



## GILBERT COLVIN PRIMARY SCHOOL NURSERY- LEARNING FOCUS DURING 2022/23

THEMES					
AUTUMN 1 (Sept 1st - Oct 22nd)	AUTUMN 2 (Nov 1 <sup>st</sup> - Dec 17 <sup>th</sup> )	SPRING 1 (Jan 5 <sup>th</sup> - Feb 11 <sup>th</sup> )	SPRING 2 (Feb 21 - Apr 1 <sup>st</sup> )	SUMMER 1 (Apr 19 <sup>th</sup> - 27 <sup>th</sup> May)	SUMMER 2 (7 <sup>th</sup> June - July 20 <sup>th</sup> )
<ul style="list-style-type: none"> <li>➤ All About Me and My family (2weeks)</li> <li>➤ Nursery Rhymes (4 weeks)</li> <li>➤ Settling in (1 week)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Autumn (1 week)</li> <li>➤ In the woods / Bears (4 weeks)</li> <li>➤ Christmas Celebrations/ Toys (2 weeks)</li> </ul>	<ul style="list-style-type: none"> <li>➤ People Who Help Us (4 weeks)</li> <li>➤ Winter (1 week)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Traditional Tales (2 weeks)</li> <li>➤ Growing and changing (2 weeks)</li> <li>➤ Minibeasts (1 week)</li> <li>➤ Spring (1 week)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Summer (1 week)</li> <li>➤ Animals (4 weeks)</li> <li>➤ Food</li> </ul>	<ul style="list-style-type: none"> <li>➤ Under the Sea (2 weeks)</li> <li>➤ Pirates /Forces (1 week)</li> <li>➤ Our Wonderful World (2 weeks)</li> <li>➤ Transition to Reception</li> </ul>
Characteristics of Effective Learning	Characteristics of Effective Learning	Characteristics of Effective Learning	Characteristics of Effective Learning	Characteristics of Effective Learning	Characteristics of Effective Learning
<p><b><u>Playing and exploring</u></b></p> <ul style="list-style-type: none"> <li>➤ Plan and think ahead about how they will explore or play with objects. (pg.14)</li> </ul> <p><b><u>Active Learning</u></b></p> <ul style="list-style-type: none"> <li>➤ Participate in routines (pg.16)</li> </ul> <p><b><u>Creating and Thinking Critically</u></b></p> <ul style="list-style-type: none"> <li>➤ Take part in simple pretend play, e.g. drink from a pretend cup. (pg.18)</li> <li>➤ Sort materials, e.g. tidy up time different construction materials in separate baskets. (pg.18)</li> </ul>	<p><b><u>Playing and exploring</u></b></p> <ul style="list-style-type: none"> <li>➤ Realise that their actions have an effect on the world, so they want to keep repeating them. (pg.14)</li> </ul> <p><b><u>Active Learning</u></b></p> <ul style="list-style-type: none"> <li>➤ Begin to predict sequences because they know routines. (pg.16)</li> </ul> <p><b><u>Creating and Thinking Critically</u></b></p> <ul style="list-style-type: none"> <li>➤ Review their progress as they try to achieve a goal. Check how well they are doing. (pg.18)</li> </ul>	<p><b><u>Playing and exploring</u></b></p> <ul style="list-style-type: none"> <li>➤ Bring their own interests and fascinations into early years settings. This helps them to develop their learning. (pg.15)</li> </ul> <p><b><u>Active Learning</u></b></p> <ul style="list-style-type: none"> <li>➤ Show goal directed behaviour, e.g. turn a box upside down to stand on to reach something (loose parts play). (pg.16)</li> </ul> <p><b><u>Creating and Thinking Critically</u></b></p> <ul style="list-style-type: none"> <li>➤ Solve real problems e.g. to share nine strawberries between three friends, they might put one in front of each, then a</li> </ul>	<p><b><u>Playing and exploring</u></b></p> <ul style="list-style-type: none"> <li>➤ Make independent choices. (pg.15)</li> </ul> <p><b><u>Active Learning</u></b></p> <ul style="list-style-type: none"> <li>➤ Show goal directed behaviour, e.g. turn a box upside down to stand on to reach something (loose parts play). (pg.16)</li> </ul> <p><b><u>Creating and Thinking Critically</u></b></p> <ul style="list-style-type: none"> <li>➤ Use pretend play to think beyond the 'here and now' and to understand another perspective. E.g., a child role playing the billy goats gruff might</li> </ul>	<p><b><u>Playing and exploring</u></b></p> <ul style="list-style-type: none"> <li>➤ Guide their own thinking and actions by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: "where does that one go? - I need to find the big horse next. (pg.14)</li> <li>➤ Respond to new experiences that you bring to their attention. (pg.15)</li> </ul> <p><b><u>Active Learning</u></b></p> <ul style="list-style-type: none"> <li>➤ Begin to correct their</li> </ul>	<p><b><u>Playing and exploring</u></b></p> <ul style="list-style-type: none"> <li>➤ Make independent choices. (pg.15)</li> </ul> <p><b><u>Active Learning</u></b></p> <ul style="list-style-type: none"> <li>➤ Keep on trying when things are difficult (pg.17)</li> </ul> <p><b><u>Creating and Thinking Critically</u></b></p> <ul style="list-style-type: none"> <li>➤ Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions. (pg.19)</li> </ul>



