

Moorlands Nursery Curriculum & Differentiated Progression Grid

2026/2027 Long Term Plan •

Area / Strand	Autumn 1 (2026) [8 Weeks]	Autumn 2 (2026) [7 Weeks]	Spring 1 (2027) [6 Weeks]	Spring 2 (2027) [5 Weeks]	Summer 1 (2027) [7 Weeks]	Summer 2 (2027) [6.5 Weeks]
Overarching Topic	All About Me	Let's Celebrate!	Once Upon a Time Lunar New Year	Journeys Easter	All Creatures Great and Small	Under the Sea & Healthy Me (Sports Week) Transition - New Beginnings
Core Texts	- Maisy starts Nursery - Harry and the Dinosaurs/Nursery School - Happy to be me - Monkey Business(Personal Care) - Space week - Whatever Next - Owl Babies - Wow Said Owl	- Five Little Fireworks - Diwali - Simon Sock-Odd Sock Day/Nursery Rhymes-Nursery Rhyme Week) - Pip and Posey and the Birthday Party - Autumn - Stick Man - Christmas Story	- Pip and Posy and the New Friend - The Gingerbread Man - The Three Bears - Billy Goats Gruff - The Three Pigs - The Great Race	- Mr Wolf's Pancakes - The Train Ride - The Naughty Bus - Rosie's walk - We are going on an Egg Hunt	- Where is Bear? - Mad About Minibeasts - Hairy Mc Clary and the Vet - Handa's Surprise - Dear Zoo - Dinosaur Roar - The Little Red Hen	- Shark in the Dark - Hooray for Fish - Billy's Bucket - Barry the Fish with Fingers - My First Sports Day - Only One You! - N2 I am Absolutely Too Small for School. - N1- Lulu's first Day
Key Dates / Events	- Transition to Nursery - Harvest Festival - World Space Week (Oct 4–10, 2026)	- Guy Fawkes / Bonfire Night (Nov 5, 2026) - Diwali (Nov 8, 2026) - Odd Socks Day (Nov 16, 2026) - Remembrance Day	- Lunar New Year (Feb 6, 2027) - Shrove Tuesday / Pancake Day (Feb 9, 2027) - Valentine's Day (Feb 14, 2027)	- Oral Health Day (Mar 20, 2027) - Holi Festival (Mar 22, 2027) - Easter Sunday (Mar 28, 2027)	- Earth Day (Apr 22, 2027) - World Dinosaur Day (May 18, 2027) - Father's Day (Jun 20, 2027)	- Father's Day (Jun 20, 2027) - National Eat Your Vegetables Day (Jun 17, 2027) - World Music Day (Jun 21, 2027)

	• Global Handwashing Day (Oct 15, 2026)	(Nov 11, 2026) • World Kindness Day (Nov 13, 2026) • Children in Need (Nov 20, 2026) • World Nursery Rhyme Week (Nov 16-20, 2026) • Hanukkah (Dec 4–12, 2026) • Christmas Eve/Day (Dec 24-25, 2026)	14, 2027) • World Book Day (Mar 4, 2027) • Mothering Sunday UK (Mar 7, 2027)	• St. Patrick's Day (Mar 17, 2027) • St. George's Day (Apr 23, 2027)	• National Eat Your Vegetables Day (Jun 17, 2027) • World Music Day (Jun 21, 2027) • National Insect Week (Jun 21–27, 2027)	21, 2027) • National Insect Week (Jun 21–27, 2027) • Transition to Reception • End of Term Party
Communication and Language						
Listening & Attention	N2 • Attends to a targeted activity for an initial sustained period. N1 • Attends to adult-led activity for short period of time.	N2 • Listens to a simple story and links key events together. N1 • Listens to a simple story and enjoys group shared story sessions.	N2 • Shifts tasks smoothly when called by name. N1 • Shifts from one task to another if attention is fully obtained using name.	N2 • Begins managing divided focus during structured group projects. N1 • Pays attention to more than one thing at a time (which can be difficult).	N2 • Enjoys listening to longer stories and remembering things that happen. N1 • Listens to stories with increasing focus and remembers single key characters.	N2 • Maintains attention at chosen activity for a sustained period of time. N1 • Fully settles into adult-guided listening routines independently.
