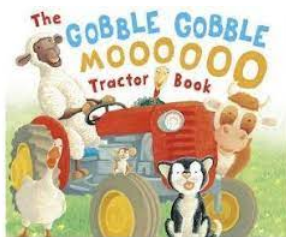
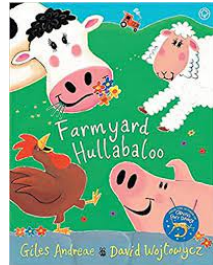
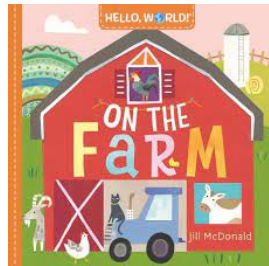
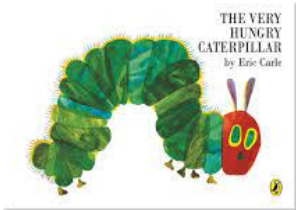
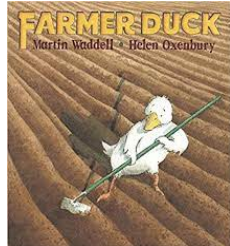
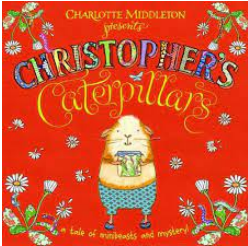



Oswald Road

Nursery Summer 1 Medium term plan: Farm - Old Macdonald had a Farm

Themes/Interests/Lines of Enquiry	17th - 21st April	24th - 28th April	1st - 5th May	8th - 12th May	15th - 19th May	22nd - 26th May
Quality Texts	<p>The Gobble Gobble Moo Moo Tractor</p> 	<p>Farmyard Hullabaloo</p> 	<p>On the farm</p> 	<p>Hungry Caterpillar</p> 	<p>Jaspers Beanstalk</p> 	<p>We found a seed (Rob Ramsden)</p> 
Shared Read Texts	<p>The most exciting Eid</p> 	<p>Farmer Duck</p> 	<p>Rosie's Walk</p> 	<p>Christopher Nibbles Caterpillars</p> 	<p>Time for bed Fred</p> 	<p>My Nanas Garden (Dawn Casey)</p> 
Enrichment	<p>Butterfly hatching 18/04 Eid 21/04</p>	<p>Eid party 24.04 Visit to Smithills Farm 26/04/23</p>	<p>Polling day/Nursery welcome meetings 04.05 at 9.10am</p>		<p>Creative stay and play?</p>	
CL: Listening, attention and understanding/ Speaking	<p>Role Play –</p> <p>Small world – Farm</p>	<p>Role Play –</p> <p>Small world – Farm</p>	<p>Role Play –</p> <p>Small world – Farm</p>	<p>Role Play –</p> <p>Small world – Minibeasts</p>	<p>Role Play –</p> <p>Small world – Minibeasts</p>	<p>Role Play –</p> <p>Small world – Minibeasts</p>
Personal, Social & Emotional Development	<p>Jigsaw: Relationships</p> <p>Family life</p> <p>Class Charter/Rights Respecting Articles</p>	<p>Jigsaw: Relationships</p> <p>Friendships</p> <p>Class Charter/Rights Respecting Articles</p>	<p>Jigsaw: Relationships</p> <p>Breaking friendships</p> <p>Class Charter/Rights Respecting Articles</p>	<p>Jigsaw: Relationships</p> <p>Falling out</p> <p>Class Charter/Rights Respecting Articles</p>	<p>Jigsaw: Relationships</p> <p>Dealing with bullying</p> <p>Class Charter/Rights Respecting Articles</p>	<p>Jigsaw: Relationships</p> <p>Being a good friend</p> <p>Class Charter/Rights Respecting Articles</p>

<b>Physical Development: Gross Motor</b>	<b>Fundamental skills with PE coach Stability (S1)</b> Balance on one leg whilst still Maintain balance whilst moving slowly Twist bend and reach whilst maintaining balance Respond quickly to instructions Jump and leap in a variety of ways Maintain balance whilst lifting and carrying Picking something up whilst balancing on one leg Push down up forward backward and high Pull down up forward backward and high  <b>Dance: Toys Objectives:</b> This unit will focus on the children being able to use their own thoughts and imagination to create a simple dance sequence relating to their knowledge of different seasons. By the end of the unit, children will: • Use my body and create and express simple theme related shapes, movements and actions. • Travel safely and creatively in space. • Show different levels when I travel. • Communicate effectively with a partner. • Use pictures to create shapes, movements and actions. • Remember and perform a basic sequence of movement when led by a teacher.  Outdoor Area	<b>Fundamental skills with PE coach Stability (S1)</b> Balance on one leg whilst still Maintain balance whilst moving slowly Twist bend and reach whilst maintaining balance Respond quickly to instructions Jump and leap in a variety of ways Maintain balance whilst lifting and carrying Picking something up whilst balancing on one leg Push down up forward backward and high Pull down up forward backward and high  <b>Dance: Toys Objectives:</b> This unit will focus on the children being able to use their own thoughts and imagination to create a simple dance sequence relating to their knowledge of different seasons. By the end of the unit, children will: • Use my body and create and express simple theme related shapes, movements and actions. • Travel safely and creatively in space. • Show different levels when I travel. • Communicate effectively with a partner. • Use pictures to create shapes, movements and actions. • Remember and perform a basic sequence of movement when led by a teacher.  