

Eastbrook Primary Academy Long Term Planning- Curriculum Map- 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Magical, Marvellous Me!		The Enchanted Forest		Jaws, Paws & Claws	
Link between topics	Follow the Seasons- Autumn to Winter		Follow the Seasons- Winter to Spring		Follow the Seasons- Spring to Summer	
Possible ideas, mini themes, lines of enquiry (These may be changed or adapted depending on cohort and children's interests.)	Starting school/new beginnings Rules and routines All about me, families, homes Feelings and emotions Celebrations, parties Bonfire Night, Remembrance Day, Harvest, Halloween, Diwali, Hannukah Advent, Christmas Seasonal changes – Autumn/Winter Autumn & it's animals Human Body- Healthy Eating & Oral Hygiene, the 5 senses, Keeping fit and healthy		Seasonal changes – Winter/Spring Exploring Winter Bears Chinese New Year Fairy Tales Woodland animal habitats Toys- comparing toys now and then Exploring Spring Growing and changing- Planting/Gardening/changes in nature Castles- Fairy tales & in real life, during different time periods Celebrations- Pancake Day, Mother's Day, Easter		Pets/companion animals Vets and other jobs working with animals Seasonal changes – Spring/Summer Animal categories- Sea creatures and Rockpools, Farm Animals, Safari/Jungle Animals Animal habitats around the world- Comparing the places that animals live Summer holidays (past and present) Recycling, looking after the world	
Key stories and books (Not an exhaustive list)	Non-Fiction Autumn texts Harry and his Bucket full of Dinosaurs All About Family Owl Babies Five Minutes Peace Can't You Sleep Little Bear? The Library Book The Colour Monster Whatever Next	Handa's Surprise Oliver's Vegetables Dr Molly The Jolly Postman The Snowman Stick Man	The Gruffalo We're Going on a Bear Hunt The Great Race Goldilocks Non-Fiction bear books Kipper's Toybox Six Dinner Sid	Mr Wolf's Pancakes There is No Dragon in This Story The Princess and the Wizard Jack and the Beanstalk The Princess Mums The Foggy Forest Exposure to a range of Traditional Fairy Tales during story sessions	Mog and the VET Detective Dog I Want a Pet! A Tale of Two Feathers Hairy Maclarey Farmer Duck	Walking Through the Jungle The Lion Who Wanted to Love Tiddler Jellyfish Are Disgusting Rosie's Walk
Key knowledge (including but not limited to)	<u>All About Me</u> Families come in all shapes and sizes. We are all unique, but other people can have similarities to me. It is good to be different and we must always show kindness and respect towards everyone. <u>Celebrations</u> Different people celebrate different things and have different traditions. People celebrate their birthday to remember the day they were born. Harvest is a time to say thank you for what we have. <u>Which Season?</u>	<u>Humans</u> Humans need food, water, oxygen and shelter to survive. It is important to stay healthy by eating a balanced diet, exercising, drinking enough water, getting enough sleep, following good hygiene. We have five senses - taste, touch, sight, hearing, smell. <u>Celebrations Continued.</u> <u>Bonfire Night</u> is on the 5th November. People celebrate with bonfires and fireworks. <u>Remembrance Day</u> is on the 11th November. We remember all the people who have died in wars. There is a time of silence at 11am.	<u>Which Season?</u> (Building upon Autumn's knowledge) The seasons are Autumn, Winter, Spring and Summer. In Autumn some leaves change colour and start to fall off the trees. Not much grows in Winter. It is cold and can be snowy and icy. <u>Now or then?</u> Children played with different toys in different time periods. We have not always had computers and the internet. <u>Habitats and Terrains</u> Different animals live in different types of homes, depending on their needs.	<u>Which Season?</u> (Building upon Autumn & Winter's knowledge) The seasons are Autumn, Winter, Spring and Summer. In Autumn some leaves change colour and start to fall off the trees. Not much grows in Winter. It is cold and can be snowy and icy. In Spring it starts to get warmer and things start to grow again. <u>Plants</u> Plants grow from seeds or bulbs. Plants have roots, stems/stalks, leaves and flowers. Plants need light, warmth, water and food to grow.	<u>Which Season?</u> (Building upon previous season's knowledge) The seasons are Autumn, Winter, Spring and Summer. In Autumn some leaves change colour and start to fall off the trees. Not much grows in Winter. It is cold and can be snowy and icy. In Spring it starts to get warmer and things start to grow again. In Summer it can be hot and lots of things grow. <u>Animals</u> Baby animals are sometimes known by different names to the adult. Some baby animals do not look like the adult.	<u>Now or then?</u> People wore different clothes. People travelled in different ways. <u>Our World</u> We have a responsibility to look after our world. <u>Comparing habitats around the world:</u> Some animals live in hot places and some animals live in cold places. These animals probably wouldn't survive if they swapped habitat.