<u>Understanding</u>	N2 • Selects and organizes complex objects on command.	N2 • Comprehends explicit action verbs in interactive books.	N2 • Follows a 2-part instruction with minimal non-verbal cues.	N2 • Begins to understand simple context-driven Why? questions.	N2 • Answers or asks targeted/ why questions during curriculum play.	N2 • Completely understands a two-part instruction (e.g.; Get your bag and your picture please.

	N1• Selects a familiar object when asked (e.g. Can you find the hat?	N1• Shows understanding of actions by pointing to the correct picture (e.g., who is skipping?).	N1• Follows instructions with three key words (e.g., Can you wash the baby's face?)	N1 • Begins to understand 2-part instructions with explicit visual support.	N1• Demonstrates independent keyword tracking across multi-object choices.	• Responds clearly to questions/prompts. N1• Follows 2-part instructions reliably with mild verbal support.
<u>Speaking</u>	N2• Links phrases together confidently to describe current play actions. N1 • Links 3-5 words together using basic pronouns (me, him, she) and prepositions (in, on, under).	N2 Pre-School: • Uses simple everyday questions What is that for? N1• Begins to ask simple questions (e.g., 'What's this?'). • Sings a repertoire of simple songs.	N2 • Refines word pronunciation; explores multi-syllabic vocabulary words. N1• Begins to talk about people and things that are not present (e.g., 'Mummy gone').	N2 • Uses descriptive language for space (over there) and utility (toothbrush for cleaning teeth). N1 • Expands active speech vocabulary; pronounces clear vowel blends.	N2 • Deploys future or past tense syntax structure (I am going to the shop; I went to the park&....). N1 Links compound concepts together using emergent pronouns.	N2 • Uses longer sentences. • Uses more complex sentences, using joining words like because • Pronunciation developing; may struggle with j, th, ch, sh. N1 • Consistently links 5+ words together using correct prepositions.
<u>Social and Play</u>	N2 • Responds cleanly to language modeling inside group check-ins.	N2 • Mimics polite social greetings during group circle-time.	N2 • Initiates a multi-turn conversation with an adult or peer.	N2 • Starts a conversation with an adult and continues it dynamically.	N2 • Uses talk to organise themselves and their play (e.g.,;I will be the mummy	N2 • Able to express a point of view and debate when they disagree

	N1 • Supported language development through play and play-based activities.	N1• Responds directly to adults modelling language Thank you!Good morning;How are you?.	N1 • Uses basic expressive non- verbal gestures coupled with short phrases to play.	N1• Participates in small group parallel play with simple shared	N1• Expresses cooperative actions during structured play scenarios.	with an adult or friend using words as well as actions. N1 • Negotiates simple turn-taking using spoken phrases.