		second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries. (pg.18)	suggest that "Maybe the troll is lonely and hungry? That's why he is fierce." (pg.19)	mistakes themselves. (pg.16) <b>Creating and Thinking Critically</b> ➤ Know more, so feel confident about coming up with their own ideas. ➤ Make more links between those ideas. (pg.19)	
<b>Learning focus</b>	<b>Learning focus</b>	<b>Learning focus</b>	<b>Learning focus</b>	<b>Learning focus</b>	<b>Learning focus</b>
<u>C &amp; L - Listening, Attention and Understanding</u>  ➤ Enjoys listening to longer stories and can remember much of what happens. (pg.30) ➤ Pay attention to one thing at a time, which can be difficult. (pg.30)  <u>PSED - Self Regulation, Managing Self and Building Relationships</u> ➤ Select and use activities and resources, with help when needed. This helps them to achieve a goal they	<u>C &amp; L - Listening, Attention and Understanding</u>  ➤ Uses a wider range of vocabulary. (pg.31) ➤ Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door." (pg.31) ➤ Understand 'why' questions, like: "why do you think the caterpillar got so fat?" (pg.31) ➤ Sings a large repertoire of	<u>C &amp; L - Listening, Attention and Understanding</u>  ➤ Sings a large repertoire of songs. (pg.32) ➤ Know many rhymes, be able to talk about familiar books, and be able to tell a long story. (pg.32)  <u>PSED - Self Regulation, Managing Self and Building Relationships</u>  ➤ Play with one or more other children, extending and elaborating play ideas. (pg.52) ➤ Find solutions to conflicts and rivalries. For	<u>C &amp; L - Listening, Attention and Understanding</u>  ➤ Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. (pg.32)  ➤ Develop pronunciation. May have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'	<u>C &amp; L - Listening, Attention and Understanding</u>  ➤ Start a conversation with an adult or a friend and continue it for many turns. (pg.33)  ➤ Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." (pg.33)  <u>PSED - Self Regulation, Managing Self and</u>	<u>C &amp; L - Listening, Attention and Understanding</u>  ➤ 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. (pg.33)  <u>PSED - Self Regulation, Managing Self and Building Relationships</u>  ➤ Understand gradually how others might be feeling. (pg.53) ➤ Be increasingly independent as they get dressed and undressed, for example, putting on coats and doing up



<p>have chosen, or one which is suggested to them. <b>(pg.51)</b></p> <ul style="list-style-type: none"> <li>➤ Develop their sense of responsibility and membership of a community. <b>(pg.51)</b></li> </ul> <p><u>PD - Gross Motor and Fine Motor Skills</u></p> <ul style="list-style-type: none"> <li>➤ Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. <b>(pg.65)</b></li> <li>➤ Go up steps and stairs, or climb up apparatus, using alternate feet. <b>(pg.65)</b></li> <li>➤ Skip, hop, stand on one leg and hold a pose for a game like musical statues. <b>(pg.65)</b></li> <li>➤ Use large-muscle movements to wave flags and streamers, paint and make marks. <b>(pg.65)</b></li> </ul>	<p>songs. <b>(pg.32)</b></p> <ul style="list-style-type: none"> <li>➤ Use longer sentences of four to six words. <b>(pg.32)</b></li> </ul> <p><u>PSED - Self Regulation, Managing Self and Building Relationships</u></p> <ul style="list-style-type: none"> <li>➤ Become more outgoing with unfamiliar people, in the safe context of their setting. <b>(pg.51)</b></li> <li>➤ Show more confidence in new social situations. <b>(pg.51)</b></li> <li>➤ Increasingly follow rules, understanding why they are important. <b>(pg.52)</b></li> <li>➤ Remember rules without needing an adult to remind them <b>(pg.52)</b></li> </ul> <p><u>PD - Gross Motor and Fine Motor Skills</u></p>	<p>example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. <b>(pg.52)</b></p> <p><u>PD - Gross Motor and Fine Motor Skills</u></p> <ul style="list-style-type: none"> <li>➤ 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 on its length and width. <b>(pg.65)</b></li> <li>➤ Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. <b>(pg.66)</b></li> <li>➤ Collaborate with others to manage large items, such as moving a long plank</li> </ul>	<p><b>(pg.32)</b></p> <p><u>PSED - Self Regulation, Managing Self and Building Relationships</u></p> <ul style="list-style-type: none"> <li>➤ Develop appropriate ways of being assertive. <b>(pg.53)</b></li> <li>➤ Talk with others to solve conflicts. <b>(pg.53)</b></li> <li>➤ Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. <b>(pg.54)</b></li> </ul> <p><u>PD - Gross Motor and Fine Motor Skills</u></p> <ul style="list-style-type: none"> <li>➤ Use one-handed tools and equipment, for example, making snips in paper with scissors. <b>(pg.66)</b></li> <li>➤ Use a comfortable grip with good control when</li> </ul>	<p><u>Building Relationships</u></p> <ul style="list-style-type: none"> <li>➤ Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. <b>(pg.53)</b></li> <li>➤ Show an increasing desire to be independent, such as wanting to feed themselves and dress and undress. <b>(pg.54)</b></li> <li>➤ Start eating independently and learning how to use a knife and fork. <b>(pg.54)</b></li> </ul> <p><u>PD - Gross Motor and Fine Motor Skills</u></p> <ul style="list-style-type: none"> <li>➤ Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. <b>(pg.66)</b></li> <li>➤ Show a preference for a</li> </ul>	<p>zips. <b>(pg.54)</b></p> <ul style="list-style-type: none"> <li>➤ Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. <b>(pg.54)</b></li> <li>➤ Make healthy choices about food, drink, activity and toothbrushing. <b>(pg.54)</b></li> </ul> <p><u>PD - Gross Motor and Fine Motor Skills</u></p> <ul style="list-style-type: none"> <li>➤ Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. <b>(pg.66)</b></li> <li>➤ Use a comfortable grip with good control when holding pens and pencils. <b>(pg.66)</b></li> </ul>
---	---	--	---	---	---



<p><u>LIT - Reading Comprehension, Word Reading and Writing</u></p> <ul style="list-style-type: none"> <li>➤ Understand the five key concepts about print: <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> <li>- we read English text from left to right and from top to bottom</li> <li>- the names of the different parts of a book</li> <li>- page sequencing <b>(pg.78)</b></li> </ul> </li> </ul> <p><u>MATHS -Number and Numerical Patterns</u></p> <ul style="list-style-type: none"> <li>➤ Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). <b>(pg.87)</b></li> <li>➤ Recite numbers past 5. <b>(pg.87)</b></li> <li>➤ Say one number for each item in order:</li> </ul>	<ul style="list-style-type: none"> <li>➤ Start taking part in some group activities which they make up for themselves, or in teams. <b>(pg.65)</b></li> <li>➤ Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. <b>(pg.65)</b></li> </ul> <p><u>LIT - Reading Comprehension, Word Reading and Writing</u></p> <ul style="list-style-type: none"> <li>➤ Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> <li>- recognise words with the same initial sound, such as money and mother <b>(pg.78)</b></li> </ul> </li> </ul>	<p>safely, carrying large hollow blocks. <b>(pg.66)</b></p> <p><u>LIT - Reading Comprehension, Word Reading and Writing</u></p> <ul style="list-style-type: none"> <li>➤ Develop their phonological awareness <b>(pg.78)</b></li> <li>➤ Engage in extended conversations about stories, learning new vocabulary. <b>(pg.79)</b></li> </ul> <p><u>MATHS -Number and Numerical Patterns</u></p> <ul style="list-style-type: none"> <li>➤ Experiment with their own symbols and marks as well as numerals. <b>(pg.88)</b></li> <li>➤ Solve real world mathematical problems with numbers up to 5. <b>(pg.88)</b></li> <li>➤ Compare quantities using language: 'more than', 'fewer than' <b>(pg.88)</b></li> <li>➤ Talk about and explore 2D and 3D</li> </ul>	<p>holding pens and pencils. <b>(pg.66)</b></p> <ul style="list-style-type: none"> <li>➤ Show a preference for a dominant hand. <b>(pg.66)</b></li> </ul> <p><u>LIT - Reading Comprehension, Word Reading and Writing</u></p> <ul style="list-style-type: none"> <li>➤ Develop their phonological awareness <b>(pg.78)</b></li> <li>➤ Engage in extended conversations about stories, learning new vocabulary. <b>(pg.79)</b></li> <li>➤ Write some or all of their name. <b>(pg.79)</b></li> <li>➤ 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. <b>(pg.79)</b></li> </ul> <p><u>MATHS -Number and</u></p>	<p>dominant hand. <b>(pg.66)</b></p> <p><u>LIT - Reading Comprehension, Word Reading and Writing</u></p> <ul style="list-style-type: none"> <li>➤ Develop their phonological awareness <b>(pg.78)</b></li> <li>➤ Engage in extended conversations about stories, learning new vocabulary. <b>(pg.79)</b></li> <li>➤ Write some or all of their name. <b>(pg.79)</b></li> <li>➤ Write some letters accurately. <b>(pg.79)</b></li> </ul> <p><u>MATHS -Number and Numerical Patterns</u></p> <ul style="list-style-type: none"> <li>➤ Make comparisons between objects relating to size, length, weight</li> </ul>	<p><u>LIT - Reading Comprehension, Word Reading and Writing</u></p> <ul style="list-style-type: none"> <li>➤ Develop their phonological awareness <b>(pg.78)</b></li> <li>➤ Engage in extended conversations about stories, learning new vocabulary. <b>(pg.79)</b></li> <li>➤ Write some or all of their name. <b>(pg.79)</b></li> <li>➤ Write some letters accurately. <b>(pg.79)</b></li> </ul> <p><u>MATHS -Number and Numerical Patterns</u></p> <ul style="list-style-type: none"> <li>➤ Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. <b>(pg.91)</b></li> <li>➤ Extend and create ABAB patterns - stick, leaf, stick, leaf. <b>(pg.91)</b></li> </ul>
---	---	---	--	--	--



<p>1,2,3,4,5. <b>(pg. 87)</b></p> <ul style="list-style-type: none"> <li>➤ 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'. <b>(pg. 88)</b></li> </ul> <p><u>UtW - Past and Present, People, Culture and Communities and The Natural World.</u></p> <ul style="list-style-type: none"> <li>➤ Use all their senses in hands-on exploration of natural materials. <b>(pg. 103)</b></li> <li>➤ Explore collections of materials with similar and/or different properties. <b>(pg. 103)</b></li> <li>➤ Talk about what they see, using a wide vocabulary. <b>(pg. 103)</b></li> </ul> <p><u>EAD - Creating with</u></p>	<ul style="list-style-type: none"> <li>➤ Engage in extended conversations about stories, learning new vocabulary. <b>(pg. 79)</b></li> </ul> <p><u>MATHS -Number and Numerical Patterns</u></p> <ul style="list-style-type: none"> <li>➤ Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). <b>(pg. 87)</b></li> <li>➤ Show 'finger numbers' up to 5. <b>(pg. 87)</b></li> <li>➤ Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. <b>(pg. 87)</b></li> <li>➤ Make comparisons</li> </ul>	<p>shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. <b>(pg. 88)</b></p> <p><u>UtW - Past and Present, People, Culture and Communities and The Natural World.</u></p> <ul style="list-style-type: none"> <li>➤ Show interest in different occupations. <b>(pg. 104)</b></li> <li>➤ Talk about the differences between materials and changes they notice. <b>(pg. 105)</b></li> </ul> <p><u>EAD - Creating with Materials and Being Imaginative</u></p> <ul style="list-style-type: none"> <li>➤ Begin to develop complex stories using small world equipment like animal sets, dolls and dolls</li> </ul>	<p><u>Numerical Patterns</u></p> <ul style="list-style-type: none"> <li>➤ Understand position through words alone - for example, "The bag is under the table," - with no pointing. <b>(pg. 89)</b></li> <li>➤ Describe a familiar route. <b>(pg. 89)</b></li> <li>➤ Discuss routes and locations, using words like 'in front of' and 'behind'. <b>(pg. 89)</b></li> <li>➤ Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. <b>(pg. 90)</b></li> <li>➤ Combine shapes to make new ones - an arch, a bigger triangle etc. <b>(pg. 90)</b></li> </ul> <p><u>UtW - Past and Present, People, Culture and Communities and The Natural World.