	The seasons are Autumn, Winter, Spring and Summer. In Autumn some leaves change colour and start to fall off the trees. (To be built upon in each term)	<u>Diwali</u> is the Hindu festival of light and <u>Hannukah</u> is the Jewish festival of light. <u>Christmas Advent</u> is a time of preparation for Christmas. <u>Christmas</u> takes place on the 25th December and is a Christian Festival celebrating the birth of Jesus. A Nativity play tells the story of Jesus' birth.	Different places have different sounds, smells, textures and surfaces. <u>Non-Fiction texts:</u> Non-Fiction books contain facts, fiction books are 'made up' (often stories). Non-Fiction books help you to find and learn information. They are organised with a contents page, pictures and titles.		Animals live in different habitats, in different parts of the world.	
Possible 'Wow' moments and experiences (Not an exhaustive list)	Autumn Walk Harvest Festival Bread making Fruit tasting Bonfire Night Remembrance Day Diwali Diwali baking Hanukkah Advent/Christmas time/Nativity Christmas WOW day Children in Need Anti-Bullying Week Jolly Postman visit Santa visit		Winter Walk Making Gruffalo crumble Chinese New Year WOW day Chinese food tasting Internet Safety Day World Book Day Mothering Sunday Comic Relief/Sport Relief Spring Walk Easter/Egg hunt Easter baking Growing beans/planting seeds		Forest school Watching seeds grow Ramadan/Eid-al-Fitr Pet Share! (On Tapestry) Fire service visit Reptylers visit Animal WOW day Visit from a dog Cats protection visit/talk Sports Day Pool party Transition to year 1	
Characteristics of Effective Teaching and Learning (CoETL)	Introduce the Characteristics of Effective Teaching and Learning (CoETL) in a child-friendly way, at the start of the year and embed this into the unit. Use the animal characters and highlight these attributes and behaviours in the children's learning regularly. Use as an opportunity to enhance the children's vocabulary in this area. <u>Characters:</u> Exploring Elephant, Go-For-It Gorilla, Choosing Chimp, Persevering Parrot, Proud Peacock, Analysing Alligator, Slinky-Linky Snake, Reflecting Rhino, Creative Chameleon					

PRIME	Communication and Language (CL)					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Magical, Marvellous, Me!		The Enchanted Forest		Jaws, Paws & Claws	
Educational Programme	Our topics, routines and environment promote high quality communication and language development. Exciting and vocabulary rich texts are used to introduce children to new ideas, concepts and vocabulary, while also promoting curiosity and discussions. Pupils are encouraged to ask questions and continue to group and whole- class discussion whenever possible. Children who struggle to communicate are targeted in the provision, and learning interventions are used when children lack confidence or do not have the expected level of development. Through our continuous provision and our learning environment, pupils are exposed to situations where they can experiment with the new language they have acquired (such as through role play or during open-ended activities during choosing time) and use their listening skills as they interact with peers and adults. By being exposed to new experiences, our children apply their speaking, listening, questioning and reasoning skills. All adults within the EYFS unit model effective speaking and listening attributes (such as the use of language, looking at the person you are having a conversation with, speaking clearly and calmly and listening patiently) and use questioning and resources to further pupils' own development. Repeating sentences back to children, extending what they have said or describing and commenting on what is happening are also used to develop speaking and listening skills. We reflect on our observations and interactions with our children, using our knowledge and assessments to then provide developmentally appropriate experiences that are linked to our children's next steps and interests. Through our high-quality teaching and provision, we aspire for all children to reach the Early Learning Goals by the end of the Foundation Stage. All staff within the Foundation Stage know the children's next steps and how to progress their knowledge and skills through interactions, play, resources and group and whole class work. Our children move into Year 1 with the confidence and skills to express themselves in a range of different situations, using a wide variety of rich language. They have fantastic listening skills and the ability to take part in, hold and extend conversations with others.					

Curriculum Goals	To become a Confident Communicator who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings.		
Term Specific Provision	Treasure Boxes- Children to make treasure boxes before they start school, sharing a small selection of things which represent them. There will be opportunities to share and discuss these with the rest of the class. Using talk as a means of connection and to express our needs 'Plan Do Review' discussions- Opportunities for regular discussion and collaborative play. Children to discuss and 'plan' with partners as well as having 'review' opportunities where they can evaluate and discuss where their play/learning is going next. Play partners- Children to have regular and consistent opportunities to engage in conversations about what they are doing and then share these with peers. Nativity	Sharing Christmas memories- Children will have the opportunity to share things which they experienced during the holidays. 'Plan Do Review' discussions- Opportunities for regular discussion and collaborative play. Children to discuss and 'plan' with partners as well as having 'review' opportunities where they can evaluate and discuss where their play/learning is going next. Play Partners- Children to have regular and consistent opportunities to engage in conversations about what they are doing and then share these with peers.	'Introducing my pet'- Children will have a chance to record a video or share a picture of a pet (or favourite soft toy if they don't have a pet). This will include an explanation of the care the animal needs, what they know about the animal and some Q&A time. 'Plan Do Review' discussions- Opportunities for regular discussion and collaborative play. Children to discuss and 'plan' with partners as well as having 'review' opportunities where they can evaluate and discuss where their play/learning is going next. Play Partners- Children to have regular and consistent opportunities to engage in conversations about what they are doing and then share these with peers.
	Talk is high profile within the unit. Children should continually be given opportunities to explore and develop their ideas orally with others. This should run through all learning.		
Ongoing Provision Throughout the Year	Rhyme Time	Learn new vocabulary, engage in and talk about books, learn rhymes, poems and songs	
	Choosing Time (Continuous Provision)	Practise using new vocabulary, develop social phrases, engage in conversation with friends and adults, speak clearly to explain ideas and thoughts, engage in and talk about books, retell stories and create their own	
	Rainbow challenges	Each week there will be a communication and language based Rainbow Challenge for the children to complete.	
	Circle Time	Listen attentively to others, speak clearly to explain ideas, thoughts and feelings	
	Vocabulary Wall	Learn and explore new words and their meanings. New words will be displayed each week then these will be frequently referred back to, to ensure children remember them and can use them within different contexts.	
	Regular group and paired talk	Children will have regular opportunities to share ideas and collaborate with others, during lessons.	
	Wow wall discussion	Regular class discussions to talk about learning which has been added to the Wow wall.	

