



Trekener Primary School

Long Term Curriculum Planning for EYFS 2021-22

Year B of a two-year Rolling Program to Link with KS1 Topic Areas

Year B	Area of Learning	Measure	Specific Opportunities for Learning linked with KS1 Curriculum Plan
Autumn 1	Topic: Time travel Big Question: If you could travel back in time, when would you go? Launch Day: Solider Trial Day		
Communication and language:	Listening, attention and understanding	Maintain attention during stories Sit quietly during appropriate activity Can listen and do for a short span - 10 mins Respond to simple instructions involving a 2-part sequence Understands humour - nonsense rhymes	English: News paper reports Non-fiction History books - Victorian school, household items through the ages, clothing, homes etc.
	Speaking	Introduces a storyline or narrative into their play	
Personal, Social and Emotional Development	Building Relationships	Children play cooperatively, taking turns with others	PSHE: Respecting uniqueness

		Takes steps to resolve conflicts with other children, eg finding a compromise. They form positive relationships with adults and other children	Global Learning: Understanding and looking at the positive and negative impacts of people's actions (including own personal choices) on others and the environment
	Managing Self	Confident to speak to others about own needs, wants & interests Can describe self in positive terms and talk about abilities Shows some understanding that good practices with regard to hygiene can contribute to good health	
	Self-regulation	Aware of the boundaries set and of behavioural expectations in the setting Beginning to understand that own actions affect other people Children talk about their own behaviour and others' and its consequences. Know that some behaviour is unacceptable	
Physical Development:	Gross Motor/ Fine Motor Skills	Experiments with different ways of moving Jumps off an object and lands appropriately Uses a pencil and holds it effectively	PE: Dance - Dinosaurs Master basic movements and apply these in a range of activities.
Understanding the world:	People, culture and communities	Enjoy joining in with family customs and routines	History: Lives of significant individuals. Birthdays

			<p>RE: Who is a Muslim and how do they live?</p> <p>PSHE: Respecting uniqueness Our communities</p> <p>Community engagement: Harvest festival - Lezant Church</p>
	The natural world	<p>Looks closely at similarities and differences - places, objects, materials and living things</p> <p>Looks closely at patterns - places, objects, materials and living things</p> <p>Looks closely at change - places, objects, materials and living things</p>	<p>Geography: Use compass directions: N, S, E, W and location and directional language, near and far, left and right, to describe the location of features and routes on a map</p> <p>Science: Plants Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees</p>
Expressive Arts and Design:	Creating with Materials	<p>Begins to build a repertoire of songs and dances</p> <p>Explores the sounds of different instruments</p> <p>Explores what happens when they mix</p>	<p>Art: Artist: Van Gogh Sunflowers Painting, cutting, collage flowers</p>

		colours Uses simple tools and techniques competently and appropriately - scissors, glue sticks	
	Being Imaginative and Expressive.	Create simple representations of events, people and objects Introduces a storyline or narrative into their play.	

Year B	Area of Learning	Measure	Specific Opportunities for Learning linked with KS1 Curriculum Plan
Autumn 2	<p>Topic: Doctor! Doctor!</p> <p>Big Question: How can we look after ourselves?</p> <p>Launch day: Doctor Dress up Day</p>		
	Listening, attention and understanding	<p>Listen to stories, responding to what they hear with relevant comments, questions and actions</p> <p>Sit quietly during appropriate activity</p> <p>Can listen and do for a short span - 15 mins</p> <p>Respond to simple instructions involving a 2-part sequence</p> <p>Understands humour - nonsense rhymes</p>	The Enormous Turnip
	Speaking	Uses language to imagine & recreate roles and experiences in play situations.	RP: Hospital

	Building Relationships	<p>Children play cooperatively, taking turns with others</p> <p>Takes steps to resolve conflicts with other children, eg finding a compromise.</p> <p>They form positive relationships with adults and other children</p>	
	Managing Self	<p>Confident to speak to others about own needs, wants & interests</p> <p>Can describe self in positive terms and talk about abilities</p> <p>Confident to speak in a familiar group</p> <p>Will choose the resources they need for their chosen activities</p>	<p>PSHE: Christmas performance in the church</p> <p>Science: Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Nutrition</p> <p>PSHE: Everyday Safety Basic First Aid</p>
	Self regulation	<p>Aware of the boundaries set and of behavioural expectations in the setting</p> <p>Beginning to understand that own actions affect other people</p> <p>Children talk about their own behaviour and others' and its consequences.</p> <p>Know that some behaviour is</p>	

