

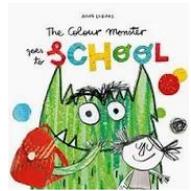
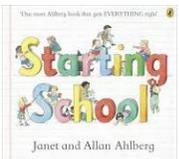


'We're going on a Bear Hunt!'

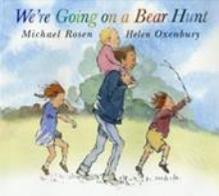
Responsible for planning: **MB - MATHS - KOD - ENHANCEMENTS, KUW, HF - READING, WRITING, PHONICS SHEETS**

Responsible for floor books: **HF - ART/D&T, KOD - UW - HIST/GEOG/ SCIENCE - MB - R.E**

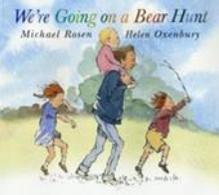
Role play - Home

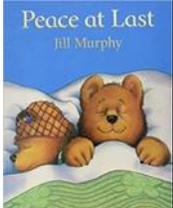
Week & Date	Important events this week	Key Learning Experiences (brief summary of each session)			
<p>Week 1 WB: 8.9.25</p>	<p>M - Home visits T - Home visits a.m PPA - p.m W - A - 8.45 - 11.45, B - 12.30 - 3.20 Th - B - 8.45 - 11.45, A - 12.30 - 3.20 F - A - 8.45 - 11.45, B - 12.30 - 3.20 A - 8.45 - 11.45, B - 12.30 - 3.20</p>	LITERACY	<p style="text-align: center;">English - Text driver - Starting school books</p> <div style="display: flex; justify-content: space-around;">   </div> <p>LAU - Carpet sitting, listening to others.</p> <p>Speaking - Chatter bags, tuff tray - farm/seaside, role play - home, personal experiences of starting school and feelings.</p> <p>Literacy - RBA</p>	PSED	<p>PSHE -</p> <p>Managing Self - Learning where the toilet is and the rules around paper, soap and handtowels. 1 squirt of soap, 1 paper towel, flush the toilet, don't look under/over doors. Use the toilet independently/self-hygiene. To find their tray and peg. Know morning and end of session routines</p> <p>Building relationships - Make friends and build relationships with adults. Start taking register to the office with LSA and continue until all children have been accompanied once over course of this half term. Parachute games</p> <p>Self-regulation - Learn classroom stop commands. Express feelings e.g. find adult for help and allow adult to comfort them. Introduce colour monsters via stories.</p> <p>Ranger Rules - We are kind. Explain reasons for the rules and know right from wrong.</p>
		NUM	<p>Maths - Counting songs and rhymes & RBA and School Baseline assessment.</p>		
		KNOWLEDGE AND UNDERSTANDING	<p>Science - None this week</p> <p>Computing - None this week</p> <p>History - Celebrating birthdays in class. Discussion of past birthdays. How old are you? When is your birthday? Looking at class display of birthdays.</p> <p>Geography - Tour of Year R - To know where the toilets are, the three classes and teachers in each class, Year R garden, playground and different areas</p>	GROSS AND FINE MOTOR	<p>P.E - (Including Gross and Fine Motor)</p> <p>Gross Motor Skills - See enhancements - Introduced to stepping stones, monkey bars, trikes, monkey bars. Parachutes and woodland theatre.</p> <p>Fine Motor - Exploring mark making tools in the classroom.</p>

