

Seven key features of effective practice

1. The best for every child
2. High-quality care
3. The curriculum: what we want children to learn
4. Pedagogy: helping children to learn
5. Assessment: checking what children have learnt
6. Self-regulation and executive function
7. Partnership with parents

Crackley Bank Primary School



Nursery Curriculum Overview 2026-2027

Characteristics of Effective Teaching & Learning

1. Playing and exploring – children investigate and experience things, and ‘have a go’
2. Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
3. Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

The Nursery curriculum is adaptable to children’s interests and is heavily focused on the prime areas, particularly building vocabulary, conversation, relationships, independence and physical development. Adults actively play with children and develop communication in one-to-one situations, small groups and as a class. A love of reading is encouraged from the onset through a wide range of books, rhymes, poems and non-fiction.

	Autumn 1 Marvellous Me!	Autumn 2 Celebrations	Spring 1 Stories, rhymes and adventures	Spring 2 Let’s Grow	Summer 1 All Creatures Great and Small	Summer 2 Helpful Heroes
Overview	Children settle into Nursery, develop relationships and begin to understand themselves as part of a new community. They talk about themselves, their families, feelings and interests while developing independence in everyday routines.	Children use their senses to explore the world around them and learn that people celebrate special events in different ways. They experience autumn changes and celebrations including Bonfire Night, Diwali and Christmas.	Children develop a love of rhyme and repeated stories. They listen, join in, anticipate familiar language and begin to retell parts of well-known rhymes and stories using actions, props and repeated phrases.	Children become keen gardeners as they plant seeds, care for plants and observe growth and change over time. They explore food, cooking and the conditions living things need to grow.	Children explore a variety of animals and minibeasts, noticing their features, movements and habitats. Real-life experiences, including observing caterpillars as they change into butterflies, support curiosity about living things and change.	Children explore a range of professions and learn about the important roles people play in helping our communities. Through stories, role play, discussions and practical experiences, they discover what different people do and how they help others.
Trips / visits		Meet Santa Church visit Pantomime visit	School library visit	Chicks in school		Fire engine/ police car visit
Role Play (inside)	Home Corner – The home corner will be adapted throughout the year to reflect seasonal changes, celebrations, and the children’s interests, providing opportunities for imaginative play and exploration.					
Stories	Wk 1 & 2 – Stories based on children's interest to support transition/settling in period. Wk 3 – Owl Babies - Martin Waddell Wk 4 - Giraffes Can’t Dance – Giles Andrea Wk 5 - Guess How Much I Love You – Martin Waddell Wk 6 - Elmer – David McKee	Wk 1 - Kipper’s Birthday – Mick Inkpen Wk 2 - Binny’s Diwali - Thrity Umrigar Wk 3 - The Jolly Christmas Postman – Janet Ahlberg and Allan Ahlberg Wk 4 – The Nativity by Lesley Sims Wk 5 - Stickman – Julia Donaldson	Wk 1 - Brown Bear, Brown Bear – Bill Martin Jr. Wk 2 - We’re Going on a Bear Hunt – Michael Rosen Wk 3 - The Great Race – Emily Hiles Wk 4-6 – Nursery Rhyme focus	Wk 1 - Jasper’s Beanstalk - Nick Butterworth Wk 2 - Mr Wolf’s Pancakes – Jan Fearnley Wk 3 - Sam Plants a Sunflower – Kate Petty Wk 4 - Oliver’s Vegetables – Alison Bartlett, Vivian French Wk 5 - Ben Plants a Butterfly Garden – Kate Petty	Wk 1 - The Very Hungry Caterpillar – Eric Carle Wk 2 - Dear Zoo – Rod Campbell Wk 3 - Mad About Minibeasts – Giles Andrea Wk 4 - The Teeny Weeny Tadpole – Sheridan Cain Wk 5 - What the Ladybird Heard – Julia Donaldson Wk 6 -Rumble in the Jungle – Giles Andrea	Wk 1 - Thank you Heroes – Patricia Hegarty Wk 2-6 Topsy and Tim Books: • Wk 2 - Police • Wk 3 - Firefighters • Wk 4 - Hospital workers • Wk 5 -Optometrists • Wk 6 - Dentists