Outdoor Area	<b>Fundamental skills with PE coach Stability (S1)</b> Balance on one leg whilst still Maintain balance whilst moving slowly Twist bend and reach whilst maintaining balance Respond quickly to instructions Jump and leap in a variety of ways Maintain balance whilst lifting and carrying Picking something up whilst balancing on one leg Push down up forward backward and high Pull down up forward backward and high  <b>Dance: Toys Objectives:</b> This unit will focus on the children being able to use their own thoughts and imagination to create a simple dance sequence relating to their knowledge of different seasons. By the end of the unit, children will: • Use my body and create and express simple theme related shapes, movements and actions. • Travel safely and creatively in space. • Show different levels when I travel. • Communicate effectively with a partner. • Use pictures to create shapes, movements and actions. • Remember and perform a basic sequence of movement when led by a teacher.  Outdoor Area	<b>Fundamental skills with PE coach Stability (S1)</b> Balance on one leg whilst still Maintain balance whilst moving slowly Twist bend and reach whilst maintaining balance Respond quickly to instructions Jump and leap in a variety of ways Maintain balance whilst lifting and carrying Picking something up whilst balancing on one leg Push down up forward backward and high Pull down up forward backward and high  <b>Dance: Toys Objectives:</b> This unit will focus on the children being able to use their own thoughts and imagination to create a simple dance sequence relating to their knowledge of different seasons. By the end of the unit, children will: • Use my body and create and express simple theme related shapes, movements and actions. • Travel safely and creatively in space. • Show different levels when I travel. • Communicate effectively with a partner. • Use pictures to create shapes, movements and actions. • Remember and perform a basic sequence of movement when led by a teacher.  Outdoor Area	<b>Fundamental skills with PE coach Stability (S1)</b> Balance on one leg whilst still Maintain balance whilst moving slowly Twist bend and reach whilst maintaining balance Respond quickly to instructions Jump and leap in a variety of ways Maintain balance whilst lifting and carrying Picking something up whilst balancing on one leg Push down up forward backward and high Pull down up forward backward and high  <b>Dance: Toys Objectives:</b> This unit will focus on the children being able to use their own thoughts and imagination to create a simple dance sequence relating to their knowledge of different seasons. By the end of the unit, children will: • Use my body and create and express simple theme related shapes, movements and actions. • Travel safely and creatively in space. • Show different levels when I travel. • Communicate effectively with a partner. • Use pictures to create shapes, movements and actions. • Remember and perform a basic sequence of movement when led by a teacher.  Outdoor Area	<b>Fundamental skills with PE coach Stability (S1)</b> Balance on one leg whilst still Maintain balance whilst moving slowly Twist bend and reach whilst maintaining balance Respond quickly to instructions Jump and leap in a variety of ways Maintain balance whilst lifting and carrying Picking something up whilst balancing on one leg Push down up forward backward and high Pull down up forward backward and high  <b>Dance: Toys Objectives:</b> This unit will focus on the children being able to use their own thoughts and imagination to create a simple dance sequence relating to their knowledge of different seasons. By the end of the unit, children will: • Use my body and create and express simple theme related shapes, movements and actions. • Travel safely and creatively in space. • Show different levels when I travel. • Communicate effectively with a partner. • Use pictures to create shapes, movements and actions. • Remember and perform a basic sequence of movement when led by a teacher.  Outdoor Area