			<p>R.E - No direct teaching but linking to the concept 'belonging' - introduction to belonging- discussion/ link to We belong to Stoke Park Infant School We belong to Deer, Foxes, Rabbits class.</p>		<p>Art - no direct teaching - see Explore & Challenge plan.</p> <p>D&T - No direct teaching this half term. Ch will have the opportunity to use the Sellotape dispenser, split pins, scissors etc through Explore and Challenge.</p> <p>Music - HMS Unit - Getting to know you + Sparkyard - Good morning song Lesson 1 - Learn to sing simple songs together. Hello everybody and how d'you do - Invent different actions for saying hello to enhance your performance e.g. waving, curtsying and smiling Explore changing the words to sing hello in different languages e.g. bonjour (French), hola (Spanish), ciao (Italian) etc...e.g. Who's that? - (Stand in a circle with one person in the middle Perform the chant rhythmically, adding in the name of the child in the middle At the end of the chant the child in the middle leaves the middle of the circle (waving as they leave) and chooses another child to take their place Repeat the chant once a new child is in the middle of the circle Repeat this process as many times as necessary. Skills - Singing Explore and use vocal sounds, talking and singing voice in response to character and/ or mood. Chant and sing familiar rhymes and songs or sections of songs from memory</p>
Week & Date	Important events this week	Key Learning Experiences (brief summary of each session)			
<p>Week 2 WB: 15.9.25</p>	<p>M - B - 8.45 - 11.45, A - 12.30 - 3.20 T - A - 8.45 - 11.45, B - 12.30 - 3.20 W - B - 8.45 - 11.45, A - 12.30 - 3.20 Th - All - 8.45 - 12.00 F - All - 8.45 - 12.45 (inc lunch)</p>	LITERACY	<p>English - Text driver - We're going on a Bear Hunt Writing - Talk about the characters in the story. Where is mum? Does everyone have a mum? Talk about different families, one mum, one dad, two mum, two dads, living with grandparents, foster carers etc. Name writing and drawing who is in their family. Phonics - Phase 2 - s,a,t,p LAU - Carpet sitting, listening to others. Speaking - Chatter bags, Tuff tray, Role play, who is in your family discussion. Library - Visit and select a book. RBA</p>	PSHE	<p>PSHE - Managing Self - To wash hands independently, to get changed for PE with some support, explore different areas within EYFS, to use the toilet independently. To follow a group instruction. Learning where to go to the toilet at lunchtime. Learn where to sit in hall - colour tables and where to collect lunch and scrape and return plates. Building relationships - To seek support from adults when needed To gain confidence and speak to peers and adults. Self-Regulation - To focus during short whole class activities, To Follow one step instructions, to recognise different emotions Ranger Rules - Share poster of all 3 Ranger Rules Explain reasons for the rules and know right from wrong, keeping them safe, collective responsibility.</p>



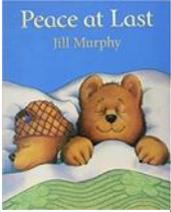
		NUMBER	<p>Maths - Counting songs and rhymes & RBA and School Baseline assessment.</p>		
		KNOWLEDGE AND UNDERSTANDING	<p>Science - None this week</p> <p>Computing - None this week</p> <p>History - Introduction to looking at features of artefacts and historical sources. -Noticing Similarities and differences and using this language when providing a reason their thoughts. - How? - By looking and describing 'Old Ted' (1950s teddy bear) -Use of Historical Texts in DEAR. Watch Old bear stories - https://www.janehissey.co.uk/57/Television</p> <p>Geography - Talk about members of their immediate family and community. • Name and describe people who are familiar to them</p>	GROSS AND FINE MOTOR	<p>P.E - (Including Gross and Fine Motor) Gross Motor Skills - See enhancements - Introduced to stepping stones, monkey bars, trikes, monkey bars. Parachutes and woodland theatre.</p> <p>Fine Motor - Name writing and pencil grip assessment. Practise names in chalk.</p>
			<p>R.E - ASSESS</p> <p>Step 1 - Communicate: What does 'belonging' mean to you?</p> <ul style="list-style-type: none"> Circle time - pupils share their own experience of being a member of a group (family/class/friendship group/church/dance club/Beavers, etc). <i>I belong to We ...</i> Children draw or paint themselves belonging to a group 	CREATIVE	<p>Art -</p> <p>D&T - No direct teaching this half term. Ch will have the opportunity to use the Sellotape dispenser, split pins, scissors etc through Explore and Challenge.</p> <p>Music - HMS Unit - Getting to know you Lesson 2 - Listening <i>Getting to know you</i> from <i>The King and I</i> musical (click the song title to follow a link to a clip of this on YouTube) Listen to the music and respond to the steady beat by copying a leader's actions Use "hello" actions to respond to the steady beat e.g. waving, head nodding, shaking hands, bowing. How many different hello actions can the class think of? Create a class dance featuring several hello actions to perform to the music Listening and responding - Explore, enjoy and respond to sounds from different sources and musical moods, features and changes and how music makes you feel Skills - Singing Explore and use vocal sounds, talking and singing voice in response to character and/ or mood. Chant and sing familiar rhymes and songs or sections of songs from memory</p>