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Nursery Rhymes	1. Tommy Thumb 2. Round and Round the Garden	1. Twinkle Twinkle 2. Pat-a-cake 3. This is the way we... (celebrations)	1. Humpty Dumpty 2. I'm a Little Teapot 3. The Grand Old Duke of York 4. Incy Wincy Spider 5. This Little Piggy	1. Mary, Mary Quite Contrary 2. Hot Cross Buns 2. Sleeping Bunnies	1. Five Little Speckled Frogs 2. Little Bo Peep	1. Miss Polly had a Dolly 2. Doctor Foster
CAL	Welcome to Nursery <i>Settling, communicating and building relationships</i> • Settling-in activities and opportunities to make friends. • Model and encourage talk throughout the day, e.g. “Good morning, how are you?” and “Would you like milk or water?” • Encourage children to communicate their needs, wants, feelings and interests using words, gestures and facial expressions. • Develop attention and listening through short, engaging activities. • Listen to and enjoy familiar stories, songs and rhymes. • Encourage children to respond to simple questions and instructions.	Listen Carefully <i>Developing attention and listening</i> • Learn and join in with familiar rhymes, poems and songs. • Listen to and talk about stories to build familiarity and understanding. • Develop the ability to listen and focus for increasing periods of time. • Encourage children to join in with repeated words, phrases and actions. • Follow simple one-step instructions within everyday routines and play. • Introduce and develop new vocabulary through stories, songs, conversations and experiences.	Tell Me a Story <i>Listening, understanding and developing vocabulary</i> • Listen and respond to stories, joining in with familiar parts and repeated phrases. • Talk about characters, events and experiences within stories. • Model taking turns when speaking and listening. • Develop an understanding of why listening is important. • Introduce and model new vocabulary through stories, conversations and play. • Encourage children to recall familiar parts of stories. • Begin to develop storylines through small-world play, role	Talk It Through! <i>Developing conversations and expressing ideas</i> • Talk about familiar experiences, including what happened today, yesterday and in the past. • Encourage children to share their experiences, ideas, interests and feelings. • Develop vocabulary through meaningful conversations and play. • Encourage children to answer simple questions, including <i>who</i>, <i>what</i>, <i>where</i>, <i>why</i> and <i>how</i>. • Develop back-and-forth conversations with adults and peers. • Encourage children to listen and respond to what others say.	What Happened? <i>Using language in play and developing storytelling</i> • Use talk to organise ideas and develop play. • Encourage children to express preferences, ideas and simple points of view. • Talk about things they observe, notice and experience. • Use new vocabulary in meaningful contexts. • Encourage children to join in with and retell familiar stories using props, actions and role play. • Develop storylines through imaginative, small-world and role play. • Encourage children to negotiate and communicate with others during play.	Time to Share <i>Developing confidence and purposeful communication</i> • Develop confidence in speaking and listening to others. • Encourage children to speak clearly enough to be understood. • Participate in conversations with adults and peers, taking turns to speak and listen. • Encourage children to share ideas, experiences, interests and opinions. • Follow increasingly complex instructions within everyday routines and play. • Use talk to organise play, solve problems and communicate needs. • Develop confidence when speaking within small groups.

