<u>Writing</u> Draw with increasing complexity and detail. Chinese numbers
Nursery Rhyme of the Week	Baa Baa Black Sheep	This Little Piggy Went to Market	Miss Polly Had a Dolly	Hop Little Bunnies Hop Hop	1,2,3,4,5, Once I Caught a Fish Alive	I'm a Little Teapot
New Vocabulary (Grandma Fantastic)	Feeling – frightened, terrified and startled	Asking – squealed, snarled and screamed	Tasting – delicious, scrumptious and tempting	Action – raced, dashed and sprinted	Thinking – plan, suggestion and idea	Action – raced, dashed and sprinted



Checking (hear) –
bubbling, boiling and
simmering

Circles	“What would you take to Grandma?” Tell me something that you do to keep safe?	How do you think the three little pigs felt? Who could you talk to if you were scared? Was the Big Bad Wolf a good friend? What makes a good friend?	“How do you think Little Bear felt when he saw his broken chair? What can you do when you feel sad?” “What would you choose to add to your porridge?” (honey, jam, sugar, fruit)	“What would you buy from the bakery?” “Instead of a gingerbread man what could we change the character to?” The character could be... (For example, a pancake boy)	“What is your favourite vegetable?”	“Can you think of objects that start with the sound s (for snake) and h (for horse)?”
Writing	Write-Dance	Write-Dance	Write-Dance	Write-Dance	Write-Dance	Write-Dance

3-4 year olds will be learning to:

Take part in simple pretend play, using an object to represent something else even though they are not similar.

Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.

Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

Explore different materials freely, to develop their ideas about how to use them and what to make.

Develop their own ideas and then decide which materials to use to express them.

Join different materials and explore different textures.

Create closed shapes with continuous lines and begin to use these shapes to represent objects.

Draw with increasing complexity and detail, such as representing a face with a circle and including details.

Use drawing to represent ideas like movement or loud noises.

Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.

Explore colour and colour mixing.

Listen with increased attention to sounds.

Respond to what they have heard, expressing their thoughts and feelings.

Remember and sing entire songs.

Sing the pitch of a tone sung by another person ('pitch match').

Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

Create their own songs or improvise a song around one they know.

Play instruments with increasing control to express their feelings and ideas.

Week	Expressive Art & Design (Art)	Learning Intention/ Success Criteria	Key Vocabulary	Key Skills	Key Knowledge
					
1	To explore materials and/or to express ideas. Little Red Riding Hood – forest collage using different textures.	Know that different textures create different effects.	effect	Awareness of how resources can be used to create different effects.	That there are different types of textures such as rough, smooth, shiny etc.
2	To explore materials and/or to express ideas. Little Pig House – house collage (straw, sticks or printing bricks) Colour mixing – red and white	Know that different textures create different effects.	effect	Awareness of how resources can be used to create different effects.	That there are different types of textures such as rough, smooth, shiny etc.
3	Joins in singing songs. 'When Goldilocks went to the house of the bears, what did her blue eyes see?' Additional activity: Make a card for Baby Bear to cheer him up or a sorry card from Goldilocks	Listen to the words Copy the words Use actions	rhyme	Singing rhymes	We use our voice differently when we sing.

4	Uses 3D and 2D structures to explore materials and/or to express ideas. Creating a gingerbread house (flap book page design) Notices and becomes interested in the transformative effect of their action on materials and resources. Painting using different textures such as porridge in paint and gingerbread paint etc.	To know how to use different materials to create a planned effect. Understands that an action can create an effect.	materials effect effect	Cutting and sticking Look carefully	Which glue is best for a particular task (PVA or prit-stick) How to stick paper to paper Awareness of how resources can be used to create different effects. That adding textures to paint can create a textured paint.
5	Experiments with ways to create shapes. Printing with vegetables	Choose a vegetable Choose a paint. Print with vegetable and paint.	experiment print	Printing	That an object can leave a print when placed in paint. The print can make different shapes and patterns.
6	Uses 3D and 2D structures to explore materials and/or to express ideas. Create a concertina dragon. Art Gallery work	To hold scissors correctly.	cut	Cutting Remember what happened	How to hold scissors

3-4 year olds will be learning to:

Use all their senses in hands-on exploration of natural materials

Explore collections of materials with similar and/or different properties.

