



## May Park Primary School EYFS Curriculum LTP

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	ELG
<b>Topic</b>	<b>Our World</b>	<b>The Wonderful World of Julia Donaldson</b>	<b>Come with us to <i>The Jungle</i> <i>Walking with Dinosaurs</i> <i>Chinese New Year</i> <i>Space</i></b>	<b>Traditional Tales</b>	<b>Animals &amp; Farm</b>	<b>Nature &amp; Environment <i>Habitats</i> <i>Growth</i> <i>Water</i></b>	
<b>Key and Supporting Texts</b>	<p><b>Key Texts</b> Naughty Bus - Jan Oke</p> <p>The Tiger Who Came to Tea - Judith Kerr</p> <p>Julian is a Mermaid - Jessica Love</p> <p>The Dot – Peter H Reynolds</p> <p>Busy People Books – People Who Help Us Don't Put Your Finger Jelly, Nelly! - Nick Sharratt</p>	<p><b>Key Texts</b> Room on the Broom Smartest Giant in Town The Gruffalo Gruffalo's Child Stickman Monkey Puzzle Super Worm (all Julia Donaldson)</p> <p>Sharing a Shell – Julia Donaldson</p> <p>The Christmas Story (Nativity) The Story of Rama &amp; Sita (Diwali)</p> <p>Halloween Witch – Barbara Vance</p>	<p><b>Key Texts</b> The Little Green Dinosaur - <i>TFW Story</i> You Choose in Space - Pippa Goodhart</p> <p>Look Up! - Nathan Bryon</p> <p>Nian the Horrible Monster - <i>Chinese New Year Story</i></p> <p>Non-Fiction Books (Jungle/Dinosaurs /Space)</p> <p>Rumble in the Jungle - Giles Andreae</p>	<p><b>Key Texts</b> The Three Little Pigs The Gingerbread Man Little Red Riding Hood</p> <p>Tusk Tusk – David McKee</p> <p>How to Catch the Easter Bunny – Adam Wallace</p> <p>10 Apples Up Top – Dr Seuss</p>	<p><b>Key Texts</b> The Little Red Hen Handa's Surprise – Eileen Brown</p> <p>The Little Green Hen – Alison Murray</p> <p>The Story of St George's Day – Traditional</p> <p>On The Farm – Non-Fiction</p> <p>Oi Frog – Kes Grey &amp; Jim Field</p> <p>Poetry – Oi Frog Sequels – Kes Gray &amp; Jim Field</p>	<p><b>Key Texts</b> The Tiny Seed – Eric Carle</p> <p>A Tadpoles Promise – Jeanne Willis</p> <p>Ruby's Worry – Tom Percival</p> <p>Errol's Garden – Gillian Hibbs</p> <p>The Very Quiet Cricket – Eric Carle</p> <p>Ramadan Moon – Nai'ma B Robert</p> <p>Non-Fiction Books (Habitats/Growth /Water)</p> <p>Surprising Sharks - Nicola Davies Poetry – Commotion in the Ocean</p>	

<b>Personal, Social and Emotional</b>	<b>Theme: Being me in my world</b>  Work with others to make school a special place to be.  Begin to understand own and others rights to learn and play  Understand responsibility and why we work together to keep our classroom clean and tidy.  Understand belonging and that we are similar and different  Recognise and manage my own feelings  Understand being kind to others and using gentle hands	<b>Theme: Celebrating differences</b>  Start to understand how to be a good friend  Start to understand how to resolve conflicts independently  Identify what you are good at and understand we are all good at different things  Understand that difference makes us special  Start to explain why home is special to them  Understand that we are all different and the same in different ways  Recognise and understand emotions in others	<b>Theme: Dreams and goals</b>  Use kind words and actions to support your friends.  Understand perseverance to tackle challenges – things can be hard but we keep trying to learn  Set a goal and work towards it  Start to understand how learning can now can affect your future.  Talk about how it feels to achieve a goal. Know what it means to feel proud.	<b>Theme: Healthy Me</b>  Understand the importance of exercise  Understand how movement and rest is good for the body  Know what good sleep means and why it is important  Understand why it is important to wash your hands – before eating, after going to the toilet and when I cough/sneeze	<b>Theme: Relationships</b>  Identify jobs that people do at home.  Know how to look after friends  Think of ways to solve problems and stay friends  Develop strategies to calm down when dysregulated  Know how to be a good friend	<b>Theme: Changing me</b>  Identify and name parts of the body  Have a basic understanding o things and foods that are healthy  Understand that we all grow from babies to adults  I can talk about how I feel to move to Year 1  I can talk about my worries about moving to Year 1  I can share my memories of reception	<b>Early Learning Goals:</b>  <b>Self-Regulation</b>  <b>Managing Self</b>  <b>Building Relationships</b>  <b>(See ELG’s section at the bottom of document)</b>