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			play and imaginative play.	• Begin to follow instructions with two parts.		• Encourage children to start and continue conversations with adults and friends.
Personal, Social and Emotional Development	Our PSED curriculum supports children's progression in Self-Regulation, Managing Self and Building Relationships , including developing emotional understanding, independence, resilience, positive relationships, empathy and respect for others. Areas will be revisited, built on and developed throughout the year.					
	Developing a Sense of Self Children settle into Nursery, build relationships and develop a sense of belonging. They explore who they are, what they like and how they feel. • Building secure relationships with adults and children • Developing confidence and a sense of belonging • Talking about feelings, interests and preferences • Developing independence in everyday routines • Learning simple boundaries and expectations	Belonging and Togetherness Children explore celebrations and special events, learning that people and families may celebrate in different ways. • Talking about families and people who are important to us • Developing a sense of belonging • Joining in with shared celebrations • Showing kindness and care towards others • Beginning to recognise similarities and differences	Developing Friendships Children explore relationships and emotions through familiar stories, rhymes and characters. They develop confidence in playing and communicating with others. • Developing friendships • Sharing and beginning to take turns • Playing alongside and with others • Recognising simple emotions in themselves and others • Beginning to solve problems with adult support	Independence and Resilience Children develop independence and perseverance as they care for plants and take part in practical experiences. • Becoming increasingly independent • Taking responsibility for simple tasks • Trying new experiences • Developing perseverance and a 'have a go' attitude • Beginning to manage frustration and seek help	Caring for Others Children develop empathy and responsibility as they explore and care for animals and living things. • Showing care and kindness • Understanding that living things have needs • Working and playing cooperatively • Talking about feelings and experiences • Developing confidence and curiosity	Confidence and Community Children explore the people who help us and develop their own confidence, independence and understanding of how they can help others. • Recognising people who help us • Developing confidence and self-esteem • Helping and cooperating with others • Developing independence and responsibility • Building resilience and preparing for the move to Reception
Physical Development	Children take part in Squiggle While You Wiggle and other gross and fine motor activities to develop shoulder and arm strength, large-scale movements as well as rhythm and coordination.					
	Explore movement, balance, climbing and body control. Strengthen hands through dough, threading, mark-making and tool	Develop whole-body movement through music and celebration activities. Practise fine-motor control through creative work, cooking and manipulating	Use actions, movement and dance to respond to rhymes. Develop balance, coordination and core strength. Continue fine-motor opportunities through	Strengthen gross motor skills through outdoor gardening and digging. Develop fine-motor strength through planting,	Move like different animals, developing balance, coordination and body control. Strengthen fine-motor skills through small-	Develop strength, coordination and spatial awareness through obstacle courses, emergency-service role play and outdoor

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	use. Practise dressing, using cutlery and making healthy choices.	materials. Continue self-care routines.	mark-making, dough, threading and tool use.	scooping, pouring, cutting and mark-making.	world play, drawing, cutting and modelling.	movement. Continue fine-motor and self-care routines.
Literacy	Reading and Comprehension: • Develop a love of stories, books, rhymes and poems. • Listen to and talk about familiar stories. • Join in with repeated words, phrases and actions. • Talk about characters, feelings and events in stories. • Develop vocabulary linked to themselves, their families and experiences.	Reading and Comprehension: • Listen to and talk about stories linked to celebrations and traditions. • Join in with repeated phrases and familiar parts of stories. • Talk about characters, events and personal experiences. • Develop vocabulary linked to celebrations, family and traditions.	Reading and Comprehension: • Listen to and talk about a range of stories and nursery rhymes. • Join in with repeated refrains, phrases and actions. • Begin to anticipate what might happen next in familiar stories. • Talk about characters, settings and events. • Retell familiar stories using props, pictures and actions.	Reading and Comprehension: • Listen to and discuss stories and non-fiction texts about growing, plants and food. • Develop vocabulary linked to plants, food, cooking and nature. • Recall key events and information from familiar texts. • Talk about what they notice and ask questions about stories and experiences.	Reading and Comprehension: • Listen to and discuss stories and non-fiction texts about animals. • Develop vocabulary to describe animals, their features, movements and habitats. • Retell familiar stories using props, pictures and role play. • Make predictions and talk about what might happen next. • Recall and discuss key information from stories and non-fiction.	Reading and Comprehension: • Listen to and discuss stories and non-fiction texts about people who help us. • Develop vocabulary linked to occupations, tools and the community. • Talk about characters, events and experiences. • Retell familiar stories and role-play different scenarios. • Develop understanding by answering questions and recalling key information.
	Writing and mark making: • Explore mark-making using a range of tools and materials. • Give meaning to the marks they make. • Draw pictures of themselves and people who are important to them. • Begin to recognise and write their own name.	Writing and mark making: • Develop increasing control when making marks. • Create cards, invitations, lists and other meaningful marks. • Begin to copy familiar shapes, patterns and letter-like forms.	Writing and mark making: • Use a range of tools to make marks with increasing control. • Give meaning to drawings and marks. • Begin to use pictures, symbols and marks to communicate ideas. • Develop writing movements through	Writing and mark making: • Make marks for different purposes, including labels, lists and recipes. • Draw and label pictures with adult support. • Develop increasing control of pencils, crayons and other writing tools.	Writing and mark making: • Use drawing and mark-making to represent animals and their environments. • Create labels, signs and simple captions with adult support. • Develop increasing control and confidence when using writing tools.	Writing and mark making: • Write for a range of meaningful purposes through play. • Create signs, labels, lists, messages and simple captions. • Develop increasing control and confidence when using writing tools.