PRIME	Personal, Social and Emotional Development (PSED)					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Magical, Marvellous, Me!		The Enchanted Forest		Jaws, Paws & Claws	
Educational Programme	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. This curriculum area underpins all aspects of a child's daily life at school. We offer a rich and varied curriculum which aims to support children's progress towards the Early Learning Goal. These include our embedded work on the 'Zones of Regulation' which we refer to daily, regular Circle Times, themed days and weeks (for example Anti-bullying week), and our school wide use of the behaviour policy. In Reception we have a large focus on self-regulation and emotions and use themed books to enhance children's understanding. Throughout the day adults in the Foundation Stage model respectful relationships, demonstrating how to react to others and their emotions and how to interact with others in a variety of situations. We regularly think about how to look after our bodies and keep safe. For example, during our 'Magical, Marvellous, Me!' topic, we teach about oral hygiene and diet, using books such as 'Oliver's Vegetables' and 'Handa's Surprise' as a platform.					

Curriculum Goals	To become an Independent Individual who can follow the class Rules, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy.		
	To become a Fantastic Friend who can be kind, caring and helpful, show empathy and respect to others, work and play cooperatively whilst considering others' ideas and feelings.		
Term Specific Provision	Transition to school- Time given Introduction of the Calm Zone Class rules and routines Zones of regulation Rainbow Goals World Animal Day- October 4th Black History month- October 2022 Different types of families What makes me me?	Class rules and routines Zones of regulation Rainbow Goals Using the Calm Zone Positive Pathways LGBT+ history month- February 2023 Feeling and exploring emotions Self-confidence and self-awareness Talking about own interests Caring for pets	Class rules and routines Zones of regulation Rainbow Goals Positive Pathways Pride Month- June 2023 Talking about own interests Caring for pets Transition to year 1 Changes and transitions Self-confidence and self-belief
Ongoing Provision Throughout the Year	Daily Routines	Self-registration, book voting, use Choice boards during continuous provision, 'choose it, use it, put it away' when using resources, independently get coats on and off, change into wet weather gear/wellies, use toilets independently, wash/sanitise hands frequently, independently use the snack station during rolling snack, lunchtimes, taking shoes off for yoga, getting ready for home.	
	Rainbow Goals	Kindness, Listening and Being Respectful of our environment. Supporting children to achieve these goals allows them to be ready, safe and respectful	
	Zones of Regulation	Children will be taught about the zones of regulation, what each zone means and how to recognise what they are feeling as well as strategies which can be applied to support regulation. This should be embedded into every day life within the unit.	
	Story Time	Experience, explore and talk about positive relationships, feelings and emotions, diversity	
	Choosing Time (Continuous Provision)	Build relationships with others, see themselves as a valued individual, set simple challenges, show resilience and perseverance, manage feelings and behaviour appropriately, play co-operatively, take turns and share, show sensitivity to others	
	Physical brain breaks	Jump Start Johnny, Go Noodle and other short dance/movement-based brain breaks. These refocus the children and also allow children to practise gross motor skills.	
	Rainbow challenges	Each week there will be a PSED based Rainbow Challenge for the children to complete.	

RIME	Physical Development (PD)					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Magical, Marvellous, Me!		The Enchanted Forest		Jaws, Paws & Claws	
Educational Programme	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. Pupils will have had ample opportunities to develop and practise the control they have over their own bodies, giving them confidence and skill in large gross motor movements such as running, jumping and climbing, as well as in using their fine motor skills. The Physical Development curriculum is designed so that children learn how to take					

	<p>measured risks and enjoy being active, both inside and outside. They not only use the designated EYFS outdoor area, but also regularly the large playground at lunchtime. Our outdoor area provides opportunities to use the climbing frame, balance beams, bikes and large construction equipment which support the development and refinement of gross motor skills. Our daily brain-break and yoga sessions are very popular as well as the weekly P.E. sessions they participate in each week. Pupils are comfortable and confident when using mark marking and writing instruments, demonstrating the correct pencil grip, and show that they can use cutlery effectively during meals. Our children use their fine motor skills through many of our day-to-day activities, such as when opening paint bottles and building with the small construction, demonstrating how the development of fine motor skills are implemented through the curriculum and continuous provisions.</p>					
Curriculum Goals	<p>To become a Motivated Mover who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment.</p> <p>To become a Talented Tool User who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence.</p>					
Term Specific Provision	<p><u>Real PE Unit 1- delivered in small groups, within the EYFS environment.</u></p> <p>Personal cog Coordination: footwork. Static balance: one leg.</p> <p>Gross motor: Navigating the environment safely. Exploring our indoor and outdoor environments.</p> <p>How do we look after our bodies? Talk about food exercise, oral hygiene.</p> <p>Self-care: hygiene, toileting routines, hand washing and independence around putting coats, shoes, jumpers on.</p>	<p><u>Real PE Unit 2- delivered in small groups, within the EYFS environment.</u></p> <p>Social cog Dynamic balance to agility: jumping & landing. Static balance: seated.</p> <p>Healthy eating- exploring why we need to eat and which foods give us the best sources of energy. Explore fruits and vegetables.</p>	<p><u>Real PE Unit 3- delivered in small groups, within the EYFS environment.</u></p> <p>Cognitive cog Dynamic balance on a line. Static balance: stance.</p> <p>What do our bodies need? Sleep routines.</p>	<p><u>Real PE Unit 4- delivered in small groups, within the EYFS environment.</u></p> <p>Creative cog Coordination: ball skills. Counterbalance: with a partner. Growing: What do our bodies need to grow? Link to beans. Recap healthy eating.</p>	<p><u>Real PE Unit 5- delivered in small groups, within the EYFS environment.</u></p> <p>Applying physical cog Coordination: sending & receiving. Agility: reaction/response.</p> <p>Healthy bodies and oral hygiene: linked to pets and vets-dental health.</p>	<p><u>Real PE Unit 6- delivered in small groups, within the EYFS environment.</u></p> <p>Health & Fitness cog Agility: Ball chasing. Static Balance: floor work.</p> <p>Self- care: Look at areas where children still need support and develop these areas.</p>
Ongoing Provision Throughout the Year	Dough Disco	Regular movement to music activity to help develop all the children’s pivot points – shoulder, elbow, wrist, distal (fingers) to support pencil grip and writing, different routine each half term				
	Funky Fingers	The day begins with a range of fine motor ‘morning activities’, including threading, puzzles, name and HFW writing, play doh.				
	Large Construction & Climbing Equipment Outside	Revise and refine fundamental movement skills, develop strength, balance, agility and co-ordination, refine and develop gross and fine motor skills.				
	Lunchtime	Hold and use a knife and fork correctly, understand about healthy eating				
	Daily Writing Opportunities	Hold a pencil effectively, develop accuracy and care when drawing and writing				
	Yoga	Daily yoga and mindfulness sessions support children’s self-regulation and allow them to be ‘ready to learn’ as well as developing strength, balance, and co-ordination				
	Pen Disco	Regular movement to music activity to help develop all the children’s pivot points – shoulder, elbow, wrist, distal (fingers) to support pencil grip and writing, different routine each term, as well as supporting the crossing of the midline.				
	Choosing Time (Continuous Provision)	Revise and refine fundamental movement skills, develop strength, balance, agility and co-ordination, refine and develop fine motor skills, use a range of tools competently and safely, combine movements, develop ball skills				
	Name writing	Regular name writing opportunities to be provided. Begin with whiteboards/name writing boards before moving onto books when children are confident.				
	Fine Motor provision	A range of fine motor activities to be available in the environment.				
	Shared craft & modelling area	Junk Modelling with a range of materials available every day, during Choosing time. Malleable materials bench available to use during Choosing time.				
	Non-Fiction books	There are a range of high-quality texts around the provision, providing information on a range of self-care topics.				

