Yew Tree Primary Academy

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Nursery Curriculum 2022-2023

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| **Nursery 2022-2023** | | AUTUMN | | | | | | SPRING | | | | | SUMMER | | | | | |
| Dependent on transition and baseline information some overlearning of prior age bands might occur. | | **Focused Texts**  **Autumn 1-** Where’s Spot, Dear Zoo & The Tiger who came to tea  **Autumn 2-** Owl Babies, Meg & Mog & Room on the broom | | | | | **Focused Texts**  **Spring 1-** Elmer, Rainbow Fish & Giraffes can’t dance  **Spring 2-** Three Little Pigs, Little Red Riding hood & The Gingerbread Man | | | | | | **Focused Texts**  **Summer 1-** The Hungry Caterpillar, Jaspers Beanstalk & The Giant Turnip  **Summer 2-**We’re going on a bear hunt, How to catch a star & Aliens love underpants | | | | | |
| Communication & Language | Focus Teaching | ●Sing a large repertoire of songs.  ●Nursery rhymes  ●Learn new vocabulary  I am beginning to express my thoughts and ideas with adults and peers.  I can describe jungle animals eg the elephant has big ears/the elephant has big ears and a long trunk  I know animals are different in colour, size and shape etc.  I can share opinions about animals  I can say what animals I like and don’t like  I can talk about myself in positive terms – discuss the names of my family and friends  I can describe where I live. | | | | ●Can start a conversation with an adult or a friend and continue it for many turns.  I know that in Autumn the leaves fall from the tress  I can talk about celebrations within my family and other significant events.  ​I can use new vocabulary to talk about Halloween, Bonfire Night and Christmas  I will explore Halloween, Bonfire Night and Christmas through stories and provision | | ●Understand ‘why’ questions, like: “Why did Elmer feel sad?”  I can talk about how characters feel and how they behave, E.g why the fish didn’t want to share his scales.  I can make links between and characters feeling and my own | | | ●Use longer sentences of four to six words  ●Know many rhymes, be able to talk about familiar books, and be able to tell a long story.  I can retell stories using pictures and props to support order  I can use repeated refrains when orally retelling a story  I can talk about how characters feel and how they behave.  I can talk about right and wrong choices. | | ●Enjoy listening to longer stories and can remember much of what happens.  ​I can talk about the different colours and changes that can be seen around us when Spring/Summer happens.  I can use new language and vocabulary linked to this I.e. spring, brown, orange, grow, names of baby animals, alive, born  I can talk about stories and what happens in greater details.  I can hold longer conversations with adults and peers  I can remain on topic when have conversations with my peers. | | | | ●Articulate their ideas and thoughts in well-formed sentences.  ●Describe events in some detail.  ●Express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions  I can talk about places they have visited close to home and further away. How do people get to places they visit? How would we get to space?  I can talk about the differences between holidays eg beach vs theme park – what might you need to take with you to go to a certain place? What would we need to go to space?  I can use a range of new vocabulary linked to holidays and space.  I will investigate passports – what do they look like, what are they for?  I can describe what I like best about nursery. | |
| Provision opportunities | • Use a wider range of vocabulary.  • Use a wider range of vocabulary.   • Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.    • Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”  • Know many rhymes, be able to talk about familiar books, and be able to tell a long story.   * Story mascot * Story bags/resources e.g. puppets of characters for re telling the story, story stones, prompt cards, different settings to stimulate discussion * Nursery rhyme cards/props e.g. duck, frogs, current buns, song mitts * Dress up role play to match story * Discussion table/ bags/curiosity cube * Turn taking activities (Simon says etc.) * Word of the day challenge activities * Pobble 365 to promote oracy (spring/summer) * EYFS Picture News to promote oracy and writing * Communication friendly environment e.g. language prompt cards to encourage children to use language e.g. conjunctions, link to SALT targets and word aware * Positional language cards   Possible roleplay areas which link to topics and support language development by taking on roles to develop social phrases:  Autumn Term   * home corner/domestic roleplay, café,   Spring Term   * Traditional tales role play, Chinese new year, farm shop/easter shop   Summer Term   * Space station, beach, ice cream shop, | | | | | | | | | | | | | | | | |