<u>Phonological Awareness</u>	Environmental Sounds Instrumental Sounds Body Percussion Rhythm and Rhyme Alliteration & Voice Sounds Oral Blending And segmenting N2- Spring/Summer- Introduce Ruth Miskins Nursery Phonics sessions ready for Reception					
<u>PSED-</u> PSHE-Books/story sacks based on children needs as they arise	Settling & Relationships • Select and use activities and resources, with help when needed. • Begin to separate from main carer with practitioner support. • Show an interest in other	Managing Feelings & Rules • Understand rules and why they are important, learning to follow them. • Remember rules without always needing an adult to remind them. • Express feelings and show an	Building Relationships • Play with one or more other children, extending and elaborate play ideas. • Find ways to solve conflicts with peers, with adult support. • Develop confidence in	Sense of Self &Independence • Select and use resources independently, exploring the setting with confidence. • Show confidence in new social situations. • Increasingly follow rules and	Managing Conflict & Health • Find solutions to conflicts during play with less adult intervention. • Know and talk about the factors that support overall	Cooperative Play & Maturity • Play cooperatively with peers, taking turns and sharing resources. • Show strong independence, resilience, and confidence across all routines. • Form positive, supportive

	children& play and start to join in. Routines & Self-Care • Learn to respond to nursery routines with adult guidance. • Become more outgoing with unfamiliar people in the safe setting.	awareness of how others may be feeling. Self-Care & Independence • Develop independence in dressing (putting on coat, doing up zips). • Establish handwashing routines and personal hygiene routines.	speaking to practitioners and peers. Self-Regulation • Talk about their feelings using words like ;happy,sad,angry and worried. N1 • Seek comfort from familiar adults when needed and use a familiar adult as a secure base. • Express a wide range of emotions and begin to learn how to soothe themselves. • Play alongside other children (parallel play) and observe their actions with interest.	adjust behaviour to different situations. Empathy & Respect • Understand how others might be feeling and respond with Empathy. N1• Show strong personal preferences for toys, activities, and routines. • Grow in independence when managing personal needs (e.g., trying to put on shoes/coat). • Begin to understand simple boundaries and respond to soft guidance from adults.	health and wellbeing: - regular physical activity & - healthy eating - sensible screen time & tooth brushing N1• Assert urgency and needs independently, using words or gestures to express frustration/joy. • Show awareness of own feelings and know that some actions can hurt or upset others. • Join in simple shared play activities and practice turn-taking with direct adult modeling.	friendships and navigate social interactions effectively. N1• Demonstrate increasing confidence in exploring new environments away from key person. • Actively assist in self-care routines (washing/drying hands, sitting on potty/toilet). • Form strong, affectionate relationships with key staff and familiar peers.
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<u>PD</u>	Physical Development Skills to be developed throughout the year and targeted specifically to children's development. Children will learn how to move safely and be introduced to arrange of indoor/outdoor equipment to develop gross/fine motor s skills. Having gross motor skills is the foundation of fine motor skills. Through the provision of activities that support gross motor development will help children develop fine motor skills. Children will build strength in their hands and wrists through fine motor activities that involve squeezing, pinching and twisting, as well as their hand-eye coordination. Develop overall body-strength, balance, co-ordination, and agility. Develop fine motor skills- holding pencil correctly, using scissors etc Daily Dough Disco- Children will learn dough moves: rolling/splatting/pinching/twisting /squeezing and molding					
<u>PD Skills</u>	Games to build listening and friendships. Circle and parachute games Games to build listening and friendships	Indoor Circuits Body boards/climbing frame/spots Music & Movements Songs with actions Dancing with scarves/ribbons Musical statues	Spatial Awareness To learn to negotiate space safely and effectively through special awareness games such as following an obstacle course. Music & Movements Songs with actions Dancing with scarves/ribbons	Throwing and catching and rolling. Rolling a ball to a partner. Throwing a large ball at a target(under arm) Throwing a ball at a target (over arm) Catching a large ball. Practice using range of resources: beanbags, throw and catch scarves, balls, balls of different sizes/basketball net	Benches/Outdoor climbing equipment/ Outdoor obstacle courses Choose to move in a variety of ways-body shape, position, height & pace (crawling, rolling, walking, skipping, jumping, hopping, climbing.) Encourage children to mount the apparatus safely through climbing down or small jumps- landing safely.	Sports Day Skills e.g Balancing a small ball on a spoon and moving to the endpoint. Collaborating as part of a team.
Gross Motor	Supported development within the outdoor provision and adult led movement sessions such as Muscle Music(Body movements to music using ribbons/streamers/pompoms/core-strength and Large Scale Mark Making to Music.					