	Visual cues	Clear visual cues and labelling to encourage independence.
	Rainbow challenges	Each week there will be a PD based Rainbow Challenge for the children to complete.

SPECIFIC	Literacy					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Magical, Marvellous, Me!		The Enchanted Forest		Jaws, Paws & Claws	
Educational Programme	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems, and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
Curriculum Goals	To become a Brilliant Bookworm who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt). To become a Wow Writer who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others.					
Daily Phonic provision	All children will receive daily sessions of Little Wandle Phonics plus 3x weekly 'Reading practice' sessions. Children who are identified as needing support with specific areas of phonic learning will also receive 1:1 or group 'catch up' sessions, in line with the Little Wandle programme guidance. Children will consolidate this learning further within the continuous provision as well as taking home reading books to share with their parents. We regularly assess the children using the Little Wandle assessment tools to ensure they are given the correct reading books.					
Term Specific Provision	High quality stories to inspire writing using 'Drawing Club' model (Greg Bottrill) Key texts: Owl Babies Five Minutes Peace Can't You Sleep Little Bear? Whatever Next	High quality stories to inspire writing using 'Drawing Club' model (Greg Bottrill) Key texts: Handa's Surprise Dr Molly Stick Man The Snowman The Jolly Postman	High quality stories to inspire writing using 'Drawing Club' model (Greg Bottrill) Key texts: The Gruffalo Goldilocks We're Going on a Bear Hunt The Great Race Non-Fiction (Bears)	High quality stories to inspire writing using 'Drawing Club' model (Greg Bottrill) Key texts: Mr Wolf's Pancakes There is No Dragon in This Story The Princess and the Wizard Jack and the Beanstalk The Princess Mums The Foggy Forest	High quality stories to inspire writing using 'Drawing Club' model (Greg Bottrill) Key texts: Mog and the VET Detective Dog I Want a Pet! A Tale of Two Feathers Hairy Maclarey Farmer Duck	High quality stories to inspire writing using 'Drawing Club' model (Greg Bottrill) Key texts: Rosie's Walk Walking through the Jungle The Lion Who Wanted to Love Tiddler Jellyfish Are Disgusting
Vocabulary	Literacy vocabulary will be specific to the focus text. We will pre-teach key vocabulary as well as highlighting and discussing vocabulary which the children are unsure of, during the lesson. These words will be added to our vocabulary walls and referred back to, to consolidate the children's understanding.					
Ongoing Provision Throughout the Year	Choosing Time (Continuous Provision)	Provide a language rich environment with plentiful opportunities to write. Ensure writing area and phonics zone are well stocked with a variety of enticing writing tools as well as providing access to writing and mark making tools in all other areas of the classrooms and the outdoor learning environment. Have story boxes available for the children to role play with puppets and props. Use message centres to create secret symbols/sounds/words/phrases/sentences to make things happen, read messages left by story characters, write messages to story characters, engage in and talk about books, retell stories and create their own.				
	Rhyme Time and story time	Learn new vocabulary, engage in and talk about books, anticipate key events, learn rhymes, poems and songs.				
	Vocabulary wall	Learn and practice new vocabulary found in stories and texts or from other places. This should be explored and recorded on the word call. These words will regularly be updated and kept in the 'word box' which will regularly be explored and reviewed. Every day children will have opportunities to discuss and revise previous and new vocabulary.				
	Story Boxes and sacks	Regular exposure to high quality texts using story sacks and boxes. Children to have opportunities to play with and explore props and puppets connected to the text.				
	Shared Writing	Regular shared writing sessions during literacy, linked to the week's focus story.				
	Rainbow challenges	Each week there will be a Literacy based Rainbow Challenge for the children to complete.				