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		Recognise their name and attempt to write it.	playful and purposeful activities.	Begin to form some recognisable letters, particularly those in their name.	Write some letters from their name and other familiar letters.	- Write their name and some familiar letters independently. - Talk about the marks and writing they have created.
Phonics	We use the Jolly Phonics scheme , an engaging, multisensory approach to develop early phonics skills through stories, rhymes, songs, games and play , with learning revisited regularly and adapted to children's developmental needs.					
	Listening, Rhythm & Rhyme - Develop listening and attention skills. - Explore environmental and instrumental sounds. - Join in with rhymes, songs and repeated phrases. - Explore rhythm and syllables through names and familiar words. - Begin to recognise and generate rhyming words. - Explore alliteration through playful activities. - Introduce Jolly Phonics songs, actions and sounds where appropriate.		Sounds & Initial Phonemes - Continue to develop listening and sound discrimination. - Explore syllables, rhythm, rhyme and alliteration. - Hear and identify initial sounds in familiar words. - Introduce and practise Jolly Phonics sounds through songs, stories and actions. - Encourage children to associate sounds with their corresponding letters. - Begin oral blending and segmenting through playful activities.		Developing Phonic Confidence - Consolidate previously learned sounds and skills. - Recognise and recall an increasing number of Jolly Phonics sounds. - Hear initial sounds in familiar words with increasing confidence. - Continue oral blending and segmenting. - Apply phonic knowledge during meaningful play and early writing. - Develop confidence in recognising letters and linking them to sounds.	
Maths WRM	We follow the White Rose Maths progression, supporting children to develop confidence and understanding across number, counting, comparison, subitising, shape, space, measure and pattern . Learning is flexible and developmentally appropriate, with concepts revisited through play, routines, stories, practical experiences and continuous provision .					
	Maths Links - Count objects, actions and body parts. - Explore more, fewer and the same. - Explore shape, size and positional language. - Notice and create simple patterns.	Maths Links - Count and compare objects in meaningful contexts. - Explore quantities through birthdays, food and celebrations. - Explore shape, size and capacity. - Notice and create repeated patterns.	Maths Links - Count characters, objects and actions in stories and rhymes. - Explore quantities and compare groups. - Develop positional language through stories and movement. - Explore shape and repeated patterns.	Maths Links - Count and compare seeds, plants, food and natural objects. - Explore size, length and capacity. - Sort and match objects by different attributes. - Explore patterns in nature.	Maths Links - Count and compare animals and objects. - Explore size, length and positional language. - Sort animals and objects by different characteristics. - Notice and create patterns using natural materials.	Maths Links - Count and compare objects through role play. - Explore shape, size, position and routes. - Develop counting and matching skills through practical experiences. - Notice and create simple repeated patterns.

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Understanding the World	Understanding the World supports children to develop their knowledge, curiosity and understanding of themselves, their families, their community and the wider world . Through stories, conversations, first-hand experiences and exploration, children will be encouraged to notice similarities and differences, ask questions and share their ideas. Children will explore the natural world, people, places, cultures, traditions and communities , developing an awareness of change over time. A rich range of experiences and vocabulary will support children to make connections and develop their understanding of the world around them.					
	History Links • Talk about themselves, their family and people who are special to them. • Begin to understand that they have grown and changed over time. • Look at photographs and talk about things they did when they were younger. • Talk about significant events and experiences in their own lives. • Begin to use words such as <i>baby, now, before, after, younger</i> and <i>older</i>.	History Links • Talk about celebrations and special events they have experienced. • Share photographs, objects and experiences from celebrations. • Notice that celebrations may happen every year. • Talk about how they celebrate special occasions with their families. • Begin to understand that some celebrations and traditions have been happening for a long time.	History Links • Talk about things that happened in the past using familiar nursery rhymes and stories. • Explore old and new versions of familiar objects, toys and everyday items. • Notice similarities and differences between life now and in the past. • Talk about their own experiences of being a baby and how they have changed. • Begin to use simple language to talk about past and present.	History Links • Talk about how they have changed and grown since they were babies. • Look at photographs from different stages of their lives. • Talk about changes they notice in themselves over time. • Share experiences and stories from their families and homes. • Begin to understand that people and things change over time.	History Links • Talk about how animals change as they grow. • Notice changes in animals over time through stories, photographs and observations. • Compare young animals with adult animals. • Talk about animals they have seen or experienced in the past. • Begin to understand simple sequences of change.	History Links • Talk about people who help us in our community. • Explore how some jobs and roles may have changed over time. • Compare old and new photographs, uniforms, vehicles or equipment. • Talk about people who help them and their families. • Begin to understand that the way people live and work can change over time.
	Geography Links • Talk about where they live and places that are familiar to them. • Explore their nursery environment and talk about what they see around them. • Talk about journeys they make to nursery and other familiar places. • Use simple positional language such as <i>in, on, under, next to, behind</i>.	Geography Links • Talk about places where celebrations take place. • Explore how people in different places and communities celebrate. • Notice similarities and differences between celebrations in different parts of the world.	Geography Links • Explore different environments through familiar nursery rhymes and stories. • Talk about places and settings, such as farms, forests, towns and homes. • Use simple positional and directional language during play. • Explore maps, routes and simple	Geography Links • Explore the natural environment through first-hand experiences. • Notice changes in the environment as the seasons change. • Talk about different places where plants and food grow. • Explore where food comes from.	Geography Links • Explore different habitats and environments where animals live. • Talk about where familiar animals and minibests can be found. • Notice similarities and differences between different environments.	Geography Links • Explore the local community and familiar places. • Talk about places where different people work. • Explore simple maps and routes through role play and play-based experiences. • Talk about how people travel to different places.

