



# Medium term planning – Autumn 1 (Marvellous Me!)

Reception Ubley and East Harptree	Autumn 1	Marvellous Me!
Role Play: Inside	Home Corner/Cafe	Role Play: Outside
		Home Corner/Cafe

Throughout all learning, the Reception Team will ensure activities and interactions which support the Characteristics of Learning:

**Playing and exploring – engagement:** Finding out and exploring; Playing with what they know; Being willing to ‘have a go’

**Active learning – motivation:** Being involved and concentrating; Keeping trying; Enjoying achieving what they set out to do

**Creating and thinking critically – thinking:** Having their own ideas; Making links; Choosing ways to do things

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Next Steps
<b>Personal, Social and Emotional Development (PSED)</b>  <b>Self-Regulation:</b> Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. ELG:  <b>Managing Self:</b> Become more outgoing with unfamiliar people and show more confidence in new social situations. Usually dry and clean during the day. ELG  <b>Building Relationships:</b> Play with one or more other children, extending and elaborating play ideas.	<b>SELF REGULATION</b>  Mindfulness activities – discuss how we feel before/after this activity	<b>SELF REGULATION</b>  Zones of Regulation – Green. What makes us happy?	<b>SELF REGULATION</b>  Zones of Regulation – Yellow. How do we calm ourselves?	<b>SELF REGULATION</b>  Zones of Regulation – Red. How can we calm ourselves when we are angry?	<b>SELF REGULATION</b>  Zones of Regulation – Blue. How do we feel when we are tired?	<b>SELF REGULATION</b>  Resolving conflict – model ways to calm down.	<b>SELF REGULATION</b>  Resolving conflict – How can we learn how to take turns with our friends?	
	<b>MANAGING SELF</b>  Familiarisation activities within class (Routines of the classroom)  <b>Classroom hunt</b> Using different resources Exploring the learning playground	<b>MANAGING SELF</b>  Why do we have rules? Create Class Charter and rules.  <b>Class rules lesson – sharing school golden rules</b>	<b>MANAGING SELF</b>  We can dress and undress independently and learn about the importance of exercise  <b>Funky fingers to help with fine motor</b> Taking shoes on and off for yoga	<b>MANAGING SELF</b>  We can manage own basic hygiene.  <b>Learn about healthy eating</b> Talk about teeth brushing Explore with children what they think hygiene is	<b>MANAGING SELF</b>  We can follow rules without needing an adult to remind us.  <b>Jobs for the term</b> Learn the line-up song	<b>MANAGING SELF</b>  We can identify when we do and don’t need help.  <b>Lesson on when to ask for help</b> What might we need help for?	<b>MANAGING SELF</b>  We see ourselves as a valuable individual.  <b>Self-portraits about things we love (collages)</b> What is special about us?	
	<b>BUILDING RELATIONSHIPS</b>  We can join in small group activities  <b>Observe children from nursery in their play dynamics</b>	<b>BUILDING RELATIONSHIPS</b>  We can play with one or more other children  <b>Encourage the children to play with different people and different activities</b>	<b>BUILDING RELATIONSHIPS</b>  We can work together to create an exciting area of learning in the classroom  <b>Children to create/develop some art for their own wow wall</b>	<b>BUILDING RELATIONSHIPS</b>  We are starting to understand how others may be feeling?  <b>Worry Monster story and circle time</b>	<b>BUILDING RELATIONSHIPS</b>  We can play with one or more other children – extending and elaborating play ideas.  <b>Encouraged by an adult in own play</b>	<b>BUILDING RELATIONSHIPS</b>  We can find solutions to conflict.  <b>Share this is our house and discuss what they would do to deal with conflict</b>	<b>BUILDING RELATIONSHIPS</b>  We understand that we are members of a community  <b>What is a community? What could we do to help our area?</b> Litter picks locally	

