

Nursery Curriculum Overview

Area of Learning		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Children’s Interests, Themes and Lines of Enquiry, included in this overview are with a focus on - All About Me, Celebrations, People Who Help us, Seasons, Lifecycles and Journeys. Children’s interests vary and should be an integral part of the planning and provision to develop active, confident and independent learners.</p>							
Key Texts / Books Fiction and Non- Fiction		<p>Fiction - Nursery Rhymes, Eat Up Gemma, Anansi stories, Room on the Broom, The Hairy Toe, Big Green Monster, Can’t You Sleep Little Bear, Darkness Slipped in, A Dark, Dark Tale, Brown Bear, We’re Going on a Bear Hunt, Traditional tales. Shark in the park, Hugless Douglas, Red lorry, yellow lorry, The weaver, Honey for you, honey for me, Cinderella, Jack and the beanstalk , Little red riding hood , Snow white, The three little pigs, Rain, Storm, Where, oh where is Rosie’s chick? Nothing scares spider!, Zim, zam, zoom!, Anansi and the golden pot, We planted a pumpkin, Home, The elephant and the bad baby</p> <p>Wow, said the owl, Chu’s first day at school, Spider queen’s Halloween</p> <p>The very busy spider, 100 birds, My hair, Anansi and the tug of war</p> <p>Non-Fiction- Starting Nursery, First Day at School, How Do You Feel? Africa and the Caribbean Islands, Investigating Autumn/ Winter, Dig, dump, roll, The amazing life cycle of plants, Super duper you, How do you feel, All kinds of friends, Spider, darkness and light</p> <p>Celebration and festivals – Our history, Experiences and Interests, Fireworks, Halloween, Bonfire Night, Diwali, Hanukah, Ramada, Eid and Christmas.</p>		<p>Fiction – Avocado Baby, Mrs Wishy Washy, Little Buddy Goes Shopping, Duck in a Truck , Traditional tales(Jack and the Beanstalk, Chicken Licken, Ugly Duckling, The Three Billy Goats Gruff Little Red Riding Hood, Goldilocks) The little island, Milly Cow gives milk, Pip and egg, The ugly duckling, I like the sun, I like the wind I like the rain , I like the snow, Big green crocodile. Sunday rain, The goat café , Cows go boo, What’s in the truck, When a dragon meets a baby , 15 things not to do with a baby, A great big cuddle</p> <p>Non-Fiction - How We Grow, Mega Rescuers, Investigating Winter and Spring, How to build a bridge, How do beans grow? Hello! A counting book of kindness, My big book of transport</p> <p>Celebration and festivals- Chinese New Year, Valentine’s Day Our History Experiences and Interests, Celebrating World Book Day, Mother’s Day, St David’s day, St Patrick’s Day, Easter.</p>		<p>Fiction Dear Zoo, I Know an Old Lady, Meg’s Veg, Where’s Caterpillar, The Very Hungry Caterpillar, The Odd Egg , Little Mouse’s Big Book of Worries, How to Catch a Star, Mr Gumpy’s Outing, Mr Gumpy’s Motor Car, Who Sank the Boat?, Rosie’s Walk, Handa’s Surprise, Where The Wild Things Are, Mrs Armitage on Wheels, Billy Bean, The Train Ride, Meg’s eggs, Sun, One shoe, two shoes, Blue chameleon, Not that pet, Rita’s rabbit, Mister boo, The secret of the egg, Meg’s weg, Croc and bird, Firefly home, 100 dogs, Maybe, The giant jumperee. How to catch a star</p> <p>Non-Fiction- Growing up, Transitions, How to Look After Your Pet, Baby Farm Animals, Investigating Spring and Summer Planting our vegetable patch. Hatching chicks, Sunflower, Caterpillar to Butterfly, Eggs, mini beasts, Books about countries of family origins and travel, Focus: Experiments with forces, Floating and sinking. Making boats and rockets, What happens in Reception. Worms, My first book of woodland animals, Snails, Bug hotel, Flip flap minibeasts, Love makes a family</p> <p>Celebration and festivals- Ramadan and Eid, Father’s Day Growing- up and preparing for reception. End of Nursery Celebrations and Transitions, Stephen Lawrence Day, St George’s Day, Celebrating our rich and diverse ethnicities with an International focal point.</p>	
Prime Areas Communication and Language		Build up a repertoire of songs/rhymes and stories. Use new vocabulary through the day. Learn rhymes, poems, and songs.				Use new vocabulary in different contexts.	
		<p>Can talk about themselves and people who are significant to them.</p> <p>Engage in story times/carpet inputs</p> <p>Pay attention to more than one thing at a time, which can be difficult.</p> <p>Learn new vocabulary</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>Can express their needs and wants by using gestures or telling others.</p> <p>Understand a question or instruction that has two parts, such as: “Get your hat and wait at the door”.</p> <p>Understand ‘why’ questions, like: “Why do you think Sarah got so upset?”</p>	<p>Sharing home and school experiences using expressive language.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</p>	<p>Use longer sentences of four to six words.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p>	<p>Start a conversation with an adult or a friend and continue it for many turns.</p>	<p>Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</p> <p>Understand how to listen carefully and why listening is important.</p>