</u></p>	<p>and capacity. <b>(pg. 89)</b></p> <ul style="list-style-type: none"> <li>➤ Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'<b>(pg. 91)</b></li> <li>➤ Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. <b>(pg. 87)</b></li> </ul> <p><u>UtW - Past and Present, People, Culture and Communities and The Natural World</u></p> <ul style="list-style-type: none"> <li>➤ Plant seeds and care for growing plants. <b>(pg. 104)</b></li> <li>➤ Understand the key features of the life cycle of a plant and an animal. <b>(pg. 104)</b></li> <li>➤ Begin to</li> </ul>	<ul style="list-style-type: none"> <li>➤ Notice and correct an error in a repeating pattern. <b>(pg. 91)</b></li> </ul> <p><u>UtW - Past and Present, People, Culture and Communities and The Natural World</u></p> <ul style="list-style-type: none"> <li>➤ Explore and talk about different forces they can feel. <b>(pg. 105)</b></li> <li>➤ Continue developing positive attitudes about the differences between people. <b>(pg. 106)</b></li> <li>➤ Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <b>(pg. 106)</b></li> </ul> <p><u>EAD - Creating with Materials and Being Imaginative</u></p> <ul style="list-style-type: none"> <li>➤ Show different</li> </ul>
---	--	---	--	---	--



<p><u>Materials and Being Imaginative</u></p> <ul style="list-style-type: none"> <li>➤ Take part in simple pretend play, using an object to represent something else even though they are not similar. <b>(pg.118)</b></li> <li>➤ Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. <b>(pg.118)</b></li> <li>➤ Explore different materials freely, in order to develop their ideas about how to use them and what to make. <b>(pg.119)</b></li> <li>➤ Sing the pitch of a tone sung by another person ('pitch match'). <b>(pg.121)</b></li> <li>➤ Listen with increased attention to sounds. <b>(pg.120)</b></li> </ul>	<p>between objects relating to size, length, weight and capacity. <b>(pg.89)</b></p> <p><u>UtW - Past and Present, People, Culture and The Communities and The Natural World</u></p> <ul style="list-style-type: none"> <li>➤ Begin to make sense of their own life-story and family's history. <b>(pg. 103)</b></li> <li>➤ Explore how things work. <b>(pg. 104)</b></li> </ul> <p><u>EAD - Creating with Materials and Being Imaginative</u></p> <ul style="list-style-type: none"> <li>➤ Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. <b>(pg.118)</b></li> <li>➤ Explore Colour and colour mixing. <b>(pg.120)</b></li> </ul>	<p>houses etc. <b>(pg.118)</b></p> <ul style="list-style-type: none"> <li>➤ Develop their own ideas and then decide which materials to use to express them. <b>(pg. 119)</b></li> <li>➤ Join different materials and explore different textures. <b>(pg.119)</b></li> <li>➤ Listen with increased attention to sounds. <b>(pg.120)</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ Plant seeds and care for growing plants. <b>(pg.104)</b></li> <li>➤ Understand the key features of the life cycle of a plant and an animal. <b>(pg. 104)</b></li> </ul> <p><u>EAD - Creating with Materials and Being Imaginative</u></p> <ul style="list-style-type: none"> <li>➤ Create closed shapes with continuous lines, and begin to use these shapes to represent objects. <b>(pg.120)</b></li> <li>➤ Explore colour and colour mixing <b>(pg.120)</b></li> <li>➤ Remember and sing entire songs. <b>(pg.121)</b></li> <li>➤ Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. <b>(pg. 121)</b></li> </ul>	<p>understand the need to respect and care for the natural environment and all living things. <b>(pg. 104)</b></p> <p><u>EAD - Creating with Materials and Being Imaginative</u></p> <ul style="list-style-type: none"> <li>➤ Draw with increasing complexity and detail, such as representing a face with a circle and including details. <b>(pg.120)</b></li> <li>➤ Use drawing to represent ideas like movement or loud noises. <b>(pg.120)</b></li> <li>➤ Create their own songs, or improvise a song around one they know. <b>(pg. 121)</b></li> </ul>	<p>emotions in their drawings - happiness, sadness, fear etc. <b>(pg. 120)</b></p> <ul style="list-style-type: none"> <li>➤ Listen with increased attention to sounds. <b>(pg.120)</b></li> <li>➤ Respond to what they have heard, expressing their thoughts and feelings. <b>(pg.120)</b></li> <li>➤ Play instruments with increasing control to express their feelings and ideas. <b>(pg.121)</b></li> </ul>
--	--	---	---	---	--





	<ul style="list-style-type: none"><li>➤ Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. <b>(pg.120)</b></li><li>➤ Remember and sing entire songs <b>(pg.121)</b></li><li>➤ Play instruments with increasing control to express their feelings and ideas. <b>(pg.121)</b></li></ul>				
--	--	--	--	--	--