

# Long Term Plan for EYFS at Magdalen Gates Primary School (2021-2022)

<p>Whole School Themes and Power of reading texts.</p>	<p>Autumn 1 Community</p> <p><b>Non text</b> Use the virtual tour to explore areas of school and classroom People who work in our school.</p> <p><b>Power of Reading Texts</b></p> <p>Owl Babies by Martin Wadell (family, separation, anxiety, fear and reunion)</p> <p>Blue Penguin by Petr Horacek (identity belonging and acceptance) Identify Antarctica on map</p> <p><b>Other texts</b> Eric Carle stories</p> <p>Poetry Text A great Big Cuddle Michael Rosen</p> <p>Nursery Rhymes – Twinkle Twinkle Little Star Wind The Bobbin up</p>	<p>Autumn 2 Change and progress</p> <p>Exploring past events in their own lives. When I was a baby. Sequencing a child growing up. Looking at generations in own family. Birthdays</p> <p><b>Power of Reading Texts</b></p> <p>Anna Hibiscus Song</p> <p>So Much by Trish Cooke</p> <p><b>Other Texts</b> Maisies Birthday by Lucy Cousins</p> <p>A is for Africa by Ifeoma Onyefulu</p> <p>Poetry Text A great Big Cuddle Michael Rose</p> <p>Nursery Rhymes – 5 Currant Buns Incey Wincey Spider</p>	<p>Spring 1 Exploration and discovery</p> <p>Discovering and exploring new places by going on a journey.</p> <p><b>Power of Reading Texts</b></p> <p>A Brave Bear by Sean Taylor (journey, destination, independence, landscape, relationship help, protection).</p> <p>Were going on a Bear Hunt by Micael Rosen (Family, empathy, weather, landscapes)</p> <p>Nursery Rhymes – Humpty Dumpty. Jack and Jill went up the Hill</p>	<p>Spring 2 Technological advancement</p> <p>Compare and contrast vehicles from the past to modern day. Jobs of adults that work in transport industry.</p> <p><b>Power of Reading Texts</b></p> <p>The Train Ride by June Crebbin and Stephen Lambert (journey, countryside, seaside, town, farm, destination)</p> <p><b>Other Texts</b></p> <p>Dig, Dig, Digging by Margaret Mayo Driving my Tractor by Jan Dobbins Down by the Station by Jess Stockham Mr Gumpy's Outing by John Burlingham</p> <p>My Very First Mother Goose – Iona Ople Nursery Rhymes – Row Row your boat. The Wheels on the Bus</p>	<p>Summer 1 Climate and sustainability</p> <p>Explore the wonders of the oceans and then begin to think about the effects that humans can have and our responsibility to look after them Jobs of adults that work at Sea.</p> <p><b>Non text</b> – Introduction to Recycle, Reduce, Reuse and how we can apply this in EYFS.</p> <p><b>Power of Reading Texts</b></p> <p>Billy's Bucket by Kes Gray (wonders, family, introduction to marine life)</p> <p>Gilbert the Great by Jane Clarke (love, loss, friendship)</p> <p>Surprising Sharks by Nicola Davies (Poaching, protecting, fear)</p> <p>Here's a Little Poem – Jane Yolen and Andrew Fusek Peters Nursery Rhymes – !, 2, 3, 4, 5, Once I caught a fish alive. Baa Baa Black Sheep</p>	<p>Summer 2 Conflict and Power</p> <p>Goodies and baddies in stories. Resolving friendship problems. Jobs linked to people who help us stay safe.</p> <p><b>Power of Reading Text</b></p> <p>What the ladybird heard by Julia Donaldson (foiling the robbers, plans and maps)</p> <p>Other Texts</p> <p>The Girl with the parrot on her head by Daisy Hirst (friendship and fears, empathy and emotion)</p> <p>The Old Woman and the Red Pumpkin by Betsy Bang (bravery, outwitting, good triumphs over evil)</p> <p>Here's a Little Poem – Jane Yolen and Andrew Fusek Peters</p> <p>Nursery Rhymes. Hickory Dickory Dock Little Bo Peep</p>