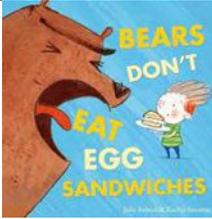
Week & Date	Important events this week	Key Learning Experiences (brief summary of each session)				
Week 3 WB: 22.9.25	All in full time 25.9.25 - Cherbourg Balance Ability meeting 26.9.25 - INSET	LITERACY	<p>English - Text driver - We're going on a Bear Hunt Writing - Lots of opportunities for name writing within Explore and Challenge - chalk, paint, large sheets of paper, pens, pencils, white boards, name cards etc. Send a label home on Monday to practise writing their name and attach to a teddy, bring back into school on the Thursday for circle time. Phonics - Phase 2 - i,n,m,d LAU - Carpet sitting, listening to others. Speaking - Chatter bags. Circle time - Sharing bears - What is special about your bear? Colour, shape, face, material, when you got it, who gave it to you etc. Adults to bring their bears in too and model talking about them.</p>		PSED	<p>PSHE - Self-Regulation - To focus during short whole class activities, Start going to Monday assembly. To Follow one step instructions, Takes turns - accepting winning and losing, share equipment. Managing Self - To wash hands independently, to get changed for PE with some support, explore different areas within EYFS, to use the toilet independently. To put wellies and shoes on and off independently. Building relationships - To seek support from adults when needed To gain confidence and speak to peers and adults.</p> <p>Continue introducing the Ranger Skills signs and the board</p>
			NUM	<p>Maths - Match, sort, compare Step 1- Match objects Step 2- Match pictures and objects Step 3- Identify a set Step 4- Sort objects to a type</p>		GROSS AND FINE MOTOR
		KNOWLEDGE AND UNDERSTANDING	<p>Science - UW - Look at the features of bears - fur, paws, facial features, size, ears, nose, body parts</p>	GROSS AND FINE MOTOR	<p>P.E - shoes and socks off Gross Motor - PE - Lesson 1 Start and stop, hopping, skipping, running.</p> <p><i>The purpose of this activity is to develop positive learning behaviours including listening skills. Children will reinforce their footwork patterns playfully and develop further competence.</i></p> <p>Fine Motor - Introduce Fine Motor boxes- -follow the line cards with pens - name cards - Tweezer pom-poms onto the Numicon - pegs and pompoms</p> <p>Start kinetic letter positions and movements.</p>	
			<p>Computing - Using IWB to do Bear Cave on Purple Mash</p> <p>History - None this week</p>			<p>Geography - 'We're going on a Bear hunt' around school (inside and outside) finding bears and then finally the big bear/teddy and retracing our steps - back across the field - swishy swashy, through the woods in the woodland theatre - stumble trip, stumble trip, the river (Have a big long water tray for them= to walk through) through the playground, past the library, back to YR to safety! (Wear wellies) Introduce 'Smart walking'- hands behind back and looking in the direction that we are going.</p>

			<p>Skills: -To talk about things they notice in the environment. How? - Looking at their new classroom and outdoor environment. - Finding their way around the new school by knowing where different places are and how to get there e.g. their classroom, other YR classrooms, the lunchtime Y1 toilets, the hall, playground, library, woodland theatre, office etc. This is a location hide and seek not a general hide and seek, so bears to be placed in important areas of the school.</p> <p>R.E - Lesson 2-</p> <p>RE - Step 2 - Apply: How does belonging affect my life?</p> <ul style="list-style-type: none"> • Complete a worksheet about the personal experience of belonging. • Discuss: Are there some times when you wish you did not belong (eg: when you have to go to school instead of on a nice day trip? When you don't like the other people in the group, or you don't like the activities)? What do you do? What are you pleased you belong to? How does it make you feel? 			
				CREATIVE	<p>Art - See MTP - Teddy Bears - Discuss bear paintings by professional artists/bears in books (illustrations). "I like/don't like this painting because..." Adult model drawing a bear. Children draw a pencil crayon picture of a bear- shape and line</p> <p>D&T - None this half term. Opportunities in Explore and Challenge to consolidate skills learnt in previous units.</p> <p>Music - HMS Unit - Getting to know you Lesson 3 -Using the instruments Explore a basic selection of instruments e.g. claves, wood blocks, shakers, triangles, sleigh bells and drums and learn their names Sit in a circle with a selection of instruments in the middle Ask each child in turn to choose an instrument. Introduce and use a stop / start sign (e.g. a red and green traffic light or use the next two slides) and / or hand signals to indicate when the children should start and stop playing. Explore playing a variety of sounds e.g. loud, quiet, fast, slow, angry, sad, excited etc... so the children have the opportunity to explore playing their instrument in different ways. Dimensions Timbre - Explore, use and respond to a range of sounds and sound-makers including vocal sounds Playing - Explore and use a range of sounds including body sounds, other sound makers and classroom percussion beginning to develop control and accuracy Rehearsing and performing Sing and play individually and in a group, starting and stopping together and following simple directions.</p>	
Week & Date	Important events this week	Key Learning Experiences (brief summary of each session)				
Week 4 WB: 29.9.25	3.10.25 - 2.30 - 3.00 Phonics and welcome to YR meeting followed by parents	LITERACY	<p>English - Text driver - Peace at last Writing - Within Explore & Challenge, large speech bubbles and on A4 so children can write the animal/noises e.g. m for miaow, d for drip, t for twit-woo etc. Phonics - Phase 2 - g.o.c.k Speaking - Phase 1 - Can you make the sounds from the story?</p>		PSED	<p>PSHE - Self-regulation- Be confident to try new activities, visit different places in school To recognise different emotions</p> <p>Managing Self - Talk about things that might affect our health - heat, sun care.</p> <p>Introduce 3rd Ranger Rule using story - We are kind and helpful Ranger Skill- Adaptable Spider</p>