| PSED | Focus Teaching | • Increasingly follow rules, understanding why they are important (introduce in Autumn and reinforce throughout the year)  I can join in circle time scenario games and books about happiness, sad, angry – links to transition and how they are feeling in their new setting.  ***Introduce ROAR Rainbow***  **These PSED focus points and objectives can be supported with the following suggested 3D PSHE lessons:**  3D PSHE Making Relationships  Lesson 1: Let’s Play Shops  Lesson 2: Who’s Playing  Lesson 3: It’s Your Turn | | | | • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.  I can follow the rules in Nursery  I am beginning to demonstrate respect towards my friends, teachers and classroom environments.  ***Introduce children to ‘DREAM BIG’ values***  I can talk about how my family takes care of me and how that makes me feel -linking with Owl Babies.  3D PSHE Making Relationships  Lesson 4: Good Friends | | Begin to understand how others might be feeling ​  I will use the display of emotions to help me identify my feelings and develop my vocabulary linked to this.  I can talk about emotions linked with stories and consider how characters may feel.  3D PSHE Self Confidence and Awareness  Lesson 14: The Pantomime | | | Develop appropriate ways of being assertive.  I can choose where I want to play  I can talk about and express where and what I want to play  I can verbally express my needs and wants with my friends  3D PSHE Self Confidence and Awareness  Lesson 5: Make Your Choice  Lesson 7: Chatterbox!  3D PSHE Managing feelings and Behaviour  Lesson13: Fair Shares | | Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.  I can engage in problem solving scenarios to support my skills in team work and sharing different opinions eg a fruit up a tree  3D PSHE Self Confidence and Awareness  Lesson 6: Odd Jobs  3D PSHE Managing feelings and Behaviour  Lesson 15 – You Smell | | | | | With support, begin to show resilience and perseverance in the face of challenge.  With support, begin to talk with others to solve conflicts  I can engage in circle time games discussing tolerance and understanding of others, ways to work out our differences.  I am beginning to understand our school values ‘Dream Big’ e.g  Beautifully behaved means I can follow the rules.  I am beginning to independently use and understand my ‘Roar Rainbow’  3D PSHE Managing feelings and Behaviour  Lesson 16: A Waiting Game |
| Provision opportunities | • Select and use activities and resources, with help when needed.    • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.   • Develop their sense of responsibility and membership of a community.  • Become more outgoing with unfamiliar people, in the safe context of their setting.  • Show more confidence in new social situations.  • Play with one or more other children, extending and elaborating play ideas.  • Does not always need an adult to remind them of a rule.  • Develop appropriate ways of being assertive.  • Talk with others to solve conflicts.   • Begin to understand how others might be feeling   * Visual prompts for rules e.g. eyes looking, ears listening etc. * Visual timetable * Feelings activities: feelings faces, using mirrors, loose parts FACES book * Books associated with feelings e.g. I’m sorry by Sam McBratney * Feelings masks and picture cards, mirrors * Talk about how these link to our school values of DREAM BIG * Barrier games * Turn taking games * Roleplay areas to support feeling like a member of the community * Roar Rainbow | | | | | | | | | | | | | | | | |
| Physical Development | Focus Teaching | ●Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.  ●Use a comfortable grip with increasing control when holding mark making tools  I can use my hands to manipulate playdough and tools.  I can use a range of different media in provision to support fine motor skills.  I can join in with finger gym activities  I can begin to using mark making tools,.e.g. chalk, paintbrushes etc to make different shape and size marks  ​  I can investigate using my body in different ways- jumping, running, hopping, pushing, pulling etc  I can negotiate space with increasing control | | | | | | • Start to eat independently and learning how to use a knife and fork  ●Use a comfortable grip with increasing control when holding pens and pencils.  Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks  ●Use large muscle movements  ● Develop co-ordination, balance and agility  I can begin to use knives and forks in playdough as well as snack and lunch time.  I know I need to brush my teeth to keep them healthy  I can begin to build an outdoor (over, under and through) assault course.  I climb with increasing impendence.  I can safely move between different levels.  I can investigate using my body in different ways- jumping, running, hopping, pushing, pulling etc  I can negotiate space with increasing control | | | | | ●Use a comfortable grip with good control when holding pens and pencils.  • Make healthy choices about food, drink, activity and toothbrushing.  ●Use large muscle movements  ● Develop co-ordination, balance and agility  I can hold a pencil with a correct pencil e.g. between my fingers and thumb  I can use and investigate different resources and tools to plant  I can make use gardening equipment safely and with control  I can Identify simple healthy and unhealthy foods.  I can begin to prepare my own healthy snack- linked to very hungry caterpillar  I know my body needs fruit and vegetables to be healthy  I can move in different ways from a start point to an end point. E.g. jumping, skipping, and hopping crawling… - linked to journeys  I can explore our school and grounds. Up and down stairs, up and down banks, weaving between posts and walking long paths- linked to journeys and transition | | | | | |