	Using bikes, climbing, balancing (standing on one leg), jumping, skipping, hopping, running, using a ball, catching a large ball, climb stairs with alternating feet –holding an object. Manage larger items in a team. Large movements to support shoulder strength like hanging, pulling self along a bench/ body boards using upper body. Tasks to support whole body large movements: Waving streamers as part of Music and Movement /Larger movable equipment/Sensory Circuits					
Fine Motor	Daily Funky Fingers activities.Supported development to develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: fingers, paint brushes, pencils for drawing and writing, scissors, knives, forks, and spoon. Putting on a coat. Fine motor skills supported with activities such as: Nuts and Bolts, Threading Beads, Peg Boards and Pin Boards • Pipettes in the Water, Tearing Paper, Tweezers, Zips and buttons.					
Literacy - Writing	[N1] Focuses on large-scale sensory mark-making using whole arm movements (sand, shaving foam, big chalks). [N2] Distinguishes between the different marks they make. Shows an early hand preference.	[N1] Noticeably reacts to the marks they create; shows curiosity when watching adults write. [N2] Gains greater physical control over marks on the page (making distinct lines/circles) using a comfortable grip.	[N1] (Winter Intake Joins) Independently initiates marks on paper and experiments with cause and effect. [N2] Clearly ascribes meaning to marks (e.g., pointing to scribbles and telling an adult what it says).	[N1] (Easter Intake Joins) Explores mark-making in varied media, developing control with one-handed tools. [N2] Draws purposeful loops, lines, and shapes. Begins to attempt tracing or writing the initial letter of their name.	[N1] Creates distinct shapes on the page and can verbally talk about their drawings when asked. [N2] Identifies letters/sounds in their own name and successfully writes some or all of it using emergent script.	[N1] Demonstrates understanding that marks carry meaning; shifts from random marks to intentional lines. [N2] (Transition to Reception) Holds a pencil effectively using a tripod/pincer grasp. Uses letter-like forms in purposeful role-play.
Transcriptional Skills	[N1] Large Gross-Motor Motor Play: • Wave large ribbons in the air to music to strengthen shoulders. • Dig in large outdoor sand pits. [N2] Fine-Motor & Early Grip Function: • Use chunky tweezers to rescue plastic toys from water. • Thread large wooden	[N1] Sensory Pattern Isolation: • Finger-trace lines in trays of shallow salt or glitter. • Bang and smash plastic hammers onto playdough lumps. [N2] Static Pincher Setup & Control: • Pinch small clothing pegs onto the rims of buckets. • Roll clay into clean	[N1] Hand-Eye Track Isolation: • Squeeze water spray bottles onto specific marks on outdoor fences. • Tear thick scrap paper into large strips. [N2] Early Tool Directionality: • Follow straight paths using fat wax crayons on large butcher paper. • Snip clean cuts into	[N1] Functional Grip Development: • Use short chunky triangular crayons on floor scrolls. • Use small pipettes to transfer colored water drop by drop. [N2] Form & Enclosure Tracking: • Trace simple continuous zig-zag or wavy pattern cards. • Paint distinct enclosed	[N1] Finger Segregation Skills: • Press individual fingers firmly into soft therapy putty. • Peel sticky tape pieces off tables using fingernails. [N2] Pincer Tripod Stabilization: • Pick up tiny small sequins using a neat index finger-thumb pincer. • Practice writing initial	[N1] Intentional Spatial Layout: • Copy simple vertical line marks drawn by adults in paint. • Thread smaller beads with greater independence. [N2] Tripod Transition Mastery: • Hold marker pens/pencil crayons with an effective tripod or pincer grasp. • Form recognizable

	beads onto rigid plastic laces.	small spherical balls using fingers.	edges of playdough with loop scissors.	circle shapes onto paper with paintbrushes.	letter forms in dry tray sand.	letters from their name using playdough ropes.																																																