<p>What an EYFS geographer needs to understand.</p>	<p><b>That where they live is unique to them (and their family)</b> Homes and addresses. <b>Know that we live in Norwich.</b> Bus Tour Why are we called Mag Gates? <b>That the world is made up of different countries.</b> Identify Antarctica on map for home of Blue Penguin and UK for Barn owls. Discuss similarities and differences between penguin habitat and their own</p>	<p><b>That the world is made up of different countries.</b></p> <p>Compare Mango tree to our playground trees. Make yam balls to go with soup. Find Africa on the map Explore Ghanian culture.</p>	<p><b>We need to change what we do/wear in response to the climate.</b></p> <p>Exploring the different landscapes and weather in the story and consider what clothes are the most suitable.</p>	<p><b>That there are key words/vocabulary associated with human and physical geography.</b></p> <p>Discussing the different parts of the journey and places that we have or have not been to. What would we see at the seaside, in the country, at the far.)</p>	<p><b>That the world is made up of different countries.</b></p> <p><b>That there are key words/vocabulary associated with human and physical geography.</b></p> <p>Explore under the sea and effect of rubbish. Locate sharks on world map and notice that blue on a map is sea.</p>	<p><b>That positional language and directions can tell us where to go</b></p> <p>Design own maps of the farm. In role as the ladybird giving directions how to foil the robbers.</p> <p><b>That there are key words/vocabulary associated with human and physical geography.</b></p> <p>Investigate difference between town and country, particularly farms. Make careful maps to show another journey around the farm</p>

What an EYFS historian needs to understand.	<p><b>That time passes in sequential order.</b></p> <p><b>Introduce days of week, day and night. and months or year.</b></p> <p><b>Establish routines of the school day</b></p> <p><b>Night and day contrasts from the stort "Owl Babiies"</b> Days of the week From "A Very Hungry Caterpillar"</p> <p><b>That events/celebrations take place at specific points of the year.</b></p> <p>Introduce "Let's Celebrate with Eric Carle Class."</p>	<p><b>That the passage of time changes us all.</b></p> <p>Sequence a human growing up. Discuss generations in own family.</p> <p><b>That events/celebrations take place at specific points of the year.</b></p> <p>Christmas and Diwali</p>	<p><b>That there are key words/vocabulary associated with the passage of time.</b></p> <p>Sequences the story of "Were going on a Bear Hunt" Teach key language of First, Next, Now and then.</p> <p>That events/celebrations take place at specific points of the year.</p> <p><b>Chinese New Year</b></p>	<p><b>That the passage of time changes the world around us.</b></p> <p>How did people used to travel? Comparing trains, cars and aeroplanes from the past and now.</p>	<p><b>That we need to change what we do/wear in response to the passage of time.</b></p> <p>Sun Safety and teach seasons</p> <p><b>That events/celebrations take place at specific points of the year.</b></p> <p>Eid and Explore significant birthdays with the children. Remember presents and things they did on their birthday.</p>	<p><b>That the passage of time changes the world around us.</b></p> <p>Sequence and life cycles of frog, chick, butterfly.</p>
UW Character, setting , event from the past	Norwich City Walls	Guy Fawkes	Norwich Castle	Mozart	Norwich Cathedral	Queen Elizabeth II
<p>Science</p> <p><b>What an EYFS scientist needs to understand.</b></p> <p>Lots of In the moment "child led" opportunities. A few examples based on previous years.</p>	<p><b>That the world is made up of different animals and plants.</b></p> <p><b>That there are similarities and differences in the natural world.</b></p> <p>Why can't people fly? (Human body parts and penguins and owls)</p> <p>Compare our body parts to penguins.</p>	<p><b>There are important processes and changes that happen.</b></p> <p>How can we change what soup looks like? (Making freezing and defrosting soup?)</p> <p>What foods do we grow at school?</p>	<p><b>There are important processes and changes that happen.</b></p> <p>What happens when we heat an egg?</p> <p>Snow and ice investigations</p>	<p><b>That the world is made up of different animals and plants.</b></p> <p><b>That there are changes in the natural world through seasons</b></p> <p>What will happen to this seed/bulb? Where did this seed come from? Growing a hyacinth. Planting Sunflower seeds.</p>	<p><b>Use a range of scientific equipment to help them develop their lines of enquiry.</b></p> <p>Does rubbish float? Making a boat to carry a special toy. Making a boat out of plasticine and tin foil</p>	<p><b>That the world is made up of different animals and plants.</b></p> <p>Who are my parents? Animals and their babies (including minibeasts)</p> <p>Investigating and comparing animals, number of legs, ears etc</p> <p>Matching animals to their young</p>