Physical Development: Fine Motor	Outdoor equipment Pencil grip & control Mark making and name writing/emergent writing Dough disco Mark-making to music Funky fingers area One-handed tools in provision areas and in group times Toileting Hand washing Brush bus/healthy teeth area Dressing with increasing independence – coats/dressing up.	Outdoor equipment Pencil grip & control Mark making and name writing/emergent writing Dough disco Mark-making to music Funky fingers area One-handed tools in provision areas and in group times Toileting Hand washing Brush bus/healthy teeth area Dressing with increasing independence – coats/dressing up.	Outdoor equipment Pencil grip & control Mark making and name writing/emergent writing Dough disco Mark-making to music Funky fingers area One-handed tools in provision areas and in group times Toileting Hand washing Brush bus/healthy teeth area Dressing with increasing independence – coats/dressing up.	Outdoor equipment Pencil grip & control Mark making and name writing/emergent writing Dough disco Mark-making to music Funky fingers area One-handed tools in provision areas and in group times Toileting Hand washing Brush bus/healthy teeth area Dressing with increasing independence – coats/dressing up.	Outdoor equipment Pencil grip & control Mark making and name writing/emergent writing Dough disco Mark-making to music Funky fingers area One-handed tools in provision areas and in group times Toileting Hand washing Brush bus/healthy teeth area Dressing with increasing independence – coats/dressing up.	Outdoor equipment Pencil grip & control Mark making and name writing/emergent writing Dough disco Mark-making to music Funky fingers area One-handed tools in provision areas and in group times Toileting Hand washing Brush bus/healthy teeth area Dressing with increasing independence – coats/dressing up.
	Malleable area	Malleable area	Malleable area	Malleable area	Malleable area	Malleable area
	Penpals Letter formation (name writing)	Penpals Letter formation (name writing)	Penpals Letter formation (name writing)	Penpals Letter formation (name writing)	Penpals Letter formation (name writing)	Penpals Letter formation (name writing)
	Lunch time (knives, forks and spoons)	Lunch time (knives, forks and spoons)	Lunch time (knives, forks and spoons)	Lunch time (knives, forks and spoons)	Lunch time (knives, forks and spoons)	Lunch time (knives, forks and spoons)
Physical Development: Health	PE Gym - Travelling, Stopping and Making Shapes Snack time Tooth brushing Toileting Washing hands	PE Dance - Toys Snack time Tooth brushing Toileting Washing hands	PE Gym - Travelling, Stopping and Making Shapes Snack time Tooth brushing Toileting Washing hands	PE Dance - Toys Snack time Tooth brushing Toileting Washing hands	PE Gym - Travelling, Stopping and Making Shapes Snack time Tooth brushing Toileting Washing hands	PE Dance - Toys Snack time Tooth brushing Toileting Washing hands

<b>Literacy: Comprehension &amp; word reading</b>	<p>Storytime and shared reads - based on high quality texts linking to the focus, including non-fiction and poems.</p> <p>Talk about different parts of books</p> <p>Story times - encouraging conversations about stories and understanding concepts about print - page sequencing, print has meaning, reading English left-right and top-bottom, print has different purposes.</p> <p>Sharing poems and rhymes.