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White Rose Maths	<table><tr><td>Comparison 1</td><td>Shape, space and measure 1</td><td>Pattern 1</td><td>Counting 1</td><td>Counting 2</td><td>Subitising 1</td></tr><tr><td>More than, fewer than, same</td><td>Explore and build with shapes and objects</td><td>Explore repeats</td><td>Hear and say number names</td><td>Begin to order number names</td><td>I see 1, 2, 3</td></tr><tr><td>Pattern 2</td><td>Shape, space and measure 2</td><td>Subitising 2</td><td>Counting 3</td><td>Shape, space and measure 3</td><td>Pattern 3</td></tr><tr><td>Join in with repeats</td><td>Explore position and space</td><td>Show me 1, 2, 3</td><td>Move and label 1, 2, 3</td><td>Explore position and routes</td><td>Explore patterns</td></tr><tr><td>Counting 4</td><td>Shape, space and measure 4</td><td>Subitising 3</td><td>Comparison 2</td><td>Pattern 4</td><td>Shape, space and measure 5</td></tr><tr><td>Take and give 1, 2, 3</td><td>Match, talk, push and pull</td><td>Talk about dots</td><td>Compare and sort collections</td><td>Lead on own repeats</td><td>Start to puzzle</td></tr><tr><td>Pattern 5</td><td>Subitising 4</td><td>Counting 5</td><td>Pattern 6</td><td>Counting 6</td><td>Comparison 3</td></tr><tr><td>Making patterns together</td><td>Make games and actions</td><td>Show me 5</td><td>My own pattern</td><td>Stop at 1, 2, 3, 4, 5</td><td>Match, sort, compare</td></tr></table>						Comparison 1	Shape, space and measure 1	Pattern 1	Counting 1	Counting 2	Subitising 1	More than, fewer than, same	Explore and build with shapes and objects	Explore repeats	Hear and say number names	Begin to order number names	I see 1, 2, 3	Pattern 2	Shape, space and measure 2	Subitising 2	Counting 3	Shape, space and measure 3	Pattern 3	Join in with repeats	Explore position and space	Show me 1, 2, 3	Move and label 1, 2, 3	Explore position and routes	Explore patterns	Counting 4	Shape, space and measure 4	Subitising 3	Comparison 2	Pattern 4	Shape, space and measure 5	Take and give 1, 2, 3	Match, talk, push and pull	Talk about dots	Compare and sort collections	Lead on own repeats	Start to puzzle	Pattern 5	Subitising 4	Counting 5	Pattern 6	Counting 6	Comparison 3	Making patterns together	Make games and actions	Show me 5	My own pattern	Stop at 1, 2, 3, 4, 5	Match, sort, compare
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Understanding the World	[N1] Explores immediate physical surroundings using multi-sensory approaches; shows interest in looking at personal photos. [N2] Groups items by observable physical qualities; describes key relationships within their household and familiar routines. • Science: Investigating natural materials (pumpkins, conkers, leaves, pinecones, sticks). • History: Talk about family, friends, and home. Share photos. • Geography: Exploring school/nursery grounds; Autumn walk. • RE: What is being Kind?	[N1] Observes and reacts to visual cause-and-effect experiments with curiosity. [N2] Demonstrates awareness of historical events and understands that special seasonal celebrations differ across global communities. • Science: Rockets (Mentos blast off!); Bubbling Cauldron (baking soda/vinegar). • History: Significant events (Bonfire Night, Halloween, Christmas, Remembrance Day). • Geography: Countries of the world linked to festivals. • RE: How are special times celebrated? Who do we celebrate with/remember?	[N1] (Winter Starters) Engages in natural texture changes outdoors (mud/frost). [N2] Discusses specific aspects of distinct natural environments and begins to compare features of seasonal world festivals. • Science: Nursery Garden in Winter (mud digging, minibests, • History: Celebrate Lunar New Year. • Geography: Winter walk; countries linked to Lunar New Year. • RE: Which places are special and why?	[N1] (Easter Starters) Manipulates materials to observe structural cause/effect. [N2] Talks with detail about different roles in their local community and charts explicit natural changes in plants/habitats. • Science: Explore how things work; collections of building materials (houses/bridges/boats). • History: Discuss occupations (bus driver, vet e.t.c) • Geography: Spring Walk; seasonal changes. • RE: How are special times celebrated? (Spring/Summer)	[N1] Interacts with water/malleable properties, responding to basic adult questions. [N2] Sequences key stages of personal development over time using early structural language • Science: sink and float water lab/creatures trapped in ice Geography Activity: "Changing Landscapes" Mud & Clay Maps History "My Growing Timeline" RE: Special Celebrations & The Sharing Circle"	[N1] Handles plants and small creatures with care, noticing specific characteristics. [N2] Explains key lifecycles sequentially and practices active care routines for the immediate natural world Science: Melting Ice & Squeezing Sponges History: My Growing Timeline Geography: Making Mud Landscapes RE: The Celebration Reflection Pool/Reflect on Kindness