	<p>Collecting sunflower seeds for Spring Term</p> <p>Collect twigs, leaves etc and tidy up the mini beast hotel</p>	<p>Making apple crumble. Collect and sort Autumn leaves.</p>	<p>Making bird feeders.</p> <p>Painting on icy puddles. Making icy puddles melt.</p>	<p>Planting sunflower seeds and hyacinth.</p> <p>Making birds nests.</p>	<p>Investigate who is living in the mini beast hotel.</p> <p>Shake the apple tree on white sheet.</p>	<p>Shadow pictures.</p> <p>Watching a puddle shrink in the sun.</p> <p>Cooking an egg in the sun.</p>
<p><b>That there are changes in the natural world through seasons (all children will experience seasonal activities during the "mini-nature explorer sessions"</b></p> <p>Spring Summer, Autumn, Winter hunts around school. Making sure that we are dressed suitably for the weather. Watch the apple tree through the seasons.</p>						
Computing (Knowsley City Learning)	Nursery Rhyme Coding	Shape Hunt (Camera App)	Beats and Rhythm (Garage Band App)	Robots	Talking Technology Chatterpix or Book Creator	Animal Safari (QR Codes)
R.E	Introduce "Let's Celebrate with Eric Carle Class."	Christmas (Christian)	What is a belief? Say what matters to them and what is of value? (Multi)	Investigate Easter through symbols and artefacts. (Christian)	Special books and religious stories. Visit Norwich Cathedral)	What is right? What is wrong? What is good? (Multi)
<p>Festivals and ceremonies linked to children and families in the class. (Multi)</p>						

<p>CLL</p> <p>Writing outcomes linked to whole school theme.</p>	<p>Writing feelings and post in feelings box.</p> <p>Day-time and night-time words</p> <p>Writing notes home to family.</p> <p>Wanted Poster</p> <p>Letter of Mummy Owl</p> <p>Speech and thought bubbles from baby owls</p> <p>Oral storytelling scribed by the teacher.</p> <p>Messages to lonely penguin</p> <p>Zig zag books about friendship,</p> <p>Letters of advice.</p>	<p>Writing cards/notes/messages for people we love</p> <p>Diagrams and factsheets about people</p> <p>Speech/thought bubbles</p> <p>Shared poem about what makes us happy.</p> <p>Lists for a birthday party.</p> <p>Writing in a birthday card.</p> <p>Making invites for birthday party</p>	<p>Writing a letter to the bears how to cool down.</p> <p>Shared writing about the bears.</p> <p>“What we know, What we would like to find out, What we found out”</p> <p>Fact files about bears</p> <p>Oral storytelling scribed by the adult</p> <p>Writing captions to go with the original pictures.</p> <p>Speech/thought bubbles for the bear.</p> <p>Writing a new version of the story as a trip for the class.</p> <p>Writing a letter from the Bear</p>	<p>Write a postcard to and letter to and from friends</p> <p>Writing for the role play area</p> <p>Tickets, signs, maps, lists, holiday posters, labels.....</p> <p>Oral storytelling scribed by the teacher.</p>	<p>Make and write Birthday cards, invitations and gift tags.</p> <p>Label and write captions for undersea animals. Display in reading area.</p> <p>Recall parts of the story.</p> <p>Speech bubbles and thought bubbles from characters in story.</p> <p>Shared writing “Under the Sea”</p> <p>Writing questions that we want to find out about sharks.</p> <p>Labelling diagram of sharks</p> <p>Writing captions about sharks.</p> <p>Write fact sheet or leaflet about sharks.</p>	<p>Write or dictate own versions of the story . Making maps. Writing instructions to catch the robbers.</p> <p>Wanted posters. Speech bubbles for animals in the story. Character profiles of Hefty Hugh and Lanky Len.</p>