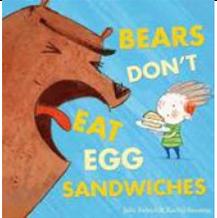
into classrooms	NUM	<p>Maths - See White Rose planning -Match, sort and compare Step 5- explore sorting techniques Step 6- creating sorting rules Step 7- compare amounts</p>		<p>Explain reasons for the rules and know right from wrong.</p>
	KNOWLEDGE AND UNDERSTANDING	<p>Science - UW - Recognise similarities between animals- focus on the features of a bear (at least three different bears) Look at and discuss the similarities and differences between bears and other animals.</p> <p>Live webcam brown bears</p> <p>Geography link- Places around the world. Art link- observational drawing Enhancements- small world bears, books etc.</p> <p>Computing - To be able to locate the 'home' button on an iPad to turn it on. To make choices on-screen about buttons and icons to select. Drawing a bear on the IWB/iPad</p> <p>History - None this week</p> <p>Geography - Use IWB map of school or draw a simple map of the school and children to place photo of them with the bear where they found it. Discuss what is next to each other and how we can walk though the hall into the Y1 tunnel etc.</p> <p>R.E - . Step 3 - Inquire: What does 'belonging' mean?</p> <ul style="list-style-type: none"> Discuss the idea of being a member of a group. Show a variety of pictures and photographs of places and groups to which they may belong (eg: school, Rainbows, Beavers, tap class and some unfamiliar places and groups) and ask them to sort and identify either: "I belong here" or "I don't belong here". Share and discuss <i>Belonging</i>. Emphasise the different things, rules, etc. Show a picture of a Christian family celebrating. Ask pupils to speculate: <i>Where do these people belong?</i> (NB: provide no answers yet - pupils are guessing.) 	GROSS AND FINE MOTOR	<p>Gross Motor - PE & Physical enhancements Changing for PE- be increasingly independent as they get dressed and undressed. Lesson 2 - Bike adventure - To be able to side step in both directions. To be able to gallop, leading with either foot. To hop on either foot. To skip with fluency and control.</p> <p>Fine Motor - Introduce name cards for morning jobs. Start with overwriting and then copying underneath.</p>
			CREATIVE	<p>Art - See MTP - Teacher led- Paint pictures of your bear (learn to mix brown) Add facial features. Primary colours, black and white Name colours and model colour mixing</p> <p>D&T - None this half term. Opportunities in Explore and Challenge to consolidate skills learnt in previous units.</p> <p>Music - HMS Unit - Getting to know you Lesson 4 Hello and name songs and activities Hello everyone to the tune of Frere Jacques Sing to the tune of Frere Jacques, as a call and echo (leader sings a line then everyone else copies) Hello everyone How are you Lets all sing together And do some playing too! Learn to sing as a call and echo Sing again and tap the steady beat</p> <p>Sing again and clap the rhythm patterns created by the words Explore playing the steady beat and the word patterns on instruments Playing - Explore and use a range of sounds including body sounds, other sound makers and classroom percussion beginning to develop control and accuracy</p>

Rehearsing and performing Sing and play individually and in a group, starting and stopping together and following simple directions.