Talk about what they see, using a wide vocabulary.

Begin to make sense of their own life-story and family's history.

Show interest in different occupations.

Explore how things work

Plant seeds and care for growing plants.

Understand the key features of the life cycle of a plant and an animal.

Begin to understand the need to respect and care for the natural environment and all living things.

Explore and talk about different forces they can feel.

Talk about the differences between materials and changes they notice

Continue developing positive attitudes about the differences between people

know that there are different countries in the world and talk about the differences they have experienced or seen in photos

Week	Understanding the world: The World, Technology and People and Communities 	Learning Intention/ Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1	Developing an understanding of growth, decay and changes over time. Signs of winter	To name signs of Winter.	winter Bare cold/er darker	Exploring	To know that the Winter-time is in the months of December, January and February.
2	Talks about why things happen and how things work. Science experiment - Why did the house made of bricks not blow down? Teach children the forces of push and pull: https://www.bbc.co.uk/bitesize/articles/zj2fb7h#zkqjxg8	To know why certain materials are used for certain purposes. To know the forces of push and pull.	materials use purpose strong force push pull	Investigating Investigating	Bricks are strong and waterproof. Some things need help to make them move. We can help them using pushes and pulls. These are both forces.
3	Talks about why things happen and how things work. Making porridge – looking at change Adding liquids to different foods and look at change.	To know what absorb means.	absorb	Investigating	The starch granules <u>absorb</u> water, disrupting the hydrogen bonds between their chemical

					components. This causes the granules to swell. Over time, this swelling of starch granules causes the porridge to <u>thicken</u> . This process is starch gelatinisation; for oat starch, it kicks off when the <u>temperature</u> reaches around 60°C.
4 and 5	Developing an understanding of growth, decay and changes over time. Life-cycle of turnip and other root vegetables – plant in school garden	To know the life-cycle of a root vegetable.	seed stem roots leaves	Planting a seed.	When the seed is ready to develop, it needs water, air and warmth but not sunlight to become a seedling. Seeds carry the food that helps the new plant begin to grow. A seed is the part of a seed plant which can grow into a new plant
6	Continue developing positive attitudes about the differences between people. Chinese New Year	To know about a festival in the calendar.	Festival Celebrate Same Different/difference	Comparing	Relate to previous festivals that we have learnt about. touch the screen an effect is created.

3 and 4 year olds will be learning to:

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

Go up steps and stairs, or climb up apparatus, using alternate feet.

Skip, hop, stand on one leg and hold a pose for a game like musical statues.

Use large-muscle movements to wave flags and streamers, paint and make marks.

Start taking part in some group activities which they make up for themselves, or in teams.

Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.

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.

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.

Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
 Use one-handed tools and equipment, for example, making snips in paper with scissors.
 Use a comfortable grip with good control when holding pens and pencils.
 Show a preference for a dominant hand.
 Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Week	Physical Development	Learning Intention/ Success Criteria	Key Vocabulary	Key Skills	Key Knowledge
					
1	Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots Putting on gloves independently and continue to develop skill for pulling up zip on coat.	Spread your fingers on your hand. Slip each finger into the finger holes of the glove one at a time.	spread slip	Dressing independently	Parts of body – hand, finger working on balance and control. Climbing features: Climbing features strengthen arms, legs, fingers and the upper body. They offer a great way to work on balance, coordination of extremities and sequencing of which hand or foot moves next.
2	Manipulates a range of tools and equipment in one hand. Sand and water with pretend bricks and tools in sand pit (pretend to build house). <i>Collaborate with others</i>	Place a brick on the ground. Place the next brick next to the brick or on top of the brick. Keep placing the bricks until you have made a wall with no gaps.	next to on top of	Gross motor skills	Positional language
3	Can balance on one foot momentarily, shifting body weight to improve stability. Hopscotch – EY garden	Maintain balance and control of the body while moving.	balance control	Gross motor skills	To play hopscotch, children need to