<p><b>RSHE</b></p> <p><b>Building Relationships</b></p> <p><b>Managing Self</b></p> <p><b>Self Regulation</b></p>	<p>Mental Health and Well-Being</p> <p>Families and People Who Care for Me: Understanding that ‘family’ means different things to different people</p> <p>NSPCC PANTS</p> <p>Helping Hand (5 people in school who I can talk to)</p> <p>Introduce idea of community</p> <p>People in my class, people in my school. Name of school and location of classroom. Building a class community. Where places in school are. Jobs of adults that work in school</p> <p>Making friends with other children</p> <p>Creating class photos of friendly behavior</p> <p>Looking at children’s differences and preferences.</p> <p>Exploring feelings of loneliness</p>	<p>Caring Friendships:</p> <p>Understanding that there are similarities and differences between everyone and these can be celebrated</p> <p>Healthy Eating</p> <p>Knowing that different food and drink contains varying amounts of sugar, explaining why it is important to make healthier choices. Introduce Oral Health</p> <p>(Anti-bullying Week</p> <p>Road Safety Week)</p> <p>Comparing own family and family life to Anna’s in Africa.</p> <p>Exploring the emotion of happiness.</p> <p>Empathizing with characters from the story.</p> <p>Have we ever been surprised? Surprised or scared?</p> <p>Do we like or dislike them</p>	<p>The Colour Monster – Anna LLenas</p> <p>Being Safe. Understanding the concept of privacy, including the right to keep things private and the importance of another person’s right to privacy.</p> <p>Consider how it feels if you don’t succeed at first or achieve your goal?</p> <p>What happens if children are faced with challenges they feel afraid?</p> <p>Discuss relationships with their own family members and special people</p> <p>What if there is a bear hiding in the cave?</p> <p>Empathy for the Bear at the end of the story.</p>	<p>Online Relationships /Internet Safety and Harms:</p> <p>Understanding what being online may look like, the different feelings they can experience online and how to identify adults who can help</p> <p>Screen time limits.</p> <p>Road Safety</p> <p>Working in small groups to create a vehicle that they can all sit in?</p> <p>Co-operative role play at the train station. Taking it in turns with the roles</p> <p>Recall and act favourite part of the journey.</p> <p>Teacher narrates and whole class enacts the whole story.</p> <p>Create story maps in pairs.</p>	<p>Respectful Relationships:</p> <p>Recognising what they like and dislike, feeling empowered to make respectful and informed choices</p> <p>Mental Well-Being</p> <p>Identifying a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings</p> <p>Sun and Sea Safety</p> <p>Explore significant birthdays with the children. Remember presents and things they did on their birthday.</p> <p>Recall surprises in our own lives.</p> <p>Talk about things that we are afraid of.</p>	<p>Health and Prevention:</p> <p>Knowing the importance of basic personal hygiene and understand how hand washing helps to prevent the spread of germs, bacteria and viruses</p> <p>Oral Health revisit</p> <p>Basic First Aid:</p> <p>Explaining what first aid is and why it is important</p> <p>Recap Sun and Sea Safety</p> <p>Explore significant birthdays with the children. Remember presents and things they did on their birthday.</p> <p>Recall surprises in our own lives.</p> <p>Talk about things that we are afraid of.</p>
<p>Managing Self Goal</p>	<p>To independently prepare a snack.</p>					
<p>Self-Regulation Goal</p>	<p>To play a turn taking game with a group of friends and lose!</p>					
<p>Literacy</p> <p>Word Reading and Writing</p>	<p>RWInc Phonics</p>					

Writing Goal	To write first name with correct formation of each letter.					