<b>PSED Vocabulary</b>	Share Take-Turns Wait Listen Answer Happy, Sad, Upset, Excited, Worried	Share Take-Turns Wait Listen Answer Happy, Sad, Upset, Excited, Worried Stop I don’t like it Can I play too? I feel sad/happy because...	Happy, Sad, Upset, Excited, Worried  Achieve, Goal, Proud Good choice Not a Good Choice  Stop I don’t like it Can I play too? I feel sad/happy because...	Happy, Sad, Upset, Excited, Worried  Achieve, Goal, Proud  Hygiene, Healthy, Safety Stop I don’t like it Can I play too? I feel sad/happy because...	Happy, Sad, Upset, Excited, Worried  Achieve, Goal, Proud  Hygiene, Healthy, Safety Stop I don’t like it Can I play too? I feel sad/happy because...	Happy, Sad, Upset, Excited, Worried  Achieve, Goal, Proud  Hygiene, Healthy, Safety Stop I don’t like it Can I play too? I feel sad/happy because...	

<p><b>Communication and Language</b></p>	<p>Engage in class and small group story times, maintain interest and attention and ask/answer questions.</p> <p>Learn and use new vocabulary linked to key texts &amp; Makaton</p> <p>Listen to a range of rhymes and songs, notice rhythm and words and start to learn them</p> <p>Answer register appropriately to own name (good morning etc)</p> <p>Learn rhymes and songs linked to Maths (i.e. 5 little ducks, 5 people in a flying saucer etc)</p> <p>Describe events or objects using simple sentences that can be understood.</p> <p>Start to learn and use the following vocabulary in context: who, and, because</p> <p>Retell and innovate the story of Naughty Bus by taking him on an adventure!</p>	<p>Learn and talk about non-fiction texts and those linked to celebrations (Diwali, Christmas)</p> <p>Become familiar with Julia Donaldson stories from key texts, and recognize/repeat repetition, sometimes adding own words.</p> <p>Learn and use new vocabulary linked to key texts &amp; Makaton</p> <p>Develop listening and attention to be a 'good learner' by following class rules.</p> <p>Learn songs linked to Nativity performance</p> <p>Start to learn and use the following vocabulary in context: But, who, where</p> <p>Describe events or objects using simple sentences that can be understood.</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Develop talk-partner skills</p> <p>Become familiar with TFW story 'Little Green Dinosaur' and retell/innovate the story.</p> <p>Learn and use new vocabulary linked to key texts &amp; Makaton</p> <p>Use talk to explain and work out problems.</p> <p>When describing something, start to use more detail in well-formed sentences.</p> <p>Start to learn and use the following vocabulary in context: or, yet, when, why</p> <p>Select, learn and talk about different kinds of texts.</p>	<p>Use talk to help work out problems and organize thinking and activities, and how to explain how things work and why they might happen</p> <p>Learn some new songs in different languages</p> <p>Select, learn and talk about different kinds of texts.</p> <p>Learn, talk about and retell/innovate the story of The Gingerbread Man</p> <p>Start to learn and use the following vocabulary in context: so, then, who, what, where, why, when, what</p>	<p>Use talk to help work out problems and organize thinking and activities, and how to explain how things work and why they might happen</p> <p>Listen attentively to nonsense rhymes and poems (Oi Frog) and make own silly rhymes.</p> <p>Learn and use new vocabulary linked to key texts &amp; Makaton</p> <p>Start to learn and use the following vocabulary in context: finally, next, who, where, why, what ,when</p>	<p>Articulate ideas and thoughts in well-formed sentences (including new vocabulary that has been learned)</p> <p>Connect ideas or actions to one another using a range of connective vocabulary</p> <p>Learn and remember songs, including in different languages</p> <p>Use talk to work out and explain problems, and make predictions</p> <p>Talk about experiences in Reception using well formed sentences</p> <p>Start to learn and use the following vocabulary in context: finally, next, so, but, and, then, who, where, why, what ,when</p>	<p><b>Early Learning Goals:</b></p> <p><b>Listening, Attention and Understanding</b></p> <p><b>Speaking</b></p> <p><b>(See ELG's section at the bottom of document)</b></p>