SPECIFIC	Mathematics																																																																																						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2																																																																																	
Main Theme	Magical, Marvellous, Me!		The Enchanted Forest		Jaws, Paws & Claws																																																																																		
Educational Programme	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.																																																																																						
Curriculum Goals	To become a Master of Maths who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5.																																																																																						
Term Specific Provision	<p><u>White Rose Maths</u></p> <p>Getting to know you- Getting to know the children. Baseline assessment.</p> <p>Just like me Match and sort Making comparisons (Compare amounts Compare size, mass and capacity) Exploring Pattern (Make simple patterns)</p> <p>Key texts:</p> <p>Phase 1 – Book List</p> <table border="1"> <tr><td>Where's My Teddy/It's The Bear - Jez Alborough</td></tr> <tr><td>The Bear In The Cave - Michael Rosen</td></tr> <tr><td>Peace At Last - Jill Murphy</td></tr> <tr><td>Seaweed Soup - Stuart J Murphy</td></tr> <tr><td>Clean Up Everybody - Stacey Sparks</td></tr> <tr><td>Beep Beep Vroom Vroom - Stuart J Murphy</td></tr> <tr><td>The Button Box - Margarette S Reid.</td></tr> <tr><td>Duck In the Truck - Jez Alborough</td></tr> <tr><td>Dear Zoo - Rod Campbell</td></tr> <tr><td>Mr Big - Ed Vere</td></tr> <tr><td>Naughty Bus - Jan Oke</td></tr> <tr><td>Crash Boom - Robbie R Harris</td></tr> <tr><td>A New House For Mouse - Petr Horacek</td></tr> <tr><td>The Right Place for Albert - Daphne Skinner</td></tr> </table>	Where's My Teddy/It's The Bear - Jez Alborough	The Bear In The Cave - Michael Rosen	Peace At Last - Jill Murphy	Seaweed Soup - Stuart J Murphy	Clean Up Everybody - Stacey Sparks	Beep Beep Vroom Vroom - Stuart J Murphy	The Button Box - Margarette S Reid.	Duck In the Truck - Jez Alborough	Dear Zoo - Rod Campbell	Mr Big - Ed Vere	Naughty Bus - Jan Oke	Crash Boom - Robbie R Harris	A New House For Mouse - Petr Horacek	The Right Place for Albert - Daphne Skinner	<p><u>White Rose Maths</u></p> <p>It's me 1, 2, 3! Representing 1, 2, 3 Comparing 1, 2, 3 Composition of 1, 2, 3 Geometry and spatial thinking (Circles and triangles Spatial awareness)</p> <p>Key texts:</p> <p>Phase 2 – Book List</p> <table border="1"> <tr><td>1 2 3 at the Zoo - Eric Carle</td></tr> <tr><td>I'm Number One - Michael Rosen</td></tr> <tr><td>One Bear at Bedtime - Mick Inkpen</td></tr> <tr><td>The Little Bear and the Wish Fish - Debi Glori</td></tr> <tr><td>Pink Tiara Cookies for Three - Maria Dismondy</td></tr> <tr><td>Number Farm - Stephen Holmes</td></tr> <tr><td>Circle/Triangle - Mac Barnett and Jon Klassen</td></tr> <tr><td>The Mr Men Stories - Roger Hargreaves</td></tr> <tr><td>Three Little Firefighters - Stuart J Murphy</td></tr> <tr><td>Round is the Moon Cake - Roseanne Thong</td></tr> <tr><td>Rosie's Walk - Pat Hutchins</td></tr> <tr><td>Mrs Wishy-Washy - Joy Cowling</td></tr> <tr><td>Me on a Map - Joan Sweeney</td></tr> <tr><td>Each Peach Pear Plum - Janet & Allan Ahlberg</td></tr> </table> <p>Light and dark Numbers to 5 (Four and Five One more and one less) Geometry and spatial thinking (Shapes with 4 sides)</p>	1 2 3 at the Zoo - Eric Carle	I'm Number One - Michael Rosen	One Bear at Bedtime - Mick Inkpen	The Little Bear and the Wish Fish - Debi Glori	Pink Tiara Cookies for Three - Maria Dismondy	Number Farm - Stephen Holmes	Circle/Triangle - Mac Barnett and Jon Klassen	The Mr Men Stories - Roger Hargreaves	Three Little Firefighters - Stuart J Murphy	Round is the Moon Cake - Roseanne Thong	Rosie's Walk - Pat Hutchins	Mrs Wishy-Washy - Joy Cowling	Me on a Map - Joan Sweeney	Each Peach Pear Plum - Janet & Allan Ahlberg	<p><u>White Rose Maths</u></p> <p>Alive in 5! Introducing zero Comparing numbers to 5 Composition of 4 and 5 Compare mass (2) Compare capacity (2)</p> <p>Key texts:</p> <table border="1"> <tr><td>None the Number - Oliver Jeffers</td></tr> <tr><td>Zero is the Leaves on the Tree - Betsy Franco</td></tr> <tr><td>A Squash and a Squeeze - Julia Donaldson</td></tr> <tr><td>Room on the Broom - Julia Donaldson</td></tr> <tr><td>I Spy Numbers - Jean Marzello</td></tr> <tr><td>Who Sank the Boat - Pamela Allen</td></tr> <tr><td>Balancing Act - Ellen Stoll Walsh</td></tr> <tr><td>A Beach for Albert - Eleanor May</td></tr> <tr><td>Anno's Counting book - Mitsumasa Anno</td></tr> <tr><td>The Ugly Five - Julia Donaldson</td></tr> <tr><td>The Blue Balloon - Mick Inkpen</td></tr> </table> <p>Growing 6, 7, 8 6, 7 and 8 Making pairs Combining 2 groups Length and height Time</p> <p>Key texts:</p>	None the Number - Oliver Jeffers	Zero is the Leaves on the Tree - Betsy Franco	A Squash and a Squeeze - Julia Donaldson	Room on the Broom - Julia Donaldson	I Spy Numbers - Jean Marzello	Who Sank the Boat - Pamela Allen	Balancing Act - Ellen Stoll Walsh	A Beach for Albert - Eleanor May	Anno's Counting book - Mitsumasa Anno	The Ugly Five - Julia Donaldson	The Blue Balloon - Mick Inkpen	<p><u>White Rose Maths</u></p> <p>Building 9 and 10 9 and 10 Comparing numbers to 10 Bonds to 10 3D shape Pattern (2)</p> <p>Key texts:</p> <p>Phase 6 – Book List</p> <table border="1"> <tr><td>How do Dinosaurs Count to 10? - Yolen & Teague</td></tr> <tr><td>One Gorilla - Atsuko Morozumi</td></tr> <tr><td>Mouse Count - Ellen Stoll Walsh</td></tr> <tr><td>Nine Naughty Kittens - Linda Jenny</td></tr> <tr><td>Feast for 10 - Cathryn Falwell</td></tr> <tr><td>Cockatoos - Quentin Blake</td></tr> <tr><td>Mr Magnolia - Quentin Blake</td></tr> <tr><td>Ten Black Dots - Donald Crews</td></tr> <tr><td>The Napping House - Audrey Wood & Don Wood</td></tr> <tr><td>Engines Engines -L Bruce & S Waterhouse</td></tr> <tr><td>Mouse Shapes - Ellen Stoll Walsh</td></tr> <tr><td>Changes Changes - Pat Hutchins</td></tr> <tr><td>Pattern Bugs - Trudy Harris</td></tr> <tr><td>Busy Busy Busy - Haneul Ddang</td></tr> <tr><td>Pattern Fish - Trudy Harris</td></tr> </table> <p>Consolidation: assess and consolidate areas for development.</p>	How do Dinosaurs Count to 10? - Yolen & Teague	One Gorilla - Atsuko Morozumi	Mouse Count - Ellen Stoll Walsh	Nine Naughty Kittens - Linda Jenny	Feast for 10 - Cathryn Falwell	Cockatoos - Quentin Blake	Mr Magnolia - Quentin Blake	Ten Black Dots - Donald Crews	The Napping House - Audrey Wood & Don Wood	Engines Engines -L Bruce & S Waterhouse	Mouse Shapes - Ellen Stoll Walsh	Changes Changes - Pat Hutchins	Pattern Bugs - Trudy Harris	Busy Busy Busy - Haneul Ddang	Pattern Fish - Trudy Harris	<p><u>White Rose Maths</u></p> <p>To 20 and beyond Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning (1)</p> <p>Key texts:</p> <p>Phase 7 – Book List</p> <table border="1"> <tr><td>Jack The Builder - Stuart J Murphy</td></tr> <tr><td>One Moose, 20 Mice - Stella Blackstone</td></tr> <tr><td>One to 10 and Back Again - Nick Sharratt</td></tr> <tr><td>A Dozen Ducklings Lost and Found - Harriet Ziefert</td></tr> <tr><td>Which is Round? 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Ongoing Provision Throughout the Year	Choosing Time (Continuous Provision)	Practise taught skills, use and apply taught skills in real-life situations, use the 'message centre' to create secret symbols/passcodes to make things happen, read passcodes left by story characters, complete puzzles, "What can you see, how do you see it?" Use mathematical language to explain ideas during play Access to a range of high quality maths resources
	Daily routines	Daily routines Self-registration (10-frames), calendar, visual timetable, book voting,
	Story/song time	Read stories and sing songs which relate to the maths learning. Eg. Six Dinner Sid, 5 Current Buns etc
	Rainbow challenges	Each week there will be a maths based Rainbow Challenge for the children to complete.
Vocabulary	Number - Number and place value	Count, order/ordinal, compare, forwards, backwards, numerals, digit, one more, one less, equal to, more than, less than (fewer)
	Addition and subtraction	Add, plus, altogether, total, take away/ minus, number bonds, part, whole, digit.
	Multiplication and division	Double, half, twice as many, equal, unequal, share, group, odd, even.
	Measurement (Measure and Length)	Measure, wide(er), narrow(er), compare, long(er)(est), short(er)(est), length
	Measurement (Height, Weight and Capacity)	tall(er)(est)/short(er)(est), weight, capacity, heavy, light, heavier than, lighter than, heaviest, lightest, big/bigger/biggest, full/empty, more than, less than, half/half full
	Measurement (Time)	Minutes, hour, week, day, evening, afternoon, tomorrow, morning, tomorrow, yesterday, today, next, first, after, before, later, earlier, slower, quicker, time
	Geometry – Properties of Shape	Flat, straight, curved, spheres, cone, cubes, cuboids, 3d shapes, characteristics, triangle, circle, square, rectangle, 2d shapes
Geometry – Position and direction	On top of, patterns, repeat, order, beneath, behind, next to, into, on, through, around, beneath, over, under	