Literacy Comprehension And Vocabulary	Three new words each week (Plan after Word Aware and Welcomm assessments)	Three new words each week (Plan after Word Aware and Welcomm assessments)	Three new words each week (Plan after Word Aware and Welcomm assessments)	Three new words each week (Plan after Word Aware and Welcomm assessments)	Three new words each week (Plan after Word Aware and Welcomm assessments)	Three new words each week (Plan after Word Aware and Welcomm assessments)
Maths Number Numerical Pattern Shape and Space	<p><b>Counting owls in story, comparing size of owls</b></p> <p><b>Estimate and count number of sticks needed to make a nest</b></p> <p><b>How many worms can we find?</b></p> <p><b>Order by length</b></p> <p><b>Opportunities to estimate from illustrations</b></p> <p><b>Size of penguins getting closer in pictures</b></p> <p><b>Make snowflakes and stars</b></p>	<p>Use hands to explore counting in 5's and 10s</p> <p>Matching patterned socks and count in 2's</p> <p>Knowing our age and last year and next year.</p> <p>Number of candles on cake</p> <p>Making balance buns and birthday shape biscuits</p>	<p>Counting fish 1:1 - 20</p> <p>Comparing size and scale of fish. Best net for each fish.</p> <p>Subitize to 5 with fish</p> <p>Capacity language empty, full.</p> <p>Measure depth in water tray.</p> <p>Positional and directional language. Matching and organizing pairs of wellies by color and size.</p> <p>Measure lengths of grass or depth of water.</p>	<p>Create role play train station with money and tickets</p> <p>Explore length with tracks and carriages</p> <p>Create and contrast sizes small and larger model vehicles.</p>	<p>Explore larger numbers on a 100 square, looking at numbers Billy uses to describe the position of bucket on the shelves.</p> <p>Capacity bucket work.</p> <p>Comparison of different sized buckets and sea creatures.</p> <p>Estimating number of sea creatures and the 1:1 checking.</p>	<p>Explore colour and shapes from the Indian subcontinent.</p> <p>Explore ordinal numbers using animals from the story.</p>
Maths Maths Mastery Scheme	Unit 1: Early Mathematical experiences Unit 2: Pattern and Early Number Unit 3: Numbers within 6	Unit 5: Measures- length Unit 6: Shape and sorting Unit 8: Numbers within 10	Revise Unit 8: Numbers within 10 Unit 7: Calendar and Time Unit 9: Addition and subtraction within 10 Unit 11: Grouping and Sharing	Revise Unit 11: Grouping and Sharing Unit 10: Numbers within 15 Lessons 1- 5 Unit 13: Doubling and halving Unit 14: Shape and pattern	Unit 12: Numbers within 20 Unit 15: Addition and subtraction within 20 lessons 6 - 10 Unit 16: Money Unit 7: Measures lessons 1- 5	Unit 17: Measures 6 – 10 Unit 18: Depth of numbers within 20 Unit 19: Numbers beyond 20
CLL Listening, Attention and Understanding Speaking	<p>Create "family" interest table .</p> <p>Create an "Owl Baby" reading area in reading den with puppets and books</p> <p>Small world forest theme to retell Owl babies</p> <p>Create icy environments in small world area and in reading den</p>	<p>Create African themed reading den. Small world scenes of Anna's compound and community with African Animals buildings and vehicles.</p> <p>Travel Agent Role play area.</p> <p>Create birthday party role play area and small world scenes .</p> <p>Birthday stories in reading den.</p>	<p>Use loose parts to recreate the story.</p> <p>Make small world area in water tray.</p> <p>Make reading den into the bears cave .</p> <p>Provide puppets and props to reenact story.</p> <p>Create small world scenes of story.</p> <p>Make reading den into the bears cave .</p>	<p>Create a role play area inside and out for children's choices of vehicles eg train station. garage, airport, harbor, bus station....</p>	<p>Make reading area into undersea area with a range of fiction and non fiction texts.</p> <p>Small world undersea scenes with real seaweed.</p> <p>Set up Birthday party role play area and shop.</p> <p>Make reading area into undersea area with a range of fiction and non fiction texts.</p> <p>Small world undersea scenes with real seaweed.</p>	<p>Create a Indian themed reading den with fiction and non-fiction texts.</p> <p>Small world jungle scenes.</p> <p>Create "jungle" outside.</p> <p>Counting spots on a ladybird and doubling and halving.</p> <p>Ordering animals by size.</p> <p>Create role play farm or farm shop.</p>
Speaking Goal	Talk to a member of our school community who is not in our class.					
PD Gross Motor Fine Motor	<p>Build a birds nest</p> <p>Balancing and Moving like an owl.</p> <p>Move like a penguin.</p> <p>Mark making in "snow" flour, cornflour and gloop</p>	<p>Investigate different ways of moving and travelling, inspired by the cousins in the story.</p> <p>Dance and move to African music</p> <p>Cooking and pounding yam.</p> <p>Party games – musical statues, bumps and chairs. Birthday dances.</p>	<p>Use large and small equipment to explore journeys and travelling.</p> <p>Making small fish with the airdry clay.</p> <p>Use large and small equipment to explore journeys and travelling.</p>	<p>Use the trikes and crates to create train station and trains and other vehicles outside.</p>	<p>Investigate bikes and trikes, what they are like and what you can do on them to help mum persuade Billy to have a bike for his birthday. "Bring your bike to school day"</p> <p>Playdough cakes and birthday treats with fine details to decorate.</p>	<p>Watch and learn some classic Indian dance moves.</p> <p>Make simple origami books</p> <p>Make large scale maps with chalks, crates and wooden blocks in outdoor area.</p> <p>Play hide and seek in outdoor area.</p>

PD Gross Motor P.E scheme	Real P.E Unit 1 – Personal Skills	Real P.E Unit 2 –Social Skills	Real P.E Unit 3 – Cognitive Skills	Real P.E Unit 4 – Creative Skills	Real P.E Unit 5 – Applying Physical Skills	Real P.E Unit 6 – Health and Fitness
PD Gross Goal	To be able to ride a two wheel scooter or bike					
PD Fine Motor	Weekly Challenges to cover Shape Formation, Shape Manipulation, Directionality, Fluidity of Movement, Fine Motor Skills, Pressure Control and Pencil Grip following The Highland Council Occupational Therapy Service plans. (See overview on EYFS board for what we do when)					
PD Fine Motor Goal	To be able to use a knife and fork.					