<b>Jigsaw (Discrete lesson) Being me in my World</b>	<b>Who me?</b>	<b>How am I feeling today?</b>	<b>Being at School</b>	<b>Gentle Hands</b>	<b>Our rights</b>	<b>Our responsibilities</b>		
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<b>Physical Development (PD)</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Next Steps
	<b>FINE</b> Getting ready to write activities  <b>Teach correct letter formation Funky fingers box/activities</b>	<b>FINE</b> Getting ready to write activities  <b>Teach correct letter formation Funky fingers box/activities</b>	<b>FINE</b> We can show a preference for a dominant hand.  <b>Funky fingers box/activities Pencil control sheets Writing in sand/glue/glitter</b>	<b>FINE</b> We can use a comfortable grip with good control.  <b>Funky fingers box/activities Pencil control sheets Writing in sand/glue/glitter</b>	<b>FINE</b> We can use scissors correctly.  <b>Cutting and Sticking activities Cutting tuff tray</b>	<b>FINE</b> We can pick up small objects using good control.  <b>Pincers and beads Threading</b>	<b>FINE</b> We can start to form some letters correctly  <b>Encouraging pencil control Modelling on board Encourage writing on the line.</b>	
<b>Gross</b> Start to eat independently and learning how to use a knife and fork. Develop skills they need to manage school day successfully: lining up and queuing; mealtimes; personal hygiene	<b>GROSS</b> We are increasingly independent when putting on coats and doing up zips.  Weekly PE lesson with PH Sports	<b>GROSS</b> We are increasingly independent when putting on coats and doing up zips.  Weekly PE lesson with PH Sports	<b>GROSS</b> We can collaborate with others to manage large items, i.e., set up obstacle course.  Weekly PE lesson with PH Sports	<b>GROSS</b> We can choose the right resources to carry out a plan.  Weekly PE lesson with PH Sports	<b>GROSS</b> We can follow a series of movements incorporating balance and grace.  Weekly PE lesson with PH Sports	<b>GROSS</b> We can follow a series of movements including hopping, skipping and jumping  Weekly PE lesson with PH Sports	<b>GROSS</b> We are able to line up, queue and manage our personal hygiene throughout the day.  Weekly PE lesson with PH Sports	
<b>Fine</b> Show a preference for a dominant hand. Use one handed tools and equipment i.e., making snips into paper	<b>GROSS</b> We are increasingly independent when putting on coats and doing up zips.  Weekly PE lesson with PH Sports	<b>GROSS</b> We are increasingly independent when putting on coats and doing up zips.  Weekly PE lesson with PH Sports	<b>GROSS</b> We can collaborate with others to manage large items, i.e., set up obstacle course.  Weekly PE lesson with PH Sports	<b>GROSS</b> We can choose the right resources to carry out a plan.  Weekly PE lesson with PH Sports	<b>GROSS</b> We can follow a series of movements incorporating balance and grace.  Weekly PE lesson with PH Sports	<b>GROSS</b> We can follow a series of movements including hopping, skipping and jumping  Weekly PE lesson with PH Sports	<b>GROSS</b> We are able to line up, queue and manage our personal hygiene throughout the day.  Weekly PE lesson with PH Sports	
<b>PE by PH Sports</b>	Ball skills: Rolling and holding on hand  Dance: Making different shapes	Ball skills: Rolling to a partner sitting on floor  Dance: Following a simple sequence of movements	Ball skills: Walking and balancing a ball on hand  Dance: Responding to music using simple sequence of dance moves	Ball skills: Balancing a bean bag on palm and top of head  Gym: Walking along and balancing on benches and lines	Ball skills: Running and placing bean bag on marker  Gym: Walking along and balancing on benches and lines	Ball skills: Running and placing bean bag on marker  Dance: Responding to music using simple sequence of dance moves	Ball skills: Relay – passing bean bag from palm or head  Dance: Responding to music using simple sequence of dance moves	

<b>Communication and Language (CL)</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Next Steps
	<b>Listening, Attention and Understanding</b> We are able to listen to stories and understand what is happening with the help of pictures.	<b>Listening, Attention and Understanding</b> We are able to listen carefully and understand why listening is important	<b>Listening, Attention and Understanding</b> We can follow an instruction made up of two parts.	<b>Listening, Attention and Understanding</b> We can understand 'why' questions.  <b>Show and tell</b>	<b>Listening, Attention and Understanding</b> We engage fully in stories within the class.  <b>Daily story time</b>	<b>Listening, Attention and Understanding</b> We listen carefully to rhymes and song, paying attention to how they sound.	<b>Listening, Attention and Understanding</b> We are able to learn rhymes, poems and songs.	