<p><b>C+L Vocabulary</b></p>	<p><b>Vocab from key texts</b></p>	<p><b>Vocab from key texts</b></p>	<p><b>Vocab from key texts</b></p>	<p><b>Vocab from key texts</b></p>	<p><b>Vocab from key texts</b></p>	<p><b>Vocab from key texts</b></p>	



	<p>Throw, catch, bounce, dribble</p> <p>Pencil grip</p> <p>Scissors, knife, fork, spoon</p>	<p>Throw, catch, bounce, dribble</p> <p>Pencil grip</p> <p>Healthy, unhealthy</p> <p>Body part names Food groups</p> <p>Dentist, hygiene, toothpaste, toothbrush</p>	<p>Throw, catch, bounce, dribble</p> <p>Pencil grip</p> <p>Healthy, unhealthy</p> <p>Body part names Food groups</p>	<p>Throw, catch, bounce, dribble</p> <p>Pencil grip</p> <p>Healthy, unhealthy</p> <p>Body part names Food groups</p>	<p>Pedestrian Road safety Sleep routine</p> <p>Throw, catch, bounce, dribble</p> <p>Pencil grip</p> <p>Healthy, unhealthy</p> <p>Body part names Food groups</p>	<p>Team Teamwork Posture</p> <p>Healthy, unhealthy</p> <p>Body part names Food groups</p>	
<b>Literacy</b>	<p><b>Reading</b></p> <p>Show recognition of rhyme and rhythm in line with Set 1 learning.</p> <p>Revise and recall the first 20 (Little Wandle) sounds from flashcards</p> <p>Begin to blend simple CVC words using first 5 sounds</p> <p>Show an interest in books and stories.</p> <p>Start to recognize some common exception words.</p> <p><b>Writing</b></p> <p>Show an interest in writing by picking up a pencil and mark-making independently</p> <p>Begin to develop correct pencil grip (if not already done so)</p>	<p><b>Reading</b></p> <p>Consolidate the first 20 (Little Wandle) sounds from flashcards</p> <p>Revise and recall next 15 (Little Wandle) sounds from flashcards including early digraphs.</p> <p>Begin to blend simple CVC words using first 5 sounds</p> <p>Re-read reading books to develop fluency, comprehension and enjoyment.</p> <p>Read common exception words.</p> <p>Independently access book in book corner</p> <p>Act out familiar stories</p> <p><b>Writing</b></p>	<p><b>Reading</b></p> <p>Start to show quick recall of learnt sounds (Little Wandle) from flashcards.</p> <p>Learn new digraphs from Phase 3</p> <p>Blend CVC and CVCC words that include digraphs that have been learned.</p> <p>Read simple words, captions and sentences in line with phonics learning.</p> <p>Re-read reading books to develop fluency, comprehension and enjoyment.</p> <p>Retell stories using TFW</p> <p><b>Writing</b></p> <p>Show an interest in writing by picking up a</p>	<p><b>Reading</b></p> <p>Recognise and recall digraphs from Phase 3</p> <p>Blend and increasing number of CVC and CVCC words using known digraphs</p> <p>Read simple words, captions and sentences in line with phonics learning.</p> <p>Re-read reading books to develop fluency, comprehension and enjoyment.</p> <p>Retell and innovate stories using TFW</p> <p><b>Writing</b></p> <p>Write simple sentences using known letter to sound correspondence.</p> <p>Correctly form most letters with correct grip.</p>	<p><b>Reading</b></p> <p>Read sentences with known common exception words using phonics knowledge.</p> <p>Read an increasing number of common exception words.</p> <p>Re-read reading books to develop fluency, comprehension and enjoyment.</p> <p><b>Writing</b></p> <p>Show increased independence and interest in writing at school during adult-led and independent sessions.</p> <p>Write simple sentences/captions using phonic knowledge that start to include capital letters and full stops.</p>	<p><b>Reading</b></p> <p>Read books that are matched to phonetic abilities</p> <p>Re-read reading books to develop fluency, comprehension and enjoyment.</p> <p>Read an increasing number of common exception words.</p> <p><b>Writing</b></p> <p>Use phonic skills to write words in a phonetically plausible way.</p> <p>Write simple sentences/captions using phonic knowledge that start to include capital letters and full stops.</p>	<p><b>Early Learning Goals:</b></p> <p><b>Comprehension</b></p> <p><b>Word Reading</b></p> <p><b>Writing</b></p> <p><b>(See ELG's section at the bottom of document)</b></p>