</p> <p>Letters and Sounds Phase 1 Recap –</p> <ul style="list-style-type: none"> <li>• Environmental sounds</li> <li>• Body percussion</li> <li>• Voice sounds</li> <li>• Instrumental sounds</li> <li>• Clapping and counting syllables</li> <li>• Recognising words with same initial sounds</li> <li>• Spotting and suggesting rhymes</li> </ul> <p>Introduce –</p> <ul style="list-style-type: none"> <li>• Oral blending and segmenting phonics</li> </ul> <p>Essential Letters and sounds Phase 2 soft touch: Sound of the week - S</p> <p>Recognising own names</p>	<p>Storytime and shared reads - based on high quality texts linking to the focus, including non-fiction and poems.</p> <p>Talk about different parts of books</p> <p>Story times - encouraging conversations about stories and understanding concepts about print - page sequencing, print has meaning, reading English left-right and top-bottom, print has different purposes.</p> <p>Sharing poems and rhymes.</p> <p>Letters and Sounds Phase 1 phonics Recap –</p> <ul style="list-style-type: none"> <li>• Environmental sounds</li> <li>• Body percussion</li> <li>• Voice sounds</li> <li>• Instrumental sounds</li> <li>• Clapping and counting syllables</li> <li>• Recognising words with same initial sounds</li> <li>• Spotting and suggesting rhymes</li> </ul> <p>Introduce –</p> <ul style="list-style-type: none"> <li>• Oral blending and segmenting phonics</li> </ul> <p>Essential Letters and sounds Phase 2 soft touch: Sound of the week - A</p> <p>Recognising own names</p>	<p>Storytime and shared reads - based on high quality texts linking to the focus, including non-fiction and poems.</p> <p>Talk about different parts of books</p> <p>Story times - encouraging conversations about stories and understanding concepts about print - page sequencing, print has meaning, reading English left-right and top-bottom, print has different purposes.</p> <p>Sharing poems and rhymes.</p> <p>Letters and Sounds Phase 1 phonics Recap –</p> <ul style="list-style-type: none"> <li>• Environmental sounds</li> <li>• Body percussion</li> <li>• Voice sounds</li> <li>• Instrumental sounds</li> <li>• Clapping and counting syllables</li> <li>• Recognising words with same initial sounds</li> <li>• Spotting and suggesting rhymes</li> </ul> <p>Introduce –</p> <ul style="list-style-type: none"> <li>• Oral blending and segmenting phonics</li> </ul> <p>Essential Letters and sounds Phase 2 soft touch: Sound of the week - T</p> <p>Recognising own names</p>	<p>Storytime and shared reads - based on high quality texts linking to the focus, including non-fiction and poems.</p> <p>Talk about different parts of books</p> <p>Story times - encouraging conversations about stories and understanding concepts about print - page sequencing, print has meaning, reading English left-right and top-bottom, print has different purposes.</p> <p>Sharing poems and rhymes.</p> <p>Letters and Sounds Phase 1 phonics Recap –</p> <ul style="list-style-type: none"> <li>• Environmental sounds</li> <li>• Body percussion</li> <li>• Voice sounds</li> <li>• Instrumental sounds</li> <li>• Clapping and counting syllables</li> <li>• Recognising words with same initial sounds</li> <li>• Spotting and suggesting rhymes</li> </ul> <p>Introduce –</p> <ul style="list-style-type: none"> <li>• Oral blending and segmenting phonics</li> </ul> <p>Recognising own names</p> <p>Essential Letters and sounds Phase 2 soft touch: Sound of the week - P</p>	<p>Storytime and shared reads - based on high quality texts linking to the focus, including non-fiction and poems.</p> <p>Talk about different parts of books</p> <p>Story times - encouraging conversations about stories and understanding concepts about print - page sequencing, print has meaning, reading English left-right and top-bottom, print has different purposes.</p> <p>Sharing poems and rhymes.</p> <p>Letters and Sounds Phase 1 phonics Recap –</p> <ul style="list-style-type: none"> <li>• Environmental sounds</li> <li>• Body percussion</li> <li>• Voice sounds</li> <li>• Instrumental sounds</li> <li>• Clapping and counting syllables</li> <li>• Recognising words with same initial sounds</li> <li>• Spotting and suggesting rhymes</li> </ul> <p>Introduce –</p> <ul style="list-style-type: none"> <li>• Oral blending and segmenting phonics</li> </ul> <p>Essential Letters and sounds Phase 2 soft touch: Sound of the week - I</p> <p>Recognising own names</p>	<p>Storytime and shared reads - based on high quality texts linking to the focus, including non-fiction and poems.