<p>why listening is important. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p><b>Speaking:</b> Develop social phrases. "Good morning, how are you?" Learn new vocabulary and use it throughout the day in different contexts.</p>	<p><b>Sharing stories</b> <b>Looking at scrapbooks</b></p>		<p>Tidy up time Outside games in learning playground.</p>	<p>Fascinating objects on a tuff tray</p>		<p>Song bag</p>	<p>Song Bag</p>	
	<p><b>Speaking</b></p> <p>We can participate in the register and start to develop social phrases, i.e., Good Morning.</p>	<p><b>Speaking</b></p> <p>We can use full sentences when talking to friends and adults.</p>	<p><b>Speaking</b></p> <p>We can use a range of social phrases throughout the day, i.e., good morning, good afternoon.</p>	<p><b>Speaking</b></p> <p>We can ask 'Why' questions.</p>	<p><b>Speaking</b></p> <p>We are able to learn new vocabulary and use it correctly.</p>	<p><b>Speaking</b></p> <p>We can join in rhymes and song, paying attention to how they sound.</p>	<p><b>Speaking</b></p> <p>We are able to sing rhymes, poems and songs.</p>	
<p><b>Literacy</b></p> <p><b>Word reading</b> Understand the five key concepts about print: Print has meaning; Print can have different purposes; we read English text from left to right and top to bottom; name of different parts of a book; page sequencing.</p> <p><b>Comprehension</b> Ask questions about the book. Make comments and share their own ideas. Develop play around favourite stories using props.</p> <p><b>Writing</b> Write some or all of their name. Write some letters accurately.</p>	<p><b>Texts: 'So Much' and 'and Tango makes 3' (Linked texts Milly starts school, Hedgehogs first day, The book of families)</b></p>							
	<p>Week 1</p>	<p>Week 2</p>	<p>Week 3</p>	<p>Week 4</p>	<p>Week 5</p>	<p>Week 6</p>	<p>Week 7</p>	<p>Next Steps</p>
	<p><b>Word Reading:</b> We can recognise our names</p> <p><b>Phonics:</b> Week to settle</p>	<p><b>Word Reading:</b> We can recognise our names</p> <p><b>Phonics:</b> RWI Phonics Set 1 sounds – m, a, s, Blending games</p>	<p><b>Word Reading:</b> We know that text in English move across the page (left to right)</p> <p><b>Phonics:</b> RWI Phonics Set 1 sounds – d, t, i Blending games</p>	<p><b>Word Reading:</b> We can recognize words with the same initial.</p> <p><b>Phonics:</b> RWI Phonics Set 1 sounds – n, p, g Blending games</p>	<p><b>Word Reading:</b> We can turn pages and follow the sequence of a book.</p> <p><b>Phonics:</b> RWI Phonics Set 1 sounds – o, c, k Blending games</p>	<p><b>Word Reading:</b> We understand that print has different purposes.</p> <p><b>Phonics:</b> RWI Phonics Set 1 sounds – ck, u, b Blending games</p>	<p><b>Word Reading:</b> We are starting to read some letters by saying the sounds for them.</p> <p><b>Phonics:</b> RWI Phonics Set 1 sounds – f, e, l Blending games</p>	
	<p><b>Comprehension</b> We can engage in story time.</p> <p><b>Daily story time with snack</b></p>	<p><b>Comprehension</b> We can repeat words and phrases from familiar stories.</p> <p><b>Daily story time with snack</b></p> <p><b>Literacy tree: So Much</b></p>	<p><b>Comprehension</b> We can ask questions about a book</p> <p><b>Daily story time with snack</b></p> <p><b>Literacy tree: So Much</b></p>	<p><b>Comprehension</b> We can make comments and share ideas about a book.</p> <p><b>Daily story time with snack</b></p> <p><b>Literacy tree: So Much</b></p> <p><b>Start learning Little Red Hen</b></p>	<p><b>Comprehension</b> We can develop play around favourite stories.</p> <p><b>Daily story time with snack</b></p> <p><b>Literacy Tree: and Tango makes 3</b></p> <p><b>Start learning Little Red Hen</b></p>	<p><b>Comprehension</b> We can use new vocabulary that we have learnt in a book.</p> <p><b>Daily story time with snack</b></p> <p><b>Literacy Tree: and Tango makes 3</b></p> <p><b>Perform at Harvest festival</b></p>	<p><b>Comprehension</b> We can predict different endings to stories.</p> <p><b>Daily story time with snack</b></p> <p><b>Literacy Tree: and Tango makes 3</b></p>	
	<p><b>Writing</b> We can write some or all of our names</p> <p><b>Daily name practise on whiteboards, in sand, in glitter etc on paper, using chalk</b></p> <p><b>Mark making patterns</b></p>	<p><b>Writing</b> We can write some or all of our names</p> <p><b>Daily name practise on whiteboards, in sand, in glitter etc on paper, using chalk</b></p> <p><b>Mark making patterns</b></p>	<p><b>Writing</b> We can write some or all of our names</p> <p>We can write some letters accurately.</p> <p><b>Daily name practise on whiteboards, in sand, in glitter etc on paper, using chalk</b></p> <p><b>Mark making patterns</b></p>	<p><b>Writing</b> We can write some or all of our names</p> <p>We can write some letters accurately.</p> <p><b>Daily name practise on whiteboards, in sand, in glitter etc on paper, using chalk</b></p> <p><b>Mark making patterns</b></p>	<p><b>Writing</b> We can write some or all of our names</p> <p>We can write some letters accurately.</p> <p><b>Daily name practise on whiteboards, in sand, in glitter etc on paper, using chalk</b></p> <p><b>Mark making patterns</b></p>	<p><b>Writing</b> We can write some or all of our names</p> <p>We can write some letters accurately.</p> <p><b>Daily name practise on whiteboards, in sand, in glitter etc on paper, using chalk</b></p> <p><b>Mark making patterns</b></p>	<p><b>Writing</b> We can write some or all of our names</p> <p>We can write some letters accurately.</p> <p><b>Daily name practise on whiteboards, in sand, in glitter etc on paper, using chalk</b></p> <p><b>Mark making patterns</b></p>	