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	• Notice changes in the environment around them.	• Explore foods, clothing, decorations and objects linked to different celebrations. • Talk about changes in the weather and environment as seasons change.	representations of familiar places. • Talk about what they see and notice in different environments.	• Observe and talk about weather and seasonal changes. • Develop an understanding of caring for the environment.	• Explore natural features such as trees, grass, soil, water and rocks. • Use simple geographical vocabulary to describe places and environments. • Talk about changes they notice in the natural environment.	• Use positional and directional language to describe locations. • Notice and talk about features of their local environment.
	Science Links • Use all their senses in hands-on exploration. • Explore and talk about their bodies and the senses they use. • Notice and talk about similarities and differences between themselves and others. • Explore familiar objects and materials using their senses. • Explore how their bodies move in different ways. • Begin to notice changes in themselves and the world around them.	Science Links • Explore how familiar objects and materials work through hands-on experiences. • Explore cause and effect through simple investigations. • Explore light, shadows and reflections. • Explore how things move through pushing, pulling and rolling. • Explore and talk about different materials and their properties. • Notice and talk about changes they observe, including changes caused by heat and cold.	Science Links • Explore how things work through familiar nursery rhymes and hands-on experiences. • Investigate movement through pushing, pulling, rolling and dropping. • Explore simple forces through everyday experiences. • Explore floating and sinking through water play. • Explore different materials and talk about what they notice. • Notice and talk about changes that happen during play and exploration.	Science Links • Explore the natural world using their senses. • Notice and talk about changes in plants as they grow. • Plant seeds and care for growing plants. • Explore what plants need to grow. • Observe and talk about changes over time. • Explore where some food comes from. • Explore and talk about changes in materials through cooking and food preparation. • Develop an understanding of caring for plants and the natural world.	Science Links • Explore and talk about different animals and minibeasts. • Notice similarities and differences between animals. • Observe animals and talk about their movements, sounds and features. • Notice and talk about changes in animals as they grow. • Explore different habitats and environments. • Develop an understanding of how to care for and respect animals and living things. • Explore the natural world through first-hand experiences, books and observations.	Science Links • Explore how everyday objects, tools and equipment work. • Explore different tools and equipment used by people in the community. • Investigate different ways objects can move. • Explore simple mechanisms through hands-on experiences. • Explore materials and their different uses. • Notice and talk about changes they observe when using or combining materials. • Encourage children to ask questions and share what they notice. • Develop an understanding of