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Prime Areas	Physical Development	<p>Gross and Fine motor skills include – Encouraging independence in meeting their individual needs. Use a comfortable grip with good control when holding pens and pencils. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene. Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</p>					
		<p>Children explore using one handed tools such as: one-handed scissors, knives to spread/cut and wooden spoons to stir/ scoop/ pour.</p> <p>With adult support, children learn how to use these tools correctly and understand their use.</p> <p>Children begin to understand how to use tools safely and are supported to do so by the adults.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks</p>	<p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending.</p> <p>Children take part in junk modelling and use scissors, tape and other resources to join things together.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Know how to skip, hop, stand on one leg & hold a pose for a game like musical statues.</p>	<p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. (e.g. building more elaborate obstacle courses, using crates, planks to build for a purpose)</p> <p>Takes practical action to reduce risk.</p> <p>Beginning to show great interest in activities that demands an exertion of physical strength such as running, hopping, using the climbing apparatus and showing interest in developing their own creative physical activity games with their peers or with the support of an adult.</p> <p>Using a wider range of apparatus in the outdoor area.</p> <p>Making marks with a variety of tools such as brushes, markers, pencils, sticks, etc.</p> <p>Beginning to hold mark making tools with some accuracy.</p>	<p>Be increasingly independent in meeting their own care needs, e.g. using the toilet, washing and drying their hands thoroughly.</p> <p>Beginning to work together in relay type games.</p> <p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully in physical activities.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Making marks with a variety of tools such as brushes, markers, pencils, sticks, etc.</p> <p>Beginning to hold mark making tools with a comfortable grip and good control.</p> <p>Developing accuracy in forming some letter sounds eg in their names or things of interest- “l” for Isabel and “c” for cat.</p>		

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Prime Areas	Personal, Social and Emotional Development	<p>Building Relationships – children forming positive attachments to adults and friendship with peers. Working alongside others cooperatively and showing sensitivity to their own needs and that of others. Self-Regulation - children have a sense of their own value and understand the need for sensitivity to significant events in their own and other people's lives, coupled with learning about the impact of their words and actions on themselves and others. Managing Self - being confident to try new activities and show independence, resilience and perseverance in the face of challenge. How children develop a growing understanding of what is right and wrong and why. <u>Managing their own basic hygiene and personal needs, including using the toilet, and making healthy food choices</u></p>					
		<p>Separates from main carer with support and encouragement from a familiar adult.</p> <p>Expresses own preferences and interests.</p> <p>Seeks comfort from familiar adults when needed.</p> <p>Can express their own feelings such as sad, happy, cross, scared, worried.</p> <p>Aware that some actions can hurt or harm others. Interested in others' play and starting to join in.</p> <p>Seeks out others to share experiences</p> <p>Shows affection and concern for people who are special to them.</p>	<p>Can select and use activities and resources with help.</p> <p>How do you feel? Exploring emotions.</p> <p>Welcomes and values praise for what they have done.</p> <p>Responds to the feelings and wishes of others.</p> <p>Tries to help or give comfort when others are distressed.</p> <p>Shows understanding and cooperates with some boundaries and routines.</p> <p>May form a special friendship with another child.</p> <p>Initiates play, offering cues to peers to join them.</p> <p>Beginning to manage their own basic hygiene and personal needs including using the toilet and washing hands. and making healthy food choices.</p>	<p>Enjoys responsibility of carrying out small tasks.</p> <p>Shows confidence in asking adults for help or helping others.</p> <p>Showing kindness to others.</p> <p>Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.</p> <p>Growing ability to distract self when upset, e.g. by engaging in a new play activity.</p> <p>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with others.</p> <p>Keeps play going by responding to what others are saying or doing.</p> <p>Managing their own basic hygiene and personal needs including using the toilet and washing hands, and making healthy food choices with support.</p>	<p>Is more outgoing towards unfamiliar people and more confident in new social situations.</p> <p>Aware of own feelings, and knows that some actions and words can hurt others' feelings.</p> <p>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p>Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<p>Confident to talk to other can when playing, and will communicate freely about own home and community.</p> <p>Can usually adapt behaviour to different events, social situations and changes in routine.</p> <p>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p> <p>Initiates conversations, attends to and takes account of what others say.</p> <p>Independently manages their own basic hygiene and personal needs including using the toilet and washing hands, dressing and undressing and making healthy food choices.</p>	<p>Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Aware of the boundaries set, and of behavioural expectations in the setting.</p> <p>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p> <p>Explains own knowledge and understanding, and asks appropriate questions of others.</p> <p>Showing independence, resilience and perseverance in the face of challenge.</p> <p>Can identify their feelings and emotions in different situations.</p>