			Guidance on how to write on the line and hold pencil correctly. Using RWI Rhymes to form letters correctly. Sheets to go home.	Guidance on how to write on the line and hold pencil correctly. Using RWI Rhymes to form letters correctly. Sheets to go home.	Guidance on how to write on the line and hold pencil correctly. Using RWI Rhymes to form letters correctly. Sheets to go home.	Guidance on how to write on the line and hold pencil correctly. Using RWI Rhymes to form letters correctly. Sheets to go home.	Guidance on how to write on the line and hold pencil correctly. Using RWI Rhymes to form letters correctly. Sheets to go home.	
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<b>Mathematics</b> <b>Number</b> Develop fast recognition of up to 3 objects, without having to count them (subitising). Show 'finger numbers' up to 5. Link numerals and amounts, e.g., showing correct number of objects to match numeral 5.	Programmes using to support Maths: Number sense and White Rose Maths							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Next Steps
	<b>Numbers</b>  We can show 'finger numbers' up to 5.  <b>Use white rose maths and Numbersense</b>	<b>Numbers</b>  We can show 'finger numbers' up to 5.  <b>Use white rose maths and Numbersense</b>	<b>Numbers</b>  We can recognise up to 3 objects without having to count them individually (subitising).  <b>Use white rose maths and Numbersense</b>	<b>Numbers</b>  We can recognise up to 3 objects without having to count them individually (subitising).  <b>Use white rose maths and Numbersense</b>	<b>Numbers</b>  We can link numerals and amounts up to 5.  <b>Use white rose maths and Numbersense</b>	<b>Numbers</b>  We can link numerals and amounts up to 5.  <b>Use white rose maths and Numbersense</b>	<b>Numbers</b>  We can use our own symbols to represent numbers.  <b>Use white rose maths and Numbersense</b>	