</p> <p>Talk about different parts of books</p> <p>Story times - encouraging conversations about stories and understanding concepts about print - page sequencing, print has meaning, reading English left-right and top-bottom, print has different purposes.</p> <p>Sharing poems and rhymes.</p> <p>Letters and Sounds Phase 1 phonics Recap –</p> <ul style="list-style-type: none"> <li>• Environmental sounds</li> <li>• Body percussion</li> <li>• Voice sounds</li> <li>• Instrumental sounds</li> <li>• Clapping and counting syllables</li> <li>• Recognising words with same initial sounds</li> <li>• Spotting and suggesting rhymes</li> </ul> <p>Introduce –</p> <ul style="list-style-type: none"> <li>• Oral blending and segmenting phonics</li> </ul> <p>Essential Letters and sounds Phase 2 soft touch: Sound of the week - N</p> <p>Recognising own names</p>
	<p>Early writing</p> <p>Literacy - exploring mark-making areas (indoor and out), malleable area and funky fingers - encourage gross and fine motor skills.</p> <p>Name writing and emergent writing - in focused group times, independent in CP and outside.</p> <p>Focus literacy/ Mark- making - eg writing a list of transport?</p> <p>Daily morning independent name tracing/copying - all children each day</p>	<p>Early writing</p> <p>Literacy - exploring mark-making areas (indoor and out), malleable area and funky fingers - encourage gross and fine motor skills.</p> <p>Name writing and emergent writing - in focused group times, independent in CP and outside.</p> <p>Focus literacy/ Mark- making - ?</p> <p>Daily morning independent name tracing/copying - all children each day</p>	<p>Early writing</p> <p>Literacy - exploring mark-making areas (indoor and out), malleable area and funky fingers - encourage gross and fine motor skills.</p> <p>Name writing and emergent writing - in focused group times, independent in CP and outside.</p> <p>Focus literacy/ Mark- making - ?</p> <p>Daily morning independent name tracing/copying - all children each day</p>	<p>Early writing</p> <p>Literacy - exploring mark-making areas (indoor and out), malleable area and funky fingers - encourage gross and fine motor skills.</p> <p>Name writing and emergent writing - in focused group times, independent in CP and outside.</p> <p>Focus literacy/ Mark- making - ?</p> <p>Daily morning independent name tracing/copying - all children each day</p>	<p>Early writing</p> <p>Literacy - exploring mark-making areas (indoor and out), malleable area and funky fingers - encourage gross and fine motor skills.</p> <p>Name writing and emergent writing - in focused group times, independent in CP and outside.</p> <p>Focus literacy/ Mark- making - ?</p> <p>Daily morning independent name tracing/copying - all children each day</p>	<p>Early writing</p> <p>Literacy - exploring mark-making areas (indoor and out), malleable area and funky fingers - encourage gross and fine motor skills.</p> <p>Name writing and emergent writing - in focused group times, independent in CP and outside.</p> <p>Focus literacy/ Mark- making - ?</p> <p>Daily morning independent name tracing/copying - all children each day</p>



<b>Mathematics</b>	Consolidation – Length: Children say which objects are longer or taller and shorter.	Sequencing: Children sequence pictures from a nursery rhyme	Position – On and Under: Children place an object on or under a chair, a table etc.	Comparing Groups – More Than: Children look at two sets of objects and say which set has more.	2-D Shapes - Circles: Children learn to identify circles and they begin to learn some properties of a circle.	3-D Shapes – Cubes and Cuboids: Children identify cubes and cuboids and begin to talk about some of their properties.