	<p>Start to form lower case letters correctly in line with taught sounds.</p> <p><b>Write</b> – Name writing, simple words and captions</p>	<p>Show an interest in writing by picking up a pencil and mark-making independently</p> <p>Start to form lower case letters correctly in line with taught sounds with correct grip.</p> <p>Write some simple words using known letter to sound correspondence</p> <p>Start to write short captions/sentences.</p> <p><b>Write</b> – Lists, short messages</p>	<p>pencil and mark-making independently</p> <p>Correctly form lower-case letters, start to form capital letters.</p> <p>Write some simple words using known letter to sound correspondence</p> <p>Start to write short captions/sentences.</p> <p><b>Write</b> – Simple sentences, facts, retell stories</p>	<p>Write some simple words using known letter to sound correspondence</p> <p>Start to write short captions/sentences.</p> <p><b>Write</b> – Instructional writing, innovation and poems</p>	<p>Start to re-read own writing to check own work.</p> <p>Spell words by identifying sounds and writing the corresponding letter.</p> <p><b>Write</b> – Instructional writing, develop factual writing and sentence writing</p>	<p>Start to re-read own writing to check own work.</p> <p>Spell words by identifying sounds and writing the corresponding letter.</p> <p><b>Write</b> – about experiences, develop sentence content and structure</p>	
<b>Literacy Vocabulary</b>	<p>Phoneme Grapheme Blending Reading Tricky word</p> <p>Blending fingers Letter</p>	<p>Phoneme Grapheme Blending Reading Tricky word</p> <p>Digraph</p> <p>Blending fingers Letter Sentence</p>	<p>Phoneme Grapheme Blending Reading Tricky word</p> <p>Digraph Trigraph</p> <p>Blending fingers Lower case letter Capital letter Sentence</p>	<p>Phoneme Grapheme Blending Reading Tricky word</p> <p>Digraph Trigraph</p> <p>Blending fingers Lower case letter Capital letter Sentence</p>	<p>Phoneme Grapheme Blending Reading Tricky word</p> <p>Digraph Trigraph</p> <p>Blending fingers Lower case letter Capital letter Sentence</p>	<p>Phoneme Grapheme Blending Reading Tricky word</p> <p>Digraph Trigraph</p> <p>Blending fingers Lower case letter Capital letter Sentence</p>	
<b>Mathematics</b>	Can Do - Ordinal & Cardinal Principles throughout routine	Can Do - Ordinal & Cardinal Principles throughout routine	Can Do - Ordinal & Cardinal Principles throughout routine	Can Do - Ordinal & Cardinal Principles throughout routine	Can Do - Ordinal & Cardinal Principles throughout routine	Can Do - Ordinal & Cardinal Principles throughout routine	<p><b>Early Learning Goals:</b></p> <p><b>Number</b></p>

	<p>Counting songs, stories, rhymes, choral and group counting.</p> <p><b>Number</b></p> <p>Count objects, actions and sounds.</p> <p>Begin to subitise.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Represent numbers to 3 in different ways.</p> <p><b>Shape, Space and Measure</b></p> <p>Compare and match items by their properties.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Make comparisons between objects relating to size, length, weight and capacity</p>	<p>Counting songs, stories, rhymes, choral and group counting.</p> <p><b>Number</b></p> <p>Explore the composition of numbers to 5</p> <p>Start to compare numbers to 5</p> <p>Represent numbers to 5 in different ways.</p> <p>Start to subitise to 5</p> <p>Link the number symbol (numeral) with its cardinal number value (to 5)</p> <p>Start to explore and understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p><b>Shape, Space and Measure</b></p> <p>Start to manipulate shapes in different ways to develop spatial reasoning.</p> <p>Talk about and explore 2D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p>	<p>Counting songs, stories, rhymes, choral and group counting.</p> <p><b>Number</b></p> <p>Develop an understanding of zero (the empty set).</p> <p>Explore the composition of numbers to 5 and start to learn number bonds.</p> <p>Represent, compare and explore the composition of 6, 7 and 8.</p> <p>Consistently link the number symbol (numeral) to its cardinal number value.</p> <p>Start to add by combining groups.</p> <p><b>Shape, Space and Measure</b></p> <p>Compare length, height, weight and mass.</p> <p>Understanding how to make a pair.</p> <p>Understand time through the sequencing of events.