<p><b>Numerical Patterns</b> Recite numbers past 5 and in order to 10. Say one number for each item in order: 1, 2, 3, 4, 5. Know that last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Count objects, actions and sounds, reciting the numbers in order and matching one number name for each item. Compare quantities using language: 'more than', 'fewer than'. Compare objects: weight, length, size and capacity. Talk about and explore 2D and 3D shapes using information language such as: sides, corners, straight, flat, round. Describe sequence of events (real or fictional) using words such as first, then, next.</p>	<p><b>Numerical patterns</b> We can say one number for each item in order: 1, 2, 3, 4, 5.  <b>Use white rose maths and Numbersense</b></p>	<p><b>Numerical patterns</b> We can say one number for each item in order: 1, 2, 3, 4, 5.  <b>Use white rose maths and Numbersense</b></p>	<p><b>Numerical patterns</b> We can compare quantities using language: more than, fewer than, equal to.  <b>Use white rose maths and Numbersense</b></p>	<p><b>Numerical patterns</b> We can compare quantities using language: more than, fewer than, equal to.  <b>Use white rose maths and Numbersense</b></p>	<p><b>Numerical patterns</b> We can talk about and explore 2D and 3D shapes using informal mathematical language.  <b>Use white rose maths and Numbersense</b></p>	<p><b>Numerical patterns</b> We can talk about and explore 2D and 3D shapes using informal mathematical language.  <b>Use white rose maths and Numbersense</b></p>	<p><b>Numerical patterns</b> Recite numbers past 5 and in order to 10  <b>Use white rose maths and Numbersense</b></p>	
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<p><b>Understanding the World</b> <b>Past and Present</b> Begin to make sense of their own life story and family's history.  <b>People, Culture and Communities.</b> Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p>	<p>Programme to support People, culture and Communities: Jigsaw</p>							
	<p>Week 1 - Me</p>	<p>Week 2 – My Family</p>	<p>Week 3 – My Friends</p>	<p>Week 4 – My Community</p>	<p>Week 5 - Feelings</p>	<p>Week 6 - Difference</p>	<p>Week 7 – learning review</p>	<p>Next Steps</p>
<p><b>Past and Present</b>  We can talk about what we did at home before we came to school.  We can talk about things we like and dislike now and before  <b>Circle time about weekend on Mondays</b></p>	<p><b>Past and Present</b>  We understand that we belong to a family and that family can have different generations  <b>Create our own family trees</b> <b>Look at family photos</b> <b>Look at how people age</b></p>	<p><b>Past and Present</b>  We know that our friends can be different to us and have different families to us  <b>Draw similarities between their families and other families. Draw pictures of families and talk about how they are different.</b></p>	<p><b>Past and Present</b>  We understand where we live and what's in our community  <b>Comment on simple features in the local area, what do they notice around East Harptree or where they live? Look at maps – draw a</b></p>	<p><b>Past and Present</b>  Feelings  <b>Share 'This is our house'. What feelings can the children spot. Introduce the feelings board – where would they put there face</b></p>	<p><b>Past and Present</b>  We can recognise that things have changed in the world around us  <b>Share with the children images of East Harptree/Ubley from the past, what is the same? What is different? What can they spot in the</b></p>	<p><b>Past and Present</b>  Review of learning  <b>Children to share with them what they know about past and present</b></p>		