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Specific Areas	Literacy	<p>Children are introduced to a wide breath of books each term. Children take part in interactive reading and respond to the features of the story in small groups. They engage in familiar rhymes and are introduced to new rhymes and poems. They often use props or actions to retell a familiar story with increasing confidence. In play children make up their own stories and share it with others. They begin to ascribe meanings to the marks they make. Children can find their name card during self-registration and use these cards as props in their attempt to practise writing their name.</p>					
		<p>Children begin to look at books independently and develop their understanding of the 5 key concepts of print:</p> <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing <p>As children become more confident in making a range of marks, encourage them to ascribe meaning; e.g. 'It's Milo's dog!' or 'I made a cupcake.'</p>		<p>Engage in extended conversations about stories, learning new vocabulary</p>	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word. - recognise words with the same initial sound, such as money and mother. 	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some or all of their name. (clearly and using the correct directionality.)</p>	<p>Write with a purpose in mind.</p> <p>Write some letters and numbers accurately.</p>
		<p style="text-align: center;">Phonics</p>					
		<p>Daily activities/building on opportunities in continuous provision) Environmental sounds, Body percussion, Voice sounds, Instrumental sounds and Alliteration. Children work on identifying initial sounds, making correct mouth movements to represent how the sound is pronounced.</p>			<p>Daily activities/building on opportunities in continuous provision and specific teaching of Blending and Segmenting – VC, CVC's, phonemes, syllables etc.</p>		

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Specific Areas	Mathematics	<p>Numbers -focuses on how children gradually know and use numbers and counting in play, and eventually recognise and use numbers reliably, to develop mathematical ideas and to solve problems. It is also about how children develop an awareness of the relationship between numbers and amounts and know that numbers can be combined to be 'added together' and can be separated by 'taking away' and that two or more amounts can be compared. Children develop a deep understanding of number to 5 and Subitise (recognise quantities without counting) up to 5 and beyond.</p> <p>Numerical Patterns is about how through talking about quantities, and developing appropriate vocabulary (including shapes), children use their knowledge to develop ideas and to solve mathematical problems. Children verbally count to 10 and beyond. Can compare quantities up to 5 in different contexts, recognise when one quantity is greater than, less than or the same as the other quantity. They also, explore and represent patterns within numbers up to 5.</p>					
		<p>Numbers 1, 2, 3 – focus on developing subitising skills</p> <p>Shape (beginning to identify properties of objects).</p> <p>Join in with a range of number songs and rhymes.</p> <p>Beginning to show an interest in representing numbers in a variety of ways (e.g. using marks, fingers etc)</p> <p>To use some language of quantities, such as 'more' and 'a lot'.</p> <p>Can say what is different and what is the same</p>	<p>Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5.</p> <p>Shows interest in numbers that are of significance eg, I am 4 years old.</p> <p>Make comparisons between objects relating to quantity, colour, size, length, weight and capacity.</p> <p>Sequencing the day/routines etc... counting down the days on calendars etc, creating opportunities for children to count using 1:1 correspondence</p>	<p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Beginning to talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'</p>	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total.</p> <p>Experiments with capacity. (Which holds more/less)</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Positional language- in, on, under</p>	<p>Experiment with their own symbols and marks as well as numerals.</p> <p>Talk about and identify the patterns around them.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Select shapes appropriately: flat surfaces for a building, a triangular pattern for a roof, etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle, etc.</p>	<p>Solve real world mathematical problems with numbers within and beyond 5.</p> <p>Can add two groups of objects together and say the total.</p> <p>Can identify the difference in amounts if there is a change.eg There are 5 sweets and 2 is taken away. How many sweets do I have left?</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Sequence events</p>