</p>	<p>Counting songs, stories, rhymes, choral and group counting.</p> <p><b>Number</b></p> <p>Explore the composition of numbers to 10.</p> <p>Start to recall number bonds for numbers 0–10</p> <p>Begin to count beyond 10 with accuracy.</p> <p>Continue to develop understanding of adding by combining groups (to 10)</p> <p><b>Shape, Space and Measure</b></p> <p>Talk about and explore 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Continue, copy and create repeating patterns, including more complex patterns.</p>	<p>Counting songs, stories, rhymes, choral and group counting.</p> <p><b>Number</b></p> <p>Start to develop a deeper understanding of numbers by:</p> <p>Building numbers beyond 10.</p> <p>Understanding counting patterns beyond 10.</p> <p>Understanding the composition of numbers through learning skills related to:</p> <p>Adding Taking Away</p> <p><b>Shape, Space and Measure</b></p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>	<p>Counting songs, stories, rhymes, choral and group counting.</p> <p><b>Number</b></p> <p>Explore number facts up to 10 – including doubles, odds and evens.</p> <p>Compare quantities in different contexts - grouping and sharing.</p> <p>Use number fact knowledge such as number bonds and subitising to solve problems.</p> <p><b>Shape, Space and Measure</b></p> <p>Continue to develop understanding of patterns and relationships in relation to number.</p> <p>Deepen understanding of measure through challenges and problem solving.</p> <p>Use spatial reasoning skills in mapping and design activities.</p>	<p><b>Numerical Patterns</b></p> <p>(See ELG's section at the bottom of document)</p>
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		Show an understanding of sequence and time and how it relates to night and day.					
<b>Maths Vocabulary</b>	Lots More Fewer Less Same Under	More Less Fewer Long Short First Then In Front Behind Under On Top	Beginning Middle End	Straight Flat Round Corners Side	Add/Addition Subtract/Subtracting Take-Away	I know because.. It is....because.... It is not.....because...  Left Right Forward Back	
<b>Understanding the World</b>	Explore our new classroom and school environment (Settling In)  Recognise that people have different beliefs and celebrate special times in different ways (festivals & celebrations)  Celebrate differences between people and their families  Describe what you can hear, see and feel using appropriate vocabulary  Observe and comment on familiar images of the past. Talk about family and community.	Recognise that people have different beliefs and celebrate special times in different ways (festivals & celebrations)  Celebrate differences between people and their families  Understand the effect of changing seasons on the natural world around them  Observe the changes in materials and describe what they see, feel and hear.	Explore the Forest environment in Forest School, talk about plants, animals and habitats within (Forest School)  Describe a particular environment or habitat, and the creature that inhabit them and compare to natural life in this country (Jungle Theme)  Explore themes of extinction and creatures that lived long ago (Dinosaur Theme)  Compare and contrast characters in stories,	Explore and discuss our local area, community and buildings. What is the same or different to other areas. What do we know about our immediate environment? (Local Area Walk)  Understand what a material is.  Suggest appropriate uses for materials  Make a prediction in a simple experiment	Learn about farms - what are farms for? What do they provide for us? What food comes from farms? (Farm Visit)  Recognise that people have different beliefs and celebrate special times in different ways (festivals & celebrations)  Celebrate differences between people and their families  Explore the natural world through gardening.	Observe natural changes in living things (Butterfly Growth & Planting Seeds)  Recognise that people have different beliefs and celebrate special times in different ways (festivals & celebrations)  Celebrate differences between people and their families – learn about different languages  Draw information from a simple map	<b>No Early Learning Goals</b>



			including figures from the past.				