SPECIFIC	Understanding the World (UW)					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Magical, Marvellous, Me!		The Enchanted Forest		Jaws, Paws & Claws	
Educational Programme	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums (Online and in person visits) to meeting important members of society such as police officers, vets and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.					
Curriculum Goals	To become an Exceptional Explorer who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places. To become a Compassionate Citizen who can help to look after their community and care for the environment, know some reasons why our world is special, have an awareness of other people’s cultures and beliefs.					
Term Specific Provision	<p>Exploring Autumn- weather, animals, plants, senses.</p> <p>Human Body- What the body needs. Healthy Eating & Oral Hygiene, Keeping fit and the foods which fuel us!</p> <p>Celebrations- Harvest, Halloween,</p> <p>World Space Week- Oct 4th-10th</p> <p>RE: The Emmanuel Project Creation 1: Why is the word ‘God’ so important to Christians? Including an encounter with ‘A Muslim whispering Allah in a baby’s ear’</p>	<p>Seasonal changes- Autumn to winter</p> <p>The 5 senses- children to explore each of the 5 senses, practically.</p> <p>Celebrations- Bonfire Night, Remembrance Day, Diwali, Hannukah Advent, Christmas</p> <p>RE: The Emmanuel Project Incarnation 1: Why do Christians perform nativity plays at Christmas? Including an encounter with ‘A Muslim story: Muhammad and the Ants’</p>	<p>Exploring Winter- weather, animals, plants, senses.</p> <p>Woodland animals and their habitats (linked to The Gruffalo)</p> <p>Different habitats and terrains/landscapes- Linked to WGOABH- Explore different settings in the book and what these places are like. (Eg. River, snowstorm, cave)</p> <p>(Linked to Literacy) Bears- habitats, animal profiles, diets, where in the world?</p> <p>Chinese New Year- Chinese food tasting, WOW day, explore festival/culture, where is China? make comparisons- food, clothes, celebration etc</p> <p>Toys- comparing toys now and then</p> <p>Celebrations- Chinese New Year, Pancake Day</p> <p>RE: The Emmanuel Project Salvation 2: How can we help others when they need it? Including an encounter with ‘A Sikh story: Har Gobind and the 52 Princes’</p>	<p>Exploring Spring- weather, animals, plants, senses, new life.</p> <p>Seasonal changes- winter to spring.</p> <p>Plants- growing beans, how do they change as they grow?</p> <p>Children become involved in the maintenance of the garden. Growing, looking after, changes in nature etc. How does the garden change from Spring into Summer?</p> <p>Castles- Castle comparison- Fairy tales & in real life, during different time periods. Who lives in castles?</p> <p>Celebrations- Mother’s Day, Easter</p> <p>Internet Safety: 2 planned lessons using the story ‘Smartie the Penguin’. Explore simple dilemmas the children may face when using technology.</p> <p>RE: The Emmanuel Project Salvation 1: Why do Christians put a cross in an Easter garden?</p>	<p>Seasonal changes- spring to summer</p> <p>Pets/companion animals- how to look after pets, what they need to stay healthy, their babies</p> <p>Farm Animals- where they live, their babies, their care, their jobs</p> <p>Vets and other jobs working with animals</p> <p>Minibeasts- minibeast hunts and exploration led by the children to learn about the minibeasts in our outdoor area</p> <p>RE: The Emmanuel Project Incarnation 2: What makes every single person unique and precious? Including an encounter with ‘Hindus celebrating at Raksha Bandhan’</p>	<p>Exploring Summer- weather, animals, plants, senses.</p> <p>Summer holidays comparison of seaside holidays, past and present</p> <p>Sea creatures and Rockpools</p> <p>Safari/Jungle Animals</p> <p>Animal habitats around the world- Comparing places eg. Polar regions and the rainforest/jungle, Under the sea and space etc</p> <p>Recycling, looking after the world</p> <p>World environment day- 05/06/23</p> <p>World ocean day- 08/06/23</p> <p>RE: The Emmanuel Project Creation 2: How can we care for our wonderful world? Including an encounter with ‘Tu be Shevat: the Jewish ‘Birthday of Trees’’</p>