Week & Date	Important events this week	<u>Key Learning Experiences</u> (brief summary of each session)	
Week 5 WB: 6.10.25		LITERACY English - Text driver - Peace at last Writing- Within explore and challenge - label objects in the classroom using post it notes- Can they write the initial sound? Phonics - Phase 2 - c, k, e, u,r LAU - Carpet sitting, listening to others. Speaking - Chatter bags. 	PSHE - Monday & Friday assemblies Introduce 4 th Ranger Rule using story - We work hard Ranger Skill- we work hard Explain reasons for the rules and know right from wrong.
		NUM Maths - See White Rose planning - Talk about measure Step 1- Compare size Step 2- Compare mass Step 3- Compare capacity	PSED P4C - What can you see? Share ideas based on a photograph from Peace at Last. I see... Focus 4C's - Caring- Listening and appreciating - showing an interest in others' ideas and contributions. Listening and taking turns- learning the circle time P4C rules
		KNOWLEDGE AND UNDERSTANDING Science - Retrieval practise from previous week To understand that different animals prefer different places to live and grow- Do bears really live in house? (at least a further three bears) Do they all live in the same place? Which bears hibernate? Why? PowerPoint in resources Website - https://barlowsprimary.co.uk/wp-content/uploads/2020/05/Facts-About-Bears-PowerPoint.pdf Computing - To be able to locate the 'home' button on an iPad to turn it on. To make choices on-screen about buttons and icons to select. To be able to take photographs on the iPad camera.	GROSS AND FINE MOTOR P.E - PE - Lesson 3 on Real PE - Bike adventure - To be able to side step in both directions. To be able to gallop, leading with either foot. To hop on either foot. To skip with fluency and control. Gross Motor - PE lesson 4 - pirate adventure To balance with standing foot still. To balance with non-standing foot off the floor. To balance with minimum wobble. Fine Motor - Introduce Fine Motor boxes-

			<p>History - - Introduction to looking at features of artefacts and historical sources. -Noticing Similarities and differences and using this language when providing a reason their thoughts. - To start to know about figures and events from the past. How? - By looking and describing 'Old Ted' (1950s teddy bear) -Use of Historical Texts in DEAR</p> <p>Geography - None this week.</p>		<p>-follow the line cards with pens - name cards - Tweezer pom-poms onto the Numicon - number formation</p>	
			<p>R.E - Step 4 - Contextualise: How do Christians show that they belong?</p> <ul style="list-style-type: none"> • Watch the BBC classroom clips http://www.bbc.co.uk/education/clips/z3hyr82 to discover more about the Christian beliefs. • Role play going to church. Draw or write about going to church. • Show a virtual tour of a church • Use books or pictures (and ideas from the virtual tour) to find out what kinds of things happen at the church: it is a place of worship, a meeting place, a place for learning about the Christian faith. • Complete a speech bubble for a Christian child - what do they do that shows they belong? 		<p>Other -</p> <p>Art - child led- Use tools and paints from teacher led to experiment mixing two colours together</p> <p>D&T - None this half term. Opportunities in Explore and Challenge to consolidate skills learnt in previous units.</p> <p>Music - HMS Unit - Getting to know you Lesson 5 - Hickory Dickory Bumblebee song (click the left hand sound icon to listen to an example of the song, and the right hand sound icon to sing along to the glockenspiel playing the tune) Sit in a circle and pass an echo microphone or beater (pretend microphone) whilst everyone sings Start by saying the names then move on to singing the names Everyone sings: Hickory dickory bumblebee Can you sing your name for me Child sings: My name is Thomas Everyone replies: Your name is Thomas Skills - Singing Explore and use vocal sounds, talking and singing voice in response to character and/ or mood. Chant and sing familiar rhymes and songs or sections of songs from memory. Rehearsing and performing Sing and play individually and in a group, starting and stopping together and following simple directions.</p>	
Week & Date	Important events this week	Key Learning Experiences (brief summary of each session)				
Week 6 WB: 13.10.25		LITERACY	<p>English - Text driver - Bears don't eat egg sandwiches Writing - Writing a list for the picnic - ham, jam, butter, tomato, bread, cheese, cucumber. Phonics - Phase 2 - h,b,f,ff</p>		PSED	<p>PSHE - Monday & Friday assemblies</p> <p>Introduce 5th Ranger Rule using story - We are gentle</p> <p>Ranger Skill- Resourceful Beaver Explain reasons for the rules and know right from wrong