<b>Science Links (in conjunction with TAPS planning)</b>	<b>Incy Wincy Shelter Test</b> Talk about the differences between materials and changes they notice.  Use materials for a purpose	<b>Frozen Balloons</b> Describe what they see, hear and feel  Observe melting, freezing and changes in materials.	<b>Forensic Footprints</b> I can identify my senses and use them to explore the world around me  I can observe and compare.	<b>The Gingerbread Man Falls Into...</b>  Making a prediction Was your prediction correct?  Observe changes and think about why they happened.	<b>Does This Grow on a Farm?</b>  Where does food come from?  How does our food grow?  Taste and describe.	<b>Butterfly/Frog Life Cycle</b>  Explore the natural world around them.  Understand the stages of a life-cycle  Understand that all living things have a life-cycle.	
<b>Understanding the World Vocabulary</b>	Material Change Celebration Festival Difference	Freezing Melting Ice Water Material Celebration Festival Difference	Observe Compare Material Celebration Festival Difference The Past Extinction Habitat	Prediction Outcome Why Celebration Festival Difference	Farm Senses Taste Smell Food Celebration Festival Difference Habitat	Life-Cycle Chrysalis Celebration Festival Difference Habitat Language	
<b>Expressive Art and Design</b>	Explore and engage in music making and dance both individually and in small groups.  Sing in a group increasingly matching the pitch and following the melody  Copy and develop their own storylines in pretend play  Use a pencil to draw and create different effects  Create a self-portrait and be able to represent their features to include eyes, nose, mouth, hair	Learn a storyline and songs and act in a play in front of others (Christmas Play)  Independently develop storylines in their play  Use a range of materials to construct artwork with a purpose  Use a range of resources to create festive cards and wrapping paper	Develop storylines in pretend play  Engage in cultural dance and movement (Dragon Dances)  Independently develop storylines in their play  Retell and innovate stories that they have learned  Develop an imaginary narrative using ideas from stories and songs	Develop storylines in pretend play  Retell and innovate traditional tales to include new characters, settings and endings  Independently develop storylines in their play  Use a range of resources to create an Easter card using scissors to cut and glue to stick independently	Develop storylines in pretend play  Listen attentively, move to and talk about music, expressing feelings and responses, making comparisons between different music genres.  Work collaboratively to create artwork such as 3D sculptures, collages and models.	Develop storylines in pretend play  Develop an extended repertoire of songs including some in different languages  Work collaboratively to create artwork such as 3D sculptures, collages and models.	<b>No Early Learning Goals</b>

	and eye brows as well as own skin tone.						
<b>Music Links</b>	<p><u>Phase 1 Phonics</u></p> <p>Listening, Rhythm and Sound Recognition. Dance &amp; Movement included in P.E. planning for T1</p>	<p><u>Christmas Performance</u></p> <p>Learning songs &amp; accompanying dances/percussion. Rhythmic movement included in P.E. planning for T2</p>	<p><u>Dragon Dances for Chinese New Year –</u></p> <p>Learning new styles of music, cultural dance and songs.</p>	<p><u>Exploration of instruments</u></p> <p>Learning names of instruments, listening &amp; identifying, following and repeating, exploring different ways of making sounds.</p>	<p><u>Environmental Sounds &amp; Natural Instruments –</u></p> <p>Listening to different environmental sounds, making music with natural objects, themed songs around farms and animals</p>	<p><u>End of Year Performance - Learning 4 songs in Different Languages</u></p> <p>Learn words, singing in groups, solo &amp; rounds, accompanying percussion.</p>	
<b>EAD Vocabulary</b>	<p>Imagination, pretend, character</p> <p>Rhythm, pitch, pulse</p> <p>Self-portrait – ears, nose, eyes, mouth, hair, eyebrows</p>	<p>Imagination, pretend, character, expression</p> <p>Loud, quiet</p> <p>Perform, audience</p> <p>Nativity based vocabulary</p>	<p>Imagination, pretend, character, expression</p> <p>Musical Instrument names</p> <p>Rhythm, pitch, pulse</p> <p>Story language for TFW – once upon a time, first, next, finally, after that, then</p>	<p>Imagination, pretend, character, expression</p> <p>Musical Instrument names</p> <p>Rhythm, pitch, pulse</p> <p>Story language for TFW – once upon a time, first, next, finally, after that, then</p>	<p>Imagination, pretend, character, expression</p> <p>Rhythm, pitch, pulse, fast, slow, high, low</p> <p>Story language for TFW – once upon a time, first, next, finally, after that, then</p>	<p>Imagination, pretend, character, expression</p> <p>Rhythm, pitch, pulse, fast, slow, high, low</p> <p>Story language for TFW – once upon a time, first, next, finally, after that, then</p>	