		unacceptable	
	Gross Motor / Fine Motor Skills	<p>Negotiates space successfully when playing racing and chasing games with other children etc</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment</p> <p>Begins to use anticlockwise movement and retrace vertical lines</p> <p>Uses simple tools to effect changes to materials - scissor skills</p> <p>Handles tools, objects and malleable materials safely</p>	<p>DT: Food preparation & cooking</p> <p>Art: Artist: Antony Gormley (sculpture, clay) Model / sculpt / paint clay animals</p> <p>PE:</p>
	People, culture and communities	<p>Children talk about past and present events in their lives and in the lives of family members</p> <p>Enjoys joining in with family customs and routines</p> <p>Children know about similarities and differences between traditions</p>	<p>History: Mary Seacole Lives of significant individuals</p> <p>RE: Why does Christmas matter to Christians?</p> <p>Community Engagement: Christmas performance in the church / chapel. Christingle</p>
	The natural world	Looks closely at similarities and differences - places, objects, materials and living things	<p>Geography: Name, locate and identify characteristics of the four countries and capital cities of UK and</p>

		<p>Looks closely at patterns - places, objects, materials and living things</p> <p>Looks closely at change - places, objects, materials and living things</p>	<p>its surrounding seas</p> <p>Science: Animals including humans - animals, birds, mammals</p> <p>Notice that animals, including humans, have offspring which grow into adults</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Global Learning: Understanding living things and their needs Learning how to take care of immediate environment Understanding the possibility of change in the future.</p>
	Creating with Materials	<p>Begins to build a repertoire of songs and dances</p> <p>Explores sounds of different instruments</p> <p>Explores what happens when they mix colours</p> <p>Uses simple tools & techniques</p>	<p>Art: Artist: Antony Gormley (sculpture, clay) Model / sculpt / paint clay animals</p> <p>Music: Learning Nativity songs from memory and performing to the audience.</p>

		competently and appropriately - scissors, glue sticks	Use voices expressively and creatively by singing songs and speaking chants and rhymes.
	Being Imaginative and expressive	Create simple representations of events, people and objects Plays alongside other children who are engaged in the same theme	RP: Hospital

Year B	Area of Learning	Measure	Specific Opportunities for Learning linked with KS1 Curriculum Plan
Spring 1	<p>Topic: Rumble in Rio</p> <p>Big Question: How can we protect wildlife and why do we need to?</p> <p>Launch day: Orangutan lady to come in for a talk.</p> <p>Finale: Animal dress up day.</p>		
	Listening, Attention and understanding.	<p>Listen to stories, responding to what they hear with relevant comments, questions and actions</p> <p>Sit quietly during appropriate activity</p> <p>Can listen and do for a short span - 15 mins</p> <p>Respond to simple instructions involving a 2-part sequence</p> <p>Understands humour - nonsense rhymes</p>	<p>English:</p> <p>Other culture and stories</p> <p>Anansi stories</p> <p>Traditional Tales from other cultures</p>

	Speaking	Uses language to imagine & recreate roles and experiences in play situations.	RP: Rainforest Explorers' Lodge
	Building Relationships	Children play cooperatively, taking turns with others Takes steps to resolve conflicts with other children, eg finding a compromise. They form positive relationships with adults and other children	
	Managing self	Confident to speak to others about own needs, wants & interests Can describe self in positive terms and talk about abilities Confident to speak in a familiar group Will choose the resources they need for their chosen activities	
	Self regulation	Aware of the boundaries set and of behavioural expectations in the setting Beginning to understand that own actions affect other people Children talk about their own behaviour and others' and its consequences. Know that some behaviour is	

		unacceptable	
	Gross and Fine Motor Skills	<p>Negotiates space successfully when playing racing and chasing games with other children etc</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment</p> <p>Begins to use anticlockwise movement and retrace vertical lines</p> <p>Uses simple tools to effect changes to materials - scissor skills</p> <p>Handles tools, objects and malleable materials safely</p>	<p>PE: Groovy Gymnastics</p> <p>Master basic movements and apply these in a range of activities</p>
	People, culture and communities	<p>Children talk about past and present events in their lives and in the lives of family members</p> <p>Enjoys joining in with family customs and routines</p> <p>Children know about similarities and differences between traditions</p>	<p>History: Moon landing Events beyond living memory that are significant nationally or globally</p> <p>PSHE: Learning About Work</p>
	The natural world	<p>Looks closely at similarities and differences - places, objects, materials and living things</p> <p>Looks closely at patterns - places, objects, materials and living things</p> <p>Looks closely at change - places, objects, materials and living things</p>	<p>Science: Habitat s- living things and their habitats Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>Geography:</p>