				Including an encounter with 'A Buddhist story: The Monkey King'		
Ongoing Provision Throughout the Year		Choosing Time (Continuous Provision)	Learn and practise new vocabulary, create small world environments, read and draw simple maps, look at books containing images from the past or different cultures/countries, explore the natural world around them, describe what they can see, hear and feel when outside, explore different scientific concepts			
		Rhyme Time/Story time	Experience, explore and talk about different people and occupations, comment on images from the past or different cultures/countries			
		Rainbow challenges	Each week there will be a UW based Rainbow Challenge for the children to complete.			
Key vocabulary linked to NC subjects (including but not limited to)	RE	God, Jesus, Nativity, Christmas, Lent, Easter, Cross, Allah, Muslim, Jewish, Hindu, Buddhist, Raksha Bandhan, Sikh, Har Gobind				
	Science	Transition (environment) Our bodies Tier 1: Head, shoulders, elbows, (various other body parts), healthy, exercise, sweaty, hot, thirsty, heart, fast Tier 2: diet dehydrated Plants Tier1: Seeds leaves, stem, roots, petal, light, soil, water, grow Animals (woodland/pets/ farm/sea/Jungle/birds) Tier1: food, land, sea, air(how they look/features) Tier2: Habitat Materials Tier1: Hard, soft, bendy, natural, wood, plastic, paper, metal, water, hard, soft, smooth, fluffy, rough, solid Weather Tier1: Sun, rain, cloud, wind, snow, ice, lightening, thunder, wet, dry, cold, hot Seasons Tier1: Spring, autumn, winter, summer				
	Geography	Near, above, towards, across, under, underneath, along, down, opposite, around, outside, over, from, behind, inside, below, through, Daily, sleet, Weather, Temperature, Rain, Sunshine, Thunderstorm, Lightning, Cloud, Cold, Hot, Snow, rainbows, drizzle, storm, warm, cool, showers, gale, blizzard, fog, sun, wind, hail, frost, thunder Seasons – Autumn, Winter, Spring, Summer				
	History	Before, after, calendar, clue, day, event, future, grandparent, great grandparent, growth, job, King, later, life, lifetime, lives, long ago, memory, month, new, now, old, parent, past, people, person, past, present, Queen, recent, remember, role, today, tomorrow, week, what? who? where? Yesterday.				
	Computing	computer control electronic game home instruction keyboard mouse cursor school screen smartphone tablet technology touch use click enter internet link offline online password search select view web page website				