| Provision opportunities | • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.   • Go up steps and stairs, or climb up apparatus, using alternate feet.  • Skip, hop, stand on one leg and hold a pose for a game like musical statues.  • Use large-muscle movements to wave flags and streamers, paint and make marks.   • Start taking part in some group activities which they make up for themselves, or in teams.   • 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.  • Show a preference for a dominant hand.   • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.  • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.  • 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.  Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.  • Use one-handed tools and equipment, for example, making snips in paper with scissors.   * Playdough area, sand area, water tray – pouring and filling etc. * Various mark making resources inside and outside e.g. pen, paper, chalk, paint, water and paintbrushes * Use of outdoor equipment (bikes, scooters, wheelbarrows) * Make assault courses outside with different levels and objects that encourage rolling, crawling, going over, under, through or jumping etc. * Finger gym activities with tweezers, threading, pipettes, scissors etc. * Visit from dentist to discuss teeth etc * Healthy snacks including snacks that may need a knife, fork or spoon. | | | | | | | | | | | | | | | | |
| Literacy | Focus Teaching | Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and  from top to bottom  I am beginning to recognise print in the environment  I can join in a print walk around school in small groups to spot print in different forms eg signs, writing etc  I can begin to share my favourite stories – links with home to find out about favourite books at home  I will explore non-fiction books about animals  ***Adults scribing pictures that children have drawn and how they have described the animals***  **Texts**  Dear Zoo and other Rod Campbell books  Where’s Spot?  Tiger who came to tea | Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and  from top to bottom ​  Engage in extended conversations about stories, learning new vocabulary  I can use role play to explore stories  I join in small group story time  I am beginning to share my opinions about stories  I can vote for a book I would like to hear read to me  I will explore non-fiction books  **Texts**  Owl Babies/Oliver’s Wood  Meg and Mog  Room on the broom | | | | | ●Understand how to listen carefully and why listening is so important.  ●Ask questions to find out more and to check they understand what has been said to them.  ●Listen to and talk about stories to build familiarity and understanding.  I will explore writing patterns – zig zag, swirls, left to right etc  I can contribute to a story maps for key elements of traditional stories  **Texts**  Rainbow Fish  Elmer  Giraffes can’t dance | ●Understand how to listen carefully and why listening is so important.  ●Ask questions to find out more and to check they understand what has been said to them.  ●Listen to and talk about stories to build familiarity and understanding.  I can explore letter shapes, practising names using a range of different media  With support, I can gain information from non-fiction books in order to support knowledge of growing  **Texts**  Traditional tales e.g. 3 little pigs, The 3 Billy Goats Gruff, Goldilocks, Little Red Riding Hood  Jack and the Beanstalk | | | | ●Describe events in some detail.  ●Articulate their ideas and thoughts in well-formed sentences.  ●Read individual letters by saying the sounds for them.  I can retell the story using the picture map with their drawings linked to the text ‘Handa’s Surprise’.  I can add initial sounds to a story map.  I can contribute to a class post card  **Texts**  The Very Hungry Caterpillar  We’re going on a bear hunt  The Giant Turnip | ●Describe events in some detail.  ●Articulate their ideas and thoughts in well-formed sentences.  ●Read individual letters by saying the sounds for them.  I can us a range of writing material and prints to mark make in the space station  I can contribute to a class letter to a space station- independent opportunities for children  **Texts**  Whatever next  How to catch a star  Aliens love underpants  No bot | | | | |
| Provision opportunities | • 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; write ‘m’ for mummy.  • Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and  from top to bottom  • Engage in extended conversations about stories, learning new vocabulary.  • Write some letters accurately  • Write some or all of their name.   * Mark making/messy play to develop motor skills and letter formation * Read write inc * Roleplay areas to develop social phrases * Range of books in provision/ on display so they are easily accessible * Story mascot * Story prompts * EYFS Picture News * Picture discussion cards – Pobble 365 * Communication friendly environment e.g. language prompt cards to encourage children to use language e.g. conjunctions, link to SALT targets and word aware * Exciting stimulus to hook children into reading/writing | | | | | | | | | | | | | | | | |
| Maths | Focus Teaching | • Show ‘finger numbers’ up to 5.  • Recite numbers past 5.  I can show ‘finger numbers’ from 1-5  I can show finger numbers in different ways e.g. the number 2 in different ways  I can count out loud, reciting numbers  I can sing different counting songs and rhymes  I can represent numbers through fingers and objects | | | • Say one number for each item in order: 1,2,3,4,5.  ●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’.   • Fast recognition of up to 3 objects, without having to count them individually (‘subitising’).  I can recognise how many objects I can see – linked to celebrations  Practise counting through songs and rhymes  I am beginning to count things I cannot see e.g. stones being dropped into a tin, bangs on a drum etc.  I can talk about shapes in the construction area | | | • Experiment with their own symbols and marks as well as numerals.  ●Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.  ●Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).  ●Extend ABAB patterns – stick, leaf, stick, leaf.  informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.  I can record in my own way e.g. children record how many balls they managed to throw through the hoop etc.  I recognise numbers to 5  I can choose the correct number to match a quantity of objects  I can stop counting out loud when I have reached the end of a group of objects  I know that the last number reached when counting a set of objects tells you how many there are in total  I can make an ABAB pattern | | | | ●Notice and correct an error in a repeating pattern.  ●Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.  ●Make comparisons between objects relating to size, length, weight and capacity.  I can identify an error in a repeating pattern  I can talk about patterns  I can investigate patterns in nature  I can confidently use words such as ‘stripy, spotty, zig zag, pointy’ etc.  I can compare objects using big and small  I can compare capacities using empty and full  I can compare objects using heavy and light | • Combine shapes to make new ones – an arch, a bigger triangle etc  ●Compare quantities using language: ‘more than’, ‘fewer than’.  • Understand position through words alone – for example, “The bag is under the table,” – with no pointing – link to foods growing on trees, under ground etc..  ●Solve real world mathematical problems with numbers up to 5.  I can talk about mathematical ideas throughout the day e.g. number of children at a table and number of chairs around a table  I can use the language more and fewer when talking about a group of objects  I can use words e.g. under, over, in, on | | ●Describe a familiar route  ●Discuss routes and locations, using words like ‘in front of’ and ‘behind’. – link to journeys topic  ●Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’  I can walk around the school and talk about what I can see  I can talk about my route to school  I can make a journey from one place in school to another  I can make a journey through, under, over objects  I can use words such as first and then | | | |
| Provision opportunities | • Combine shapes to make new ones – an arch, a bigger triangle etc  \*Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.  \*Compare quantities using language: ‘more than’, ‘fewer than’.  • Notice and correct an error in a repeating pattern.  \*Experiment with their own symbols and marks as well as numerals.  \*Understand position through words alone – for example, “The bag is under the table,” – with no pointing.   * Seasonal objects to count, make irregular arrangements, patterns etc. * Interactive games – number line, washing line, basket of number cards, magnetic numbers, dominoes, dice etc. * Building blocks, lolly sticks for shapes * Ordering objects by weight/size etc. e.g. seasonal objects, post office, green grocers for Veg topic. * Photos for patterns and sequencing and resources to support e.g. gems * Counters to match to number * Dice games * Water Tray jugs and containers for capacity * Tape measures and scales in maths area * 2D and 3D shape baskets | | | | | | | | | | | | | | | | |
| Understanding the world | Focus Teaching  History  Science  Geography  RE | ●Begin to make sense of their own life-story and family’s history.  ●Continue to develop positive attitudes about the differences between people.  I know I belong to a family. Discuss what family means. Reference different family make ups.  I know my age and that I am in nursery. I know my parents are older- adults to support with older and younger. I know how old I am next  I know that animals have different habitats- I can match some animals to the correct habitat e.g. a camel in a desert, a frog in a pond and a monkey in a jungle | | | | ●Explore collections of materials with similar and/or different properties.  ●Seasons and the natural world  I know how people celebrate Christmas  I can retell key points of The traditional Christmas Story  I can locate the North Pole– introduce a globe (Santa and the elves live)  I can investigate ‘Santa’s parcels’ to see which are magnetic  Bonfire night – safety story of Guy Fawkes  I can join in making a firework in a jar  I can join in a muddy puddle walk  I know that Christmas comes after Halloween and that Halloween comes before Christmas | | ●Continue to develop positive attitudes about the differences between people.  I know how Chinese New Year is celebrated  I can talk about the Easter story  I am beginning to order pictures from a story  I can name adult farm animal and match them to their baby- linked to Spring  I am beginning to know a globe and world map is for looking at where places are in the world  I can investigate where different animals live in the world. | | | ●Understand the key features of the life cycle of a plant and an animal.  ●Seasons and the natural world  ●Explore collections of materials with similar and/or different properties.  I can explore a range of different materials suitable for making a roof (waterproof materials) linked to the story of the Three Little Pigs.  I can use the words woods, forest, house, path when talking about a setting  I know why we give eggs at Easter.  I know that Jesus came back to life  I can order the changes of a caterpillar- I am beginning to use the words first and then with support | | ●Understand the key features of the life cycle of a plant and an animal.  ●Continue to develop positive attitudes about the differences between people.  ●Know that there are different countries in the world and talk about the differences they have experienced or seen in photos  I can talk about how a caterpillar changes- Growing, Caterpillars  I know a plant needs soil and water to grow-Planting beans  I can join in an outdoor bug hunt and name some insects  I can join in a bug hunt and talk about where they live or were found  I can talk about my family from photos of them in different places  I know that my holiday was in the past and I am beginning to use the past tense words went and was  I can name different places I have been on holiday.  I can talk about what made it was different to home. | | | | | ●Explore collections of materials with similar and/or different properties.  ●Talk about the differences between materials and changes they notice.  ●Seasons and the natural world  I know that stars are in space and space is above us  I can explore my senses  I can go on a journey in school and the grounds remembering what I saw  I know people have travelled to space and the moon in the past  I know a journey is going from one place to another- link to transition |
| Provision opportunities | • Use all their senses in hands-on exploration of natural materials.   • Show interest in different occupations.  • Plant seeds and care for growing plants.  • Begin to understand the need to respect and care for the natural environment and all living things.  • Talk about what they see, using a wide vocabulary.   • Explore how things work.   * Using mirrors to explore self * Self portraits/family pictures * Celebrations throughout the year e.g. Chinese new year * Investigation station e.g. different materials * Curiosity cube- Sacred objects from other cultures to promote talk and interest in other communities/cultures * Books such as Handa’s surprise, What do you celebrate? Etc. * Roleplay areas reflect people and communities * Life cycle cards and stories to support this e.g. The Very Hungry Caterpillar, The Tiniest Seed etc. * Toys with different properties e.g. scooters, wheelbarrows push and pull toys and cards etc. | | | | | | | | | | | | | | | | |
| Expressive arts and design | Focus Teaching  Music  Art  DT | ●Listen with increased attention to sounds.  ●Create closed shapes with continuous lines, and begin to use these shapes to represent objects.  I can listen to different sounds  I recognise different environmental sounds  I can sing different nursery rhymes  I can sing different counting songs  I can begin to mark make using different shapes and patterns.  I can draw a picture of my family  I can make playdough | | ● Remember and sing entire songs  ●Use drawing to represent ideas like movement or loud noises.  I can sing and perform different Christmas songs  I can listen to music and move my body  I can make a bonfire picture  I can use natural resources to make some transient art-faces  I can make a salt dough Christmas decoration | | | | ●Respond to what they have heard, expressing their thoughts and feelings.  ●Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.  ●Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.  I can sing different nursery rhymes  I can sing different counting songs  I can make a picture with different emotions  I can use printing techniques- e.g. rainbow fish art  I can make a 3d Model-Elmer | | ●Explore colour and colour-mixing.  • Play instruments with increasing control to express their feelings and ideas  I can sing the caterpillar song with actions  I can listen to the sounds of different instruments  I can play different instruments  I can mix colours together  I can paint characters from Traditional Tales  I can build a bridge and the 3 Little Pig’s house.  I can discuss what would make a bridge better | | | ●Explore colour and colour-mixing.  • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.  • Sing the pitch of a tone sung by another person (‘pitch match’).  I can sing different songs and create different movements to match the song  I can mix colours together  I can explore leaf patterns and printings for the beanstalk  I know where food comes from-Fruit Kebab | | | ●Draw with increasing complexity and detail, such as representing a face with a circle and including details.  I can draw different objects with more detail  I can create a marble space background  I can make junk model space rocket  I can sing the melody and pitch of a song | | |
| Provision opportunities | • Take part in simple pretend play, using an object to represent something else even though they are not similar.  • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.  • Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.  Draw with increasing complexity and detail, such as representing a face with a circle and including details.   • Explore different materials freely, in order to develop their ideas about how to use them and what to make.  • Develop their own ideas and then decide which materials to use to express them.  • Join different materials and explore different textures.  • Create their own songs, or improvise a song around one they know.  • Play instruments with increasing control to express their feelings and ideas   * Nursery Rhymes, books to sing along to, instruments * Musical instruments/sound wall etc. * Loose parts faces * Making area with different materials for construction and models * Range of mark making resources e.g. crayons, felt tips, pencils, chalk, stamps, etc. * Pattern making resources e.g. sticks, buttons, jewels * Photos of different patterns * Age appropriate art books * Sing box with song mitts and prompt cards | | | | | | | | | | | | | | | | |