Expressive Arts and Design Creating with Materials Being Imaginative and Expressive	<p>Collage Owls Bird action songs Owl paintings and puppets Large scale outdoor pictures Transient art, Night pictures a and natural collages. Make penguins from clay and paint. Transient art Blue, White and Sparkly. Dotty art inspired by Eric Carle Basic mark-making using one colour Naming and using primary colours. Experimenting with variety of tools.</p>	<p>Create printed repeating Patterns inspired by Africa Transient art – Ghanaian flag colours. African style repeating patterns</p> <p>Design bunting for a party. Make cone party hats. Design party plates with collage food.</p> <p>Painting simple shapes and filling with colour.</p>	<p>Careful drawings based on a page from the story and of the bears natural environment. Painting and collage of the landscapes. Making brown to paint the bear.</p> <p>Informal colour mixing Naming, mixing and using secondary colours.</p>	<p>Art inspired by Steven Lambert (Paints and pastels)</p> <p>Exploring working with paint on different surfaces and in different ways Painting without tools.</p>	<p>Beginning to predict the end result when mixing colouring .</p> <p>Mixing colour more purposefully to make a waterscape and then Adding more detail to paintings in a number of sessions.</p>	<p>Make a map of the farm with a glittery trail left by the ladybird Make models of farm buildings</p> <p>Create a farm picture using a mixture of painting techniques and collage.</p>
Access Art Plan	Primal Painting	“Feely Drawings” Wax resist Autumn leaves	“Making Finger Puppets” “Plasticene Print making”	“Drawing like a cavemen”	Drawing Spirals Drawing Spiral Snails	Ducklings Mini beast art work.
D and T (woodwork)	Keeping safe. Introduction to saw and hammer. Cutting pieces for Calendars Collaborative piece on log.	Supported Calendars for Christmas	Learning to drill. Group bird feeders.	Make a simple boat, drilling, sawing, sewing.	Design, make and decorate an individual model.	
D and T (joining)	Basic Level Joins glue stick, PVA glue with a glue brush, PVA glue with a spreader, make glue from flour		Mid Level Joins masking tape, sticky tape, folding paper and card, elastic band, sticky tack, a paper clip, a stapler		High Level Joins hole punch (single and double) split pins, treasury tags, stitching	
Joining Goal	Make a soft toy using running stitch or whip stitch.					
Music with Victoria	Where does this music come from? Music is different all around the world. Play the children music from different parts of the world. Sing songs from Can the children identify what is the same and what is different about music from different parts of the world. Listening and Singing		Why do people say 1, 2, 3, 4? Most music has a beat or a rhythm. Counting beats. Recognising rhythms. Recognising recurring themes. Listen and repeat simple rhythms. Sing songs with different rhythms. Singing, Listening and musicianship.		What sounds like the sea? Different instruments can make different sounds. Make ocean sounds. Use different objects and instruments to make sounds like the sea. Sing songs about the sea. Singing, Composing and musicianship.	
Classroom nursery rhymes	Twinkle Twinkle Little Star Wind The Bobbin up	5 Currant Buns Incey Wincey Spider	Humpty Dumpty. Jack and Jill went up the Hill	Row Row your boat. The Wheels on the Bus	!, 2, 3, 4, 5, Once I caught a fish alive. Baa Baa Black Sheep	Hickory Dickory Dock Little Bo Peep
Performance Goal	Learn a nursery rhyme and perform it to an audience.					