Art (EAD)	[N1] Mark Making & Exploration • Explore paint by finger-painting, smearing, and printing. • Use whole arm movements to create marks. • Experience textures: wet/dry sand, slime, finger-paint. [N2] Media	[N1] Fine Motor & Simple Joining • Squeeze, pat, and roll playdough. • Explore simple tools like stampers and rollers. • Pull apart and manipulate soft materials. [N2] 3D Form & Intention • Roll, pinch, and press	[N1] Shape & Construction • Stack blocks and knock them down. • Experience printing shapes with basic objects (LEGO, reels). • Notice colors change when mixed randomly. [N2] Joining & Spatial Purpose • Combine natural and	[N1] Malleable Handling • Pat, smooth, and flatten dough using hands/tools. • Cut materials using basic stamps/cutters. • Explore paint using circular hand paths. [N2] Controlled Tools & Resists • Use finer tools (thin brushes, rollers)	[N1] Multi-Texture & Prints • Use items (vegetables, sponges) to press down and leave clean stamps. • Thread large beads or objects onto string. [N2] Sculpting & Observation • Mold 3D clay sculptures intentionally adding finer elements	[N1] Collaborative Media • Engage in collaborative large-scale artwork (splattering, rolling balls in paint). • Assemble diverse junk materials loosely. [N2] Structural Junk Modeling • Connect boxes and tubes structurally using

	Manipulation & Intention • Use tool control (thick brushes, sponges) with growing coordination. • Begin to make intentional marks to represent a face. • Create basic self-portrait collages with varied media.	clay or salt dough into distinct shapes. • Stick materials together securely with glue. • Decorate 3D forms (Diya lamps) with jewels and acrylic paint.	building materials to make enclosed spaces (pigs' houses). • Use glue and tape intentionally to connect textures. • Mix two colors with an expectation of the outcome.	intentionally. • Explore multi-step techniques like oil pastel wax resists. • Cut paper roughly with scissors.	(wire legs/antennae). • Work from observational drawings to create recognizable artwork.	tape or glue. • Apply purposeful techniques like bubble-wrap printing for textures.
<u>Music-</u>	Begin to build a bank of nursery rhymes Songs that go with routines. Nursery rhyme of the week. Nursery rhyme books. Nursery rhyme sessions. • Sing songs daily so children Learn new words, melody, and actions. Explore Sound and Movement • Explore sound makers and percussion instruments in	Rhyme & Performance • Build on nursery rhymes & introduce festive songs. • Prepare for and participate in the Christmas performance. • Perform actions and simple songs to an audience. Instrument Control • Explore playing instruments in different ways (shaking, tapping, striking).	Expanding Repertoire • Continue building a large repertoire of songs, adding music from different cultures. • Sing songs regularly to master words, melody, and actions off by heart. Listen & Respond • Listen with increased attention to sounds and respond to what they hear.	Pitch & Accompaniment • Begin pitch matching (singing the pitch of a tone sung by an adult). • Show greater awareness of melodic shape and structure. • Accompany action songs using body movement, ribbons/props, or instruments. Exploring Musical Elements	Musical Elements Focus • Play & perform music demonstrating contrast in: • Dynamics (loud / quiet) • Tempo (fast / slow) • Pitch (high / low) • Rhythms (patterns of sound) Creativity & Vocal Play • Create own songs or adapt and improvise around familiar nursery rhymes.	Mastery & Performance • Remember and sing entire songs from memory with accurate actions and pitch. • Perform confidently in groups and independently. Musical Expression • Combine dynamics, tempo, pitch, and rhythm naturally in play and performance.