					be able to move one side of their body while keeping the other side still; balance on one foot; remain balanced while bending over and coming back up; and to determine their correct hopping pathway.
4	Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise. Bottom play-ground - assessment	Maintain balance and control of the body while moving.	balance control	Gross motor skills	Slides: Climbing ladders or steps up to the slide helps children learn to start balancing and shifting their weight
5	Manipulates a range of tools and equipment in one hand. Tapping golf tees in to root vegetables such as turnips	To hold the tool in one hand.	tool hand	Fine motor skills	Develops hand-eye coordination, strengthens their hands which is especially important for writing later on, it teaches them the importance of safety.
6	Manipulates a range of tools and equipment in one hand – scissors Make a Chinese lantern. Make a concertina dragon.	Keep your thumb facing up and following rules and it helps to develop their persistence as they learn to master the skill.	loop handle thumb	Fine motor skills	Development of a preferred and an assistant hand. Cutting involves each hand doing different tasks that require practice. The preferred hand uses the scissors and

		Understand which fingers go in which loops of the scissors handles.			the other hand turns the paper.
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3 and 4 year olds will be learning to:

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.**

Develop their sense of responsibility and membership of a community.

Become more outgoing with unfamiliar people, in the safe context of their setting.

Show more confidence in new social situations.

Play with one or more other children, extending and elaborating play ideas.

Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.

Increasingly follow rules, understanding why they are important.

Remember rules without needing an adult to remind them.

Develop appropriate ways of being assertive.

Talk with others to solve conflicts.

Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

Understand gradually how others might be feeling.

Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.

Week	PSED	Learning Intention/Success Criteria	Key Vocabulary	Key Skills/British Values	Key Knowledge
					
1	Shows their confidence and self-esteem through trying new things. Dreams and Goals Jigsaw 1 - Challenge	To understand what a challenge means. Link to 'New Year Resolutions'	challenge try persevere	We know that we are all special.	We have to keep trying when something is new to learn the skill.
2	Shows their confidence and self-esteem through trying new things. Dreams and Goals Jigsaw 2 - Never Giving Up	To know that you can keep trying until you can do something.	challenge try persevere	We know that we are all special.	We have to keep trying when something is new to learn the skill.
3	Shows their confidence and self-esteem through trying new things. Dreams and Goals Jigsaw 3 - Setting a goal	To know how to set a goal and work towards it.	challenge try persevere	We know that we are all special.	We have to keep trying when something is new to learn the skill.
4	Shows empathy and concern for people. Dreams and Goals Jigsaw 4 – Obstacles and Support	To know some kind words to encourage people with.	friendship	We treat everybody equally.	What friendship means.
5	Knows their preferences and interests and is becoming aware of their unique abilities. Dreams and Goals Jigsaw 5 – Flight to the Future	To start to think about the jobs you might like to do when you are older.	challenge try persevere	We know that we are all special.	We have to keep trying when something is new to learn the skill.

6	Expresses the self-aware emotions of <u>pride</u> and embarrassment as well as a wide range of other feelings. Dreams and Goals Jigsaw 6 – Footprint Awards	To feel proud when you achieve a goal.	proud pride	We know that we are all special.	What a feeling/emotion is.
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3 and 4 year olds will be learning to;

Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). 3 little pigs, 3 bears

Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5

Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')

Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

Experiment with their own symbols and marks as well as numerals

Solve real world mathematical problems with numbers up to 5.

Compare quantities using language: 'more than', 'fewer than'.

Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.

Understand position through words alone – for example, "The bag is under the table," – with no pointing.

Describe a familiar route.

Discuss routes and locations, using words like 'in front of' and 'behind'.

Make comparisons between objects relating to size, length, weight and capacity

Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.

Combine shapes to make new ones – an arch, a bigger triangle, etc.

Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.

Use informal language like 'pointy', 'spotty', 'blobs', etc.

Extend and create ABAB patterns – stick, leaf, stick, leaf.

Notice and correct an error in a repeating pattern.

Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Week	Mathematics	Learning Intention/Success Criteria	Key Vocabulary	Key Skills	Key Knowledge
					
1	Pairing one item with one count word Read a specific counting book such as: 	Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5 (ordinality) Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle).	match one object number total	When children can count to 5 by rote, then they are ready to start practising 1 to 1 correspondence. The big skill that children need before they can effectively attempt 1 to 1	One to One Correspondence is the counting and quantity principle referring to the understanding that each object in a group can be counted once and only once. It is useful in the early stages for children to
2	Pairing one item with one count word Count taps on a tambourine, triangle, drum etc.				

3	Pairing one item with one count word Counting cubes to create 'number-blocks'.			correspondence, is the ability to rote count. One to One Correspondence is counting accurately. It is understanding that one number in a sequence goes with each thing that you are counting. Each is worth the same – one	actually tag or touch each item being counted and to move it out of the way as it is counted.
4	Pairing one item with one count word Count every-day objects – leaves etc.				
5	Pairing one item with one count word Objects in random array (It is far easier for children to put them in a line, at least when they start out. Put them in a line, and then slowly count from one end of the line to the other).				
6	Pairing one item with one count word Counting arrays in a circle during circle-times and in play  (This is more unusual. The big problem with this is counting round the circle and not remembering to stop and just carrying on counting again. The big thing with this is make a clear decision where to start and try to remember this.) Chalk could be used to remember starting stone.			You use 1 to 1 correspondence whenever you count a quantity of something. This could be: Counting stationary objects Counting moving objects Counting actions Counting sounds	

Explore colour and colour mixing.
 Listen with increased attention to sounds.
 Respond to what they have heard, expressing their thoughts and feelings.
 Remember and sing entire songs.
 Sing the pitch of a tone sung by another person ('pitch match').
 Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
 Create their own songs or improvise a song around one they know.
 Play instruments with increasing control to express their feelings and ideas.

Week		Learning Intention/Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
Music- accompany each weeks music lesson with relevant topic songs in other sessions/ free play of instruments					
1	Identify known songs and teach a selection of songs-action counting and topic based: E.g. Wind the bobbin up Tommy thumb is up 5 little speckled frogs/ 5 currant buns/10 green bottles Days of the week Alphabet song Introduce hand signals for teacher sings/ all sing.	Sing and join in with actions confidently	Song lyrics Hand signals	Singing Using actions	A wide variety of action and topic based songs
2	Play games where the children need to listen and respond to music Boo game Musical statues Mirror/movement to music game	Listening and responding to music		Listening skills	Listening to a piece of music and responding with their bodies. How does the piece of music make you want to move.
3	Recap a song from previous weeks Sit in a circle with some istruments in the middle. Do you know any of these instruments. How would you play it? Model how to hold and play different instrumetns. Set rules for the care of instruments. Play I have sounds game with song	Introduce instruments (names and how to play)	Names of instruments	Listening skills How to hold and play each instrument.	Names of musical instruments. How each musical instrument is played and the sounds that they create.

4	Recap names of instruments from last week. Recap rules for caring for instruments. Play hidden instruments game to see if children can recognise which instrument is being played	Name instruments and play them	Names of instruments	Listening skills	Names of musical instruments. How each musical instrument is played and the sounds that they create. Identifying instruments based on hearing the sound
5	Recap names of different instruments Explore together ways of changing our voices. Show children different pictures- what sound do you think that would make? Play Hello game	Explore voice sounds		Changing their voices to make different sounds	Identifying different sounds their voices can make
6	Recap how we made different sounds with our voices. How can we make sounds without bodies? Introduce I've got 2 hands song . Allow children opportunity to make sounds with different body parts.	Explore body sounds	Names of body parts	Using their bodies to make different sounds	Identifying sounds their bodies can make