			<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans</p> <p>Global Learning: Understanding the similarities and differences between places in various parts of the world, including own setting. Making links between local community and wider world.</p>
	Creating with Materials	<p>Begins to build a repertoire of songs and dances</p> <p>Explores sounds of different instruments</p> <p>Explores what happens when they mix colours</p> <p>Uses simple tools & techniques competently and appropriately - scissors, glue sticks</p>	<p>Art: Rainforest - collage, paint Print patterns of animals</p> <p>DT: Design, make and evaluate a rocket (junk modelling)</p> <p>Music: Carnival music/ processions.</p> <p>Making own instruments to use in procession. Play tuned and untuned instruments musically</p>
	Being Imaginative And expressive	<p>Create simple representations of events, people and objects</p> <p>Plays alongside other children who are engaged in the same theme</p>	<p>RP: Rainforest Explorers' Lodge</p> <p>DT: Design, make and evaluate a rocket (junk modelling)</p>

Year B	Area of Learning	Measure	Specific Opportunities for Learning linked with KS1 Curriculum Plan
Spring 2	Topic: The Caribbean Big Question: How are we all the same? How are our lives different? Launch day: Caribbean food tasting and cooking, music		
	Listening, attention and understanding	Listen to stories, responding to what they hear with relevant comments, questions and actions Sit quietly during appropriate activity Can listen and do for a short span - 15 mins	Poetry - rhythm poems. 'A Caribbean Dozen'
		Respond to simple instructions involving a 2-part sequence Understands humour - nonsense rhymes	

	Speaking	Uses language to imagine & recreate roles and experiences in play situations.	RP: Market Stall
	Building Relationships	Children play cooperatively, taking turns with others Takes steps to resolve conflicts with other children, eg finding a compromise. They form positive relationships with adults and other children	
	Managing self	Confident to speak to others about own needs, wants & interests Can describe self in positive terms and talk about abilities Confident to speak in a familiar group Will choose the resources they need for their chosen activities	
	Self regulation	Aware of the boundaries set and of behavioural expectations in the setting Beginning to understand that own actions affect other people Children talk about their own behaviour and others' and its consequences. Know that some behaviour is unacceptable	

	Gross and Fine Motor Skills	<p>Negotiates space successfully when playing racing and chasing games with other children etc</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment</p> <p>Begins to use anticlockwise movement and retrace vertical lines</p> <p>Uses simple tools to effect changes to materials - scissor skills</p> <p>Handles tools, objects and malleable materials safely</p>	<p>PE: Brilliant Ball Skills</p> <p>Master basic movements and apply these in a range of activities. Participate in team games and develop simple tactics for attacking and defending.</p> <p>DT: Design, make & evaluate: sew an egg cosy (textiles)</p>
	People, culture and communities	<p>Children talk about past and present events in their lives and in the lives of family members</p> <p>Enjoys joining in with family customs and routines</p> <p>Children know about similarities and differences between traditions</p>	<p>History: Cuisine changes - how our national diet has changed over decades Changes within living memory</p> <p>RE / Community Engagement: Why does Easter matter to Christians?</p> <p>Community Engagement: Celebrate St Piran's Day - dress up in black and white / Cornish tartan. Pasties for lunch.</p> <p>Global Learning: Understanding the similarities and differences between people in the local setting and in wider contexts.</p>

	The natural world	<p>Looks closely at similarities and differences - places, objects, materials and living things</p> <p>Looks closely at patterns - places, objects, materials and living things</p> <p>Looks closely at change - places, objects, materials and living things</p>	<p>Geography: Understand geographical similarities and differences through studying the human and physical geography of a small area in the UK and of a small area in a contrasting non-European country</p> <p>Science: Materials Compare how things move on different surfaces.</p>
	Creating with Materials	<p>Begins to build a repertoire of songs and dances</p> <p>Explores sounds of different instruments</p> <p>Explores what happens when they mix colours</p> <p>Uses simple tools & techniques competently and appropriately - scissors, glue sticks</p>	<p>Art: Artist: Frida Kahlo Junkanoo / mardi gras masks - collage / paint</p> <p>DT: Design, make & evaluate: sew an egg cosy (textiles)</p> <p>Music: Singing: chants and Caribbean songs</p> <p>Use voices expressively & creatively - singing songs & speaking chants & rhymes.</p>
	Being Imaginative and expressive	<p>Create simple representations of events, people and objects</p> <p>Plays alongside other children who are engaged in the same theme</p>	<p>RP: Market Stall</p> <p>Art: Artist: Frida Kahlo Junkanoo / mardi gras masks - collage / paint</p>