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Specific Areas	Understanding the World	<p>People, Culture and Communities – includes how children begin to know about their own and other people's cultures in order to understand and celebrate the similarities and differences between them in a diverse society.</p> <p>The Natural world - is about how children learn about similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what have learnt in and out of class. It also includes some important processes and changes in the natural world around them, including the seasons and changing states.</p> <p>Past and Present - knowing and understanding some similarities and differences between things in the past and present, drawing on their experiences and that of others or what they have shared in class. Children are also engaged in exploring their own past and present events relevant to their lives or those of their families and community.</p>					
		<p>Getting to know you - Home visits</p> <p>Starting nursery and settling in</p> <p>All about me – what makes me unique?</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Developing positive attitudes about the differences between people.</p> <p>Explore the natural world around them. People who help us (in school)</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>-Recognise some similarities and differences between life in this country and life in other countries. Talk about the differences between materials and also changes they notice (darkness and light).</p> <p>Name & identify body parts</p> <p>Begin to understand that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p>Investigating Autumn- forest school Spider fun!</p>	<p>Recognise some environments that are different to the one in which they live.</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Weather (noticing and identifying different types making the most of seasonal opportunities e.g. snow, frost, rain etc)</p> <p>Explore and talk about different forces they can feel.</p> <p>People who help us</p> <p>Investigating Winter forest school</p> <p>Describe what they see, hear, and feel whilst outside.</p>	<p>Understand that some places are special to members of their community.</p> <p>Explore the natural world around them (focus on noticing and identifying the first signs of spring).</p> <p>Investigating Spring (new life and baby animals, plants and forest school experiences)</p> <p>Understand the effect of changing seasons on the natural world around them (Nature table to be regularly updated with appropriate resources/high-quality texts)</p> <p>Extend vocabulary: leaves, petals, roots, bulb, trunk, branches, stem, garden plants, wild plants, seeds</p> <p>People who help us (professions).</p>	<p>Explore the natural world around them. Investigating Summer – forest school</p> <p>Draw information from a simple map.</p> <p>Understand the key features of the life cycle of plants, animals and insects.</p> <p>Beginning to understand and use maps.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Experience the process of growing fruits vegetables and flowers.</p> <p>Undertake and explore scientific experiments such as – forces, floating and sinking, space, rockets, etc</p>	<p>Comment on images of familiar situations in the past.</p> <p>Begin to understand that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p>Explore different habitats outdoors, e.g. scent, colour & shape of flowers attracting bees</p> <p>Harvesting our own fruits vegetables and flowers. Exploring Mini Beasts and their habitat</p> <p>People who help us (other professions)</p> <p>Transitions – Moving to Reception</p>
		<p>Autumn- Celebrations and Festivals – Our history, Experiences and Interests, Fireworks, Halloween, Bonfire Night, Diwali, Hanukah, Ramada, Eid and Christmas</p>		<p>Spring -Celebrations and festivals- Chinese New Year, Valentine’s Day Our History Experiences and Interests, Celebrating World Book Day, Mother’s Day, Easter.</p>		<p>Celebration and festivals- Ramadan and Eid, Growing- up preparing for reception, Father’s day, Celebrating our rich and diverse ethnicities with an International focal point.</p>	

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Specific Areas</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Expressive Arts and Design</p>	<p>Creating with materials - is about children's independent and guided exploration of and engagement with a widening range of media and materials, finding out about, thinking about and working with colour, texture, shape, space and form in two and three dimensions.</p> <p>Being imaginative and expressive - children invent, adapt and recount narratives and stories with peers and their teacher. Use what they have learnt about media and materials in original ways. It includes how children develop and build their imaginations through imaginative play, dance, music, design and art.</p>					
		<p>Children respond by moving their whole bodies to sounds they enjoy, such as music or a regular beat. As children join in with repeated experiences they grow in confidence and begin to join in with repeated words or actions e.g. "If you're happy and you know it clap your hands."</p> <p>Listen with increased attention to sounds.</p> <p>Children take part in pretend play, making up or developing a story.</p> <p>Using an object to represent something else even though they are not similar.</p>	<p>Children develop their spatial awareness and enjoy moving to music, listening to rhymes/songs and join in.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs shared in class or through a performance (Christmas performance for parents and carers).</p>	<p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Create their own shapes and designs using a variety of resources – junk modelling, paint, lego, blocks, etc</p>	<p>Create collaboratively sharing ideas, resources, and skills.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Create own stories and performs it independently or with peers assuming the roles of the different characters.</p>	<p>Develop storylines in their pretend play.</p> <p>Create collaboratively with peers and sharing ideas, resources, and skills.</p> <p>Remember and sing entire songs / rhyme (Summer term production for parents and carers)</p> <p>Explore colour and colour mixing (identifying primary colours and beginning to mix different shades/hues – ending up in naming their own colours.</p>	<p>-Children decide on the model they will make. They choose the materials they want to use, shape materials with tools, and join materials together.</p> <p>-Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour mixing.</p> <p>-Play instruments with increasing control to express their feelings and ideas.</p>
		<p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Explore and engage in music making and dance, performing solo or in groups and imaginative play opportunities.</p>					