<b>The Natural World</b> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Know there are different countries in the world and talk about the differences they have experienced or seen in photos.	<b>What is their morning routine? Share scrapbooks and talk about something they love doing. Circle time about favourites.</b>	<b>Life cycles of a human Explain what past present and future means to children</b>	<b>Do friends do different things in the community? Talk about how they take part in different clubs.</b>	<b>simple map of where we live. I can draw my house and where I live</b>	<b>today? Do our feelings change? Circle time making different faces showing different feelings</b>	<b>village that looks old or new?</b>			
	<b>People, Culture and Communities</b>  We know that are joining a new school community.  <b>Tour around the new school Classroom hunt Explain how houses work</b>	<b>People, Culture and Communities</b>  We can name and describe people who are familiar to them.  <b>Share the big book of families Draw pictures of what our families look like</b>	<b>People, Culture and Communities</b>  We know that our friends come from different communities from around the world.  <b>Family information about where we have families around the world. Look at different places and what different families look like.</b>	<b>People, Culture and Communities</b>  We can recognise similarities and differences between different cultures.  <b>Compare living in the city to living in the country What are the differences?</b>	<b>People, Culture and Communities</b>  We can recognise other people's feelings  <b>Compare different faces and get the children to order whether they are happy, sad etc. How do we know?</b>	<b>People, Culture and Communities</b>  We can understand that there are Differences all around us  <b>Look at differences between where they live and other people. Talk about differences between people. Talk about differences between fiction and non-fiction. It is okay to be different. Talk about how they are different now to when they were babies (Children to bring in photos to share)</b>	<b>People, Culture and Communities</b>  We know that some places are special to families in our community.  <b>Talk about special places to us and then look at special places in the village for example the church and coombe – why are they special to people?</b>		
	<b>RE: What Makes people Special?</b>								
<b>The Natural World</b>  We can find natural resources in our EYFS learning playground and around the school.  <b>Children to show understanding of what a natural resource is – ensure they know its from the world around them. Compare items, can they group them correctly?</b>	<b>The Natural World</b>  We can name the 4 seasons and some of their features  <b>Children to name the four seasons. What happens in those seasons? What is the weather like in those seasons? Floor book opportunities with discussions</b>	<b>The Natural World</b>  We know that there are different weathers and understand how this affects what we wear  <b>Explore different pictures and videos of the weather – what are they showing? Can the children name them? Children to have a clothes bag, can they dress</b>	<b>The Natural World</b>  We can record what the weather has been like and how it has changed.  <b>Children to have their own weather record and draw a picture of what the weather is like daily Update it on the weather board</b>	<b>The Natural World</b>  We can identify how the seasons change the world around us  <b>Explore what happens in each season, how the leaves change, how it affects the weather, what grows or stops growing</b>	<b>The Natural World</b>  We can share what our favourite season is and why  <b>Review learning of seasons and what we know – which is our favourite season and why? Children to draw features of a season and be able to share and talk to class about it.</b>	<b>The Natural World</b>  Review of learning  <b>Children to share everything they have learnt so far about the natural world.</b>			

			<p>themselves for the weather in the picture? (Ask Parents to send in a selection of clothes for all weathers)</p>					
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<b>Expressive Arts and Design</b>  <b>Creating with Materials</b> Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a part. Show different emotions in their drawings. Explore colour and colour mixing.  <b>Being Imaginative and Expressive</b> Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs.	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Next Steps:
	<b>Being imaginative and Creating with Materials</b>  <b>To share the story of leaf man and to create our own leaf natural picture.</b>	<b>Being imaginative and Creating with Materials</b>  <b>To collage a picture of things I love inside a head/body image.</b>  <b>Class discussion on what we love and teacher to model</b>	<b>Being imaginative and Creating with Materials</b>  <b>To cut and stick a face that looks like me</b>  <b>Use different facial features from pictures</b>	<b>Being imaginative and Creating with Materials</b>  <b>To create something from around the village out of junk modelling</b>  <b>Share different sticking methods</b>	<b>Being imaginative and Creating with Materials</b>  <b>To mix primary colours to make different colours including black and white to make lighter and darker</b>  <b>Teacher to model to children and children can then explore paints independently</b>	<b>Being imaginative and Creating with Materials</b>  <b>To draw their own face using mirrors and a pencil</b>  <b>Teacher to explain observational drawings</b>	<b>Being imaginative and Creating with Materials</b>  <b>Children to paint their own self portrait using colour mixing skills and skills developed over term.</b>	
<b>Music Focus</b>  <b>Explore nursery rhymes and use song bag to see what children know</b>	<b>Music Focus</b>  <b>Explore nursery rhymes and use song bag to see what children know</b>  <b>Introduce song of the term from 'sing up' – The family song</b>	<b>Music Focus</b>  <b>Explore nursery rhymes and use song bag to see what children know</b>  <b>Listen to song of the term from 'sing up' – The family song</b>	<b>Music Focus</b>  <b>Children to clap along, tap their legs, dance to the rhythm of nursery songs completing the actions</b>  <b>Listen to song of the term from 'sing up' – The family song</b>	<b>Music Focus</b>  <b>Children to clap along, tap their legs, dance to the rhythm of nursery songs completing the actions</b>  <b>Children to try and sing the song of the term – The family song'</b>	<b>Music Focus</b>  <b>Children to try and sing the song of the term – The family song'</b>  <b>Children to add instruments to the song to make music</b>	<b>Music Focus</b>  <b>Children to try and sing the song of the term – The family song'</b>  <b>Children to perform song to fox class with their instruments.</b>		