Year B	Area of Learning	Measure	Specific Opportunities for Learning linked with KS1 Curriculum Plan
Summer 1	<p>Topic: Ahoy me hearties!</p> <p>Big Question: Why is our planet called Earth, when most of it is water?</p> <p>Launch day: Find the treasure buried using a treasure map.</p> <p>Finale: Pirate day.</p>		
	Listening, attention and understanding	<p>Listen to stories, responding to what they hear with relevant comments, questions and actions</p> <p>Sit quietly during appropriate activity</p> <p>Can listen and do for a short span - 15 mins</p>	Cornish traditional tales (Lutey and the Mermaid, Mermaid of Zennor, Mousehole Cat etc)
		Respond to simple instructions involving a 2-part sequence	

		Understands humour - nonsense rhymes	
	Speaking	Uses language to imagine & recreate roles and experiences in play situations.	RP: House
	Building Relationships	Children play cooperatively, taking turns with others Takes steps to resolve conflicts with other children, eg finding a compromise. They form positive relationships with adults and other children	Global Learning: Learning what fairness means. Looking at examples of what it can mean to be rich or poor in local and other contexts - specifically the divide between bad and good/ rich and poor in terms of olden days pirates.
	Managing Self	Confident to speak to others about own needs, wants & interests Can describe self in positive terms and talk about abilities Confident to speak in a familiar group Will choose the resources they need for their chosen activities	
	Self regulation	Aware of the boundaries set and of behavioural expectations in the setting Beginning to understand that own actions affect other people Children talk about their own behaviour and others' and its	PSHE: Big Feelings

		consequences. Know that some behaviour is unacceptable	
	Gross and Fine Motor skills	Negotiates space successfully when playing racing and chasing games with other children etc Travels with confidence and skill around, under, over and through balancing and climbing equipment Begins to use anticlockwise movement and retrace vertical lines Uses simple tools to effect changes to materials - scissor skills Handles tools, objects and malleable materials safely	PE: Fitness Frenzy Master basic movements and apply these in a range of activities
	People, culture and communities	Children talk about past and present events in their lives and in the lives of family members Enjoys joining in with family customs and routines Children know about similarities and differences between traditions	History: Significant historical events, people and places in their own locality - events i.e. wrecking, pirates, smuggling, fishing RE: What is the 'Good News' Christians believe Jesus brings?
	The natural world	Looks closely at similarities and differences - places, objects,	Geography: Name and locate the world's 7 continents and 5

		<p>materials and living things</p> <p>Looks closely at patterns - places, objects, materials and living things</p> <p>Looks closely at change - places, objects, materials and living things</p>	<p>oceans.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>History:</p> <p>Significant historical events, people and places in their own locality - events i.e. wrecking, pirates, smuggling, fishing</p> <p>Science:</p> <p>Materials</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching (DT Link)</p>
	Creating with Materials	<p>Begins to build a repertoire of songs and dances</p> <p>Explores sounds of different instruments</p> <p>Explores what happens when they mix colours</p> <p>Uses simple tools & techniques competently and appropriately -</p>	<p>Art:</p> <p>Printing with a variety of different materials</p> <p>Marbling -sea pictures</p> <p>Music:</p> <p>Pirate chant, sea shanty</p>

		scissors, glue sticks	Use voices expressively and creatively by singing songs and speaking chants and rhymes.
	Being Imaginative and expressive	Create simple representations of events, people and objects Plays alongside other children who are engaged in the same theme	RP: House Art: Printing with a variety of different materials Marbling -sea pictures