SPECIFIC	Expressive Arts & Design (EAD)					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Magical, Marvellous, Me!		The Enchanted Forest		Jaws, Paws & Claws	
Educational Programme	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
Curriculum Goals	To become a Dynamic Designer who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it. To become a Proud Performer who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.					
Term Specific Provision	Rhythm and Voice- build a repertoire of songs and dances which is added to throughout the year. -Explore a range of songs with actions. -Explore pulse within a range of songs, using a range of instruments.	Rhythm and Voice- -Christmas performance. -Understand rhythm -Use percussion instruments - Listen to and continue rhythms. -Respond to music, sharing opinions and ideas. -Sing with others, following words and timings.	-Print -relief printing with rollers -Paint - colour mixing -Malleable materials - imprint, use mark makers - Transient art – glueless collage/loose parts -Collage -cut and stick -Weaving	-Paint -wax resist -Observational paintings -Explore patterns in art -Print -3D shapes -Junk model -flanges and hinges -Weaving Children should have opportunities in CP to	-Observational drawings -Paint -using water colour paints -Transient art – natural loose parts -Mixed media collage Children should have opportunities in CP to consolidate and refine	-Malleable materials- pottery/sculpture -Junk model -moving parts -Mixed media collage -Mosaic art -Jungle paintings Children should have opportunities in CP to consolidate and refine previously

	<p>-Identify a range of percussion instruments.</p> <p>-Use templates and stencils with pencils</p> <p>-Wax crayon rubbings</p> <p>-Print -fingers, stampers</p> <p>-Paint -setup and use</p> <p>-Malleable materials -use rolling pins and cutters</p> <p>-Use felt tip pens</p> <p>- Collage – stick</p> <p>Junk Modelling with a range of materials available at all times</p> <p>Focus artists: Pablo Picasso (Self-portrait faces) Georges Seurat (pointillism- Linked to fine motor)</p>	<p>-Creatively explore music which represents fireworks.</p> <p>-Use stencils with paints and sponges</p> <p>-Print - outlines</p> <p>-Paint -different brushes, different surfaces –</p> <p>-Malleable materials -roll and shape by hand</p> <p>-Use oil pastels</p> <p>-Model with a mixture of materials -join with tape/glue and embellish</p> <p>Children should have opportunities in CP to consolidate and refine previously taught skills and techniques independently.</p> <p>Junk Modelling with a range of materials available at all times</p> <p>Focus artists: Giuseppe Arcimboldo (healthy eating fruit face) Jackson Pollock (Fireworks) John Dyer (fireworks), Piet Mondrian (primary colours, shapes Maths- Light & Dark) Wassily Kandinsky (circle paintings, Maths- It’s Me! 123)</p>	<p>Children should have opportunities in CP to consolidate and refine previously taught skills and techniques independently.</p> <p>Junk Modelling with a range of materials available at all times</p> <p>Focus artists: Hilma af Klint (colour mixing), Paul Klee (Castle art, Shape collages)</p>	<p>consolidate and refine previously taught skills and techniques independently.</p> <p>Junk Modelling with a range of materials available at all times</p> <p>Focus artists – Wassily Kandinsky (Shape patterns) Gustav Klimt (exploring patterns) Vincent Van Gogh (Daffodils- Spring) Frida Kahlo (Flower crowns & spring flowers)</p>	<p>previously taught skills and techniques independently.</p> <p>Junk Modelling with a range of materials available at all times</p> <p>Focus artists – Andy Goldsworthy (natural art), Emily Stackhouse (observational drawing of plants) Georgia O’Keeffe (flower paintings)</p>	<p>taught skills and techniques independently.</p> <p>Focus artists Barbara Hepworth (sculpture, seashells) Henri Rousseau (jungle paintings) Antoni Gaudi (mosaic animals)</p>
Ongoing Provision Throughout the Year	Choosing Time (Continuous Provision)	Learn and practise new vocabulary, sing, dance, make music and perform on their own and in a group, practise and use a range of artistic techniques and skills, use a range of tools, create collaboratively, develop storylines in pretend play, use imagination, role-play				
	Rhyme Time	Sing a range of songs/nursery rhymes, understand the structure of stories				
	Regular Draw-a-longs	Develop line drawing skills as well as developing children’s following of instructions				
	Shared craft & modelling area	Junk Modelling with a range of materials available every day, during Choosing time. Malleable materials bench available to use during Choosing time.				
	Rainbow challenges	Each week there will be an EAD based Rainbow Challenge for the children to complete.				
Key vocabulary linked to NC subjects (including Art	<p>Line: Straight, Curve, Long, Short, Bold, Faint, Sharp, Thin, Thick</p> <p>Tone: Light, Dark, Shadow, Reflected, Solid, Bright</p> <p>Colour: Mix, Mixed, Bright</p> <p>Composition: Background, Foreground, Design</p> <p>Shape: Pointed, Sharp, Straight, Square, Round, Size, Solid</p>					

	<p>Texture: Rough, Smooth, Hard, Soft, Dry, Wet, Shiny, Bumpy, Silky</p> <p>Pattern: Repeat, Simple, Stripes, zig zag, dot/dotted</p> <p>Genre Specific: Image, Portrait, Landscape, Drawing, Painting, Sculpture/ modelling, Artist</p> <p>3d work: Roll Pinch Press Cut Dry Wet Moist Knead</p> <p>Printing: stamp, press</p>
DT	<p>Design: ideas Sketch Design Choices Explore Survey</p> <p>Make: Build Shaping Record Balance Construct</p> <p>Evaluate: Like, Dislike</p> <p>Technical Knowledge: Pattern, Shape, Join</p> <p>Cooking and Nutrition: Ingredient, Healthy Eating, Hygienic, Recipe</p>
Music	<p>Song, chorus, verse, tune, percussion instrument names, rhythm, pulse, beat, pitch, compose, dance, move, perform, style</p>