	continuous provision. • Move and dance to music, responding physically to different rhythms.	• Play instruments with increasing control to express feelings and ideas.	• Use own voices with confidence to sing favourite songs. N1• Join in singing familiar songs and rhymes, remembering phrase endings. • Move body spontaneously or in response to dynamic musical sounds and rhythms. • Notice and respond to changes in music, sound, and vocal pitch.	• Explore dynamics (loud/quiet) and tempo (fast/slow) through guided play. N1: Explore sound makers and instruments to create different effects and noise levels. • Tap out simple rhythms and join in with repetitive vocal and sound patterns. • Combine movement with props (ribbons, shaker eggs) during song time.	N1• Show dynamic control when tapping/shaking instruments (loud vs soft sounds). • Improvise simple sounds, vocal chants, or repetitive sound patterns during play. • Express thoughts and feelings through enthusiastic singing and rhythmic movement.	• Listen attentively and respond thoughtfully to peer and cultural music. N1• Sing whole nursery rhymes independently or alongside peers. • Respond attentively to musical sessions, anticipating familiar instrumental cues. • Show sustained interest in listening to and making music with varied pitch and pace.
<u>Key Rhymes</u>	Please and Thank you Head, shoulders knees, and toes If Your Happy and You Know it.	Wind the Bobbin Up 3 little Fireworks 1 potato, 2 potatoe Autumn Leaves	When Goldilocks Went to The House of the Bears 5 little bears sitting on the wall.	Wheels on the Bus 5 Little Men in a Flying Saucer 5 Little Pancakes	Incy Wincy Spider Old Mc Donald had a farm/zoo Look There's a Dinosaur	Once I caught a Fish alive 5 little Fish 5 little Sharks

	Hand Washing Song Brush Your Teeth One Finger One Thumb Keep Moving Tommy Thumb	Christmas & Celebration Songs Twinkle Twinkle Little Star Little Snowman	Peter Worked with One Hammer London Bridge is Falling Down	A Sailor Went to Sea se Sea Shut Them Chick, Chick, Chicken	Down in the Jungle 5 Little Speckled Frogs 5 Little Ducks 5 Little Monkeys	Clap your hands to the Rhythm of the music Copy Me Do
Seasons & Vocabulary	[N1] Sensory & Action: • Crisp, wind, drop, wet, orange, gold, crunch. [N2] Descriptive Environment: • Deciduous, harvest, conker, gather, chilly, season, changing.	[N1] Sensory & Action: • Freeze, brrr, frost, dark, cozy, boots, melt. [N2] Descriptive Environment: • Hibernation, evergreen, festival, breathe (seeing breath), celebration, sparkle.	[N1] Sensory & Action: • Mud, dig, seed, tiny, green, pop, rain coat. [N2] Descriptive Environment: • Transition, shoot, cycle, sprout, melting, thaw, fresh.	[N1] Sensory & Action: • Egg, chick, petal, warm, nest, chirp, soft. [N2] Descriptive Environment: • Blossom, lifecycle, creature, blooming, decay, hatch, newborn.	[N1] Sensory & Action: • Sun, bright, buzz, bug, grass, sweat, hat. [N2] Descriptive Environment: • Minibeast, shadow, shimmer, daylight, greenhouse, shade.	[N1] Sensory & Action: • Beach, sand, wave, splash, shell, hot, dry. [N2] Descriptive Environment: • Transition, environment, landscape, protection (sun safety), evaporation.