Year B	Area of Learning	Measure	Specific Opportunities for Learning linked with KS1 Curriculum Plan
Summer 2	<p>Topic: Minibeasts</p> <p>Big Question: Why are insects important on our planet?</p> <p>Launch day: Minibeast Encounter - visit from Animal Encounters</p> <p>Finale: Trip to Buckfast Butterfly Farm</p>		
	Listening, attention and understanding	<p>Listen to stories, responding to what they hear with relevant comments, questions and actions</p> <p>Sit quietly during appropriate activity</p> <p>Can listen and do for a short span - 15 mins</p> <p>Respond to simple instructions involving a 2-part sequence</p> <p>Understands humour - nonsense rhymes</p>	<p>Non-fiction, information retrieval</p> <p>MINibeasts, insect life etc</p> <p>The Bad-Tempered Ladybird</p> <p>The Very Hungry Caterpillar</p>

		<p>ELG: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	
	Speaking	<p>Uses language to imagine & recreate roles and experiences in play situations.</p> <p>ELG: • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past,</p>	RP: Minibeast Exploratorium

		present and future tenses and making use of conjunctions, with modelling and support from their teacher.	
	Building Relationships	<p>Children play cooperatively, taking turns with others</p> <p>Takes steps to resolve conflicts with other children, eg finding a compromise.</p> <p>They form positive relationships with adults and other children</p> <p>ELG: Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>	

	Managing self	<p>Confident to speak to others about own needs, wants & interests Can describe self in positive terms and talk about abilities Confident to speak in a familiar group Will choose the resources they need for their chosen activities.</p> <p>ELG: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	
	Self regulation	<p>Aware of the boundaries set and of behavioural expectations in the setting Beginning to understand that own actions affect other people Children talk about their own</p>	

		<p>behaviour and others' and its consequences. Know that some behaviour is unacceptable.</p> <p>ELG: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>	
	Gross and Fine Motor Skills	<p>Negotiates space successfully when playing racing and chasing games with other children etc</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment</p> <p>Begins to use anticlockwise movement and retrace vertical lines</p> <p>Uses simple tools to effect changes</p>	<p>PE: Throwing & Catching</p> <p>Master basic movements and apply these in a range of activities.</p> <p>Participate in team games and develop simple tactics for attacking and defending.</p>

		<p>to materials - scissor skills Handles tools, objects and malleable materials safely</p> <p>ELG: Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping,dancing, hopping, skipping and climbing.</p> <p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors,paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing,</p>	<p>PSHE: Keeping Our Teeth Healthy</p>
	People, culture and communities	<p>Children talk about past and present events in their lives and in the lives of family members Enjoys joining in with family customs and routines</p>	<p>History: Events beyond living memory that are significant nationally or globally.</p>

		<p>Children know about similarities and differences between traditions</p> <p>ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>	<p>RE:</p> <p>What makes some places sacred to believers?</p>
	The natural world	<p>Looks closely at similarities and differences - places, objects, materials and living things</p> <p>Looks closely at patterns - places, objects, materials and living things</p> <p>Looks closely at change - places, objects, materials and living things.</p> <p>ELG: • Explore the natural world</p>	<p>Geography:</p> <p>Use basic geographical vocabulary to refer to key physical features</p> <p>Science:</p> <p>Habitats - living things and their habitats</p>

		<p>around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world</p> <p>around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>Global Learning: Understanding living things and their needs Learning how to take care of immediate environment Understanding the possibility of change in the future.</p>
	Creating with Materials	<p>Begins to build a repertoire of songs and dances</p> <p>Explores sounds of different instruments</p> <p>Explores what happens when they mix colours</p> <p>Uses simple tools & techniques competently and appropriately - scissors, glue sticks</p> <p>ELG: Safely use and explore a variety of materials, tools and</p>	<p>Art: Artist Raku Inoue https://reikancreations.com/work</p> <p>Artist:(Sculpture) Andy Goldsworthy</p> <p>Modelling / sculpture: Create insect art from natural resources</p> <p>Papier-mache / pipe cleaner insects</p> <p>Music:</p>

		<p>techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	<p>Listening responding to Flight of the Bumblebee- Nikolai Rimsky-Korsakov Composition of minibeast rhythms</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p>
	Being Imaginative and expressive	<p>Create simple representations of events, people and objects Plays alongside other children who are engaged in the same theme.</p> <p>ELG: Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p>RP: Minibeast Exploratorium</p> <p>Art: Artist Raku Inoue https://reikancreations.com/work</p> <p>Artist:(Sculpture) Andy Goldsworthy</p> <p>Modelling / sculpture: Create insect art from natural resources</p> <p>Papier-mache / pipe cleaner insects</p>