	Consolidation – Mass: Children say which objects are heavier and which are lighter.	Sequencing: Children sequence pictures from their daily routine.	Position – In and Out: Children explore whether an object is in or out of a basket, bag etc	Comparing Groups – Fewer Than: Children look at two sets of objects and say which set has fewer	2-D Shapes – Triangles: Children learn to recognise triangles and begin to learn some of the properties of a triangle.	3-D Shapes - Cylinders: Children learn to recognise cylinders and begin to talk about some of their properties.
	Consolidation – Capacity: Children compare the capacity of different containers	Sequencing: Children sequence pictures from a familiar story.	Position – In Front or Behind: Children explore whether the gingerbread man is in front of or behind different animals.	Comparing Groups – More Than and Fewer Than: Children look at two sets of objects and identify which set has more and which set has fewer.	2-D Shapes - Rectangles: Children learn to recognise rectangles. They learn that a square is a special rectangle. They learn some of the properties of a rectangle.	3-D Shapes - Spheres: Children learn to recognise spheres and begin to talk about some of their properties.
<b>Understanding the world: Past and present</b>				Children to talk about family pets. Have you had one? Do you have one now? Would you like to have one in the future?	Children to talk about family pets. Have you had one? Do you have one now? Would you like to have one in the future?	
<b>Understanding of the World: People, Culture &amp; Communities</b>	RE: Our community Eid al-Fitr	RE: Our community Eid al-Fitr - Eid party	RE: Our community	RE: Our community	RE: Our community	RE: Our community
<b>Understanding of the World: World</b>	Science: Biology – Animals including humans – Caterpillars	Science: Biology – Animals including humans – Caterpillars	Science: Biology – Animals including humans – Caterpillars	Science: Biology – Animals including humans – Caterpillars	Science: Biology – Animals including humans – Caterpillars	Science: Biology – Animals including humans – Caterpillars
	Physics – Seasonal changes	Physics – Seasonal changes	Physics – Seasonal changes	Physics – Seasonal changes	Physics – Seasonal changes	Physics – Seasonal changes
<b>Understanding the World: Technology</b>	Technology Area Ipads Interactive whiteboard  Equipment in provision areas: - Interactive white boards – games and activities Technological toys – knobs and pulleys Toys with buttons and flaps Microphones - Music area  Enhancements – in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys - Headphones - Children’s cameras	Technology Area Ipads Interactive whiteboard  Equipment in provision areas: - Interactive white boards – games and activities Technological toys – knobs and pulleys Toys with buttons and flaps Microphones - Music area  Enhancements – in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys - Headphones - Children’s cameras	Technology Area Ipads Interactive whiteboard  Equipment in provision areas: - Interactive white boards – games and activities Technological toys – knobs and pulleys Toys with buttons and flaps Microphones - Music area  Enhancements – in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys - Headphones - Children’s cameras	Technology Area Ipads Interactive whiteboard  Equipment in provision areas: - Interactive white boards – games and activities Technological toys – knobs and pulleys Toys with buttons and flaps Microphones - Music area  Enhancements – in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys - Headphones - Children’s cameras	Technology Area Ipads Interactive whiteboard  Equipment in provision areas: - Interactive white boards – games and activities Technological toys – knobs and pulleys Toys with buttons and flaps Microphones - Music area  Enhancements – in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys - Headphones - Children’s cameras	Technology Area Ipads Interactive whiteboard  Equipment in provision areas: - Interactive white boards – games and activities Technological toys – knobs and pulleys Toys with buttons and flaps Microphones - Music area  Enhancements – in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys - Headphones - Children’s cameras