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						how people use tools and equipment to help others.
	RE Links My family, what is special to me, similarities and differences between families.	RE Links Christmas, Diwali, Hanukkah, Eid and other celebrations relevant to our children and community.	RE Links Traditional stories, special books and stories from different cultures and traditions.	RE Links Explore how we can care for the world around us, including plants, animals and other living things. Talk about food, where it comes from and how people may show appreciation or thankfulness for the food they have.	RE Links Develop an understanding of caring for and respecting animals and the natural world, exploring how people and communities may have different beliefs and traditions about animals and nature.	RE Links People who help our communities; places and people that are important to different communities.
Expressive Arts and Design	Children will develop their imagination, creativity and self-expression through regular opportunities to explore a wide range of media, materials, tools, music and creative experiences . Children will be encouraged to experiment, make choices, develop skills and express their ideas, feelings and experiences through art, design, music and imaginative play. Repeated, meaningful experiences will support their confidence, vocabulary and appreciation of the arts . Children will experience a variety of music and, where possible, live musical performances. They will be encouraged to listen, respond and talk about music , noticing changes, sounds, patterns and rhythms.					
	Art Links Drawing – Exploring Materials and Mark Making • Explore a range of drawing materials and tools. • Experiment with different marks, lines, shapes and patterns. • Explore what different drawing tools and materials can do. • Use drawing to represent themselves, their families and familiar objects. • Develop confidence in making marks and experimenting with different techniques.	D&T Links Joining, Constructing and Creating • Explore a range of construction materials, including paper, card, fabric and recycled materials. • Investigate different ways of joining materials using glue, tape and other suitable resources. • Experiment with folding, tearing, sticking and attaching materials. • Create simple cards, decorations and models linked to celebrations.	Art Links Painting – Exploring Colour and Effects • Explore paint and a range of painting tools and techniques. • Experiment with colours and begin to explore colour mixing. • Investigate different marks, patterns and effects that can be created with paint. • Use paint to represent characters, objects and events from familiar stories. • Explore what happens when different colours and materials are combined.	D&T Links Building, Constructing and Problem-Solving • Explore a range of construction materials and resources. • Experiment with building, stacking, joining and balancing materials. • Create simple models linked to gardens, plants and growing. • Explore making structures such as plant pots, garden features and homes for minibests.	Art Links Sculpture – Exploring Shape, Form and Texture • Explore and manipulate a range of materials, including playdough, clay and salt dough. • Experiment with squeezing, rolling, pressing, pinching, shaping and moulding. • Investigate different shapes, forms and textures when creating 3D artwork. • Use sculpture to represent familiar	D&T Links Designing, Constructing and Creating Models • Explore a range of construction materials, tools and resources. • Investigate different ways of joining, fixing and combining materials. • Create simple models linked to people who help us, such as vehicles, buildings and emergency service equipment. • Experiment with constructing, stacking

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	• Begin to choose materials and resources to express their ideas. • Explore and talk about the marks and drawings they have created.	• Explore what different materials can do and how they can be combined. • Begin to choose materials and resources for a particular purpose. • Talk about what they have made and the materials they have used.	• Begin to choose colours, tools and resources to express their ideas. • Talk about the colours, marks and effects they have explored.	• Investigate how different materials can be used and combined. • Begin to choose materials and resources to develop their ideas. • Talk about their models and how they have made them.	animals, minibeasts and characters. • Explore combining natural and reclaimed materials to create artwork. • Begin to choose materials and resources to develop their ideas. • Talk about their creations and the materials they have used.	and balancing materials. • Begin to select materials and resources to create something for a purpose. • Explore different ways to solve simple construction problems. • Talk about their finished creations and explain what they represent.
	Music Links Exploring sounds • Listening and responding to music. Let’s Be Friends • Think about feelings • Sing a song with others • Listen and join in with actions	Music Links Christmas Concert Performance - singing • Children will use their voices to sing traditional and modern Christmas songs to show the Nativity.	Music Links Nursery Rhymes • Exploring patterns and repetition. • Joining in with familiar songs. This is me • Describe themselves and others • Sing the shape of the tune • Come up with ideas for actions	Music Links Nursery Rhymes • Exploring patterns and repetition. • Joining in with familiar songs. I’ve got feelings • Create music based on a different feeling, using bodies as instruments. • Listen to different pieces of music and describe how it makes them feel (physically or verbally).	Music Links Nursery Rhymes • Exploring patterns and repetition. • Joining in with familiar songs. Animal Tea Party • Listen to music and move bodies in different ways: crouch, stretch, curl, wave, reach.	Music Links Nursery Rhymes • Exploring patterns and repetition. • Joining in with familiar songs. Let’s jam! • Tap the rhythm of their names. • Use instruments and body percussion to create rhythms. • Call and response • Explore dynamics (volume)