<b>Expressive Art &amp; Design</b>	<p>Music: Let's jam This unit is all about developing our love for music, exploring different sounds and instruments, as well as playing together as a 'band' and in small groups. In a culture where often being a 'singer' or a musician is associated with TV auditions, pop stars, and celebrities, we want to emphasise the importance of enjoying music for music's sake! There's so much joy to be found in taking part in ensembles, singing together, and freedom in playing freely through improvisation. Having fun making music can have a huge impact on the cohesion of your class, and the wellbeing of the children.</p>	<p>Music: Let's jam This unit is all about developing our love for music, exploring different sounds and instruments, as well as playing together as a 'band' and in small groups. In a culture where often being a 'singer' or a musician is associated with TV auditions, pop stars, and celebrities, we want to emphasise the importance of enjoying music for music's sake! There's so much joy to be found in taking part in ensembles, singing together, and freedom in playing freely through improvisation. Having fun making music can have a huge impact on the cohesion of your class, and the wellbeing of the children.</p>	<p>Music: Let's jam This unit is all about developing our love for music, exploring different sounds and instruments, as well as playing together as a 'band' and in small groups. In a culture where often being a 'singer' or a musician is associated with TV auditions, pop stars, and celebrities, we want to emphasise the importance of enjoying music for music's sake! There's so much joy to be found in taking part in ensembles, singing together, and freedom in playing freely through improvisation. Having fun making music can have a huge impact on the cohesion of your class, and the wellbeing of the children.</p>	<p>Music: Let's jam This unit is all about developing our love for music, exploring different sounds and instruments, as well as playing together as a 'band' and in small groups. In a culture where often being a 'singer' or a musician is associated with TV auditions, pop stars, and celebrities, we want to emphasise the importance of enjoying music for music's sake! There's so much joy to be found in taking part in ensembles, singing together, and freedom in playing freely through improvisation. Having fun making music can have a huge impact on the cohesion of your class, and the wellbeing of the children.</p>	<p>Music: Let's jam This unit is all about developing our love for music, exploring different sounds and instruments, as well as playing together as a 'band' and in small groups. In a culture where often being a 'singer' or a musician is associated with TV auditions, pop stars, and celebrities, we want to emphasise the importance of enjoying music for music's sake! There's so much joy to be found in taking part in ensembles, singing together, and freedom in playing freely through improvisation. Having fun making music can have a huge impact on the cohesion of your class, and the wellbeing of the children.</p>	<p>Music: Let's jam This unit is all about developing our love for music, exploring different sounds and instruments, as well as playing together as a 'band' and in small groups. In a culture where often being a 'singer' or a musician is associated with TV auditions, pop stars, and celebrities, we want to emphasise the importance of enjoying music for music's sake! There's so much joy to be found in taking part in ensembles, singing together, and freedom in playing freely through improvisation. Having fun making music can have a huge impact on the cohesion of your class, and the wellbeing of the children.</p>
	<p>DT: Structure: Textiles: Collaging farm animals 3D form: Playdough animals Structure: butterfly spiral Junk Modelling (CP) Creative Table (CP)</p>	<p>DT: Structure: Textiles: Collaging farm animals 3D form: Playdough animals</p>	<p>DT: Structure: Textiles: Collaging farm animals 3D form: Playdough animals</p>	<p>DT: Structure: Structure: butterfly spiral</p>	<p>DT: Structure: Structure: butterfly spiral</p>	
	<p>Art: Drawing: Farm animals Printing: Farm animal foot prints 3D form: Tractor models</p>	<p>Art: Drawing: Farm animals Printing: Farm animal foot prints 3D form: Tractor models</p>	<p>Art: Drawing: Farm animals Printing: Farm animal foot prints 3D form: Tractor models</p>	<p>Junk Modelling (CP) Creative Table (CP)</p>	<p>Junk Modelling (CP) Creative Table (CP)</p>	
	<p>Junk Modelling (CP) Creative Table (CP)</p>	<p>Junk Modelling (CP) Creative Table (CP)</p>	<p>Junk Modelling (CP) Creative Table (CP)</p>	<p>Dance &amp; Gymnastics</p>	<p>Dance &amp; Gymnastics</p>	
	<p>Dance &amp; Gymnastics</p>		<p>Dance &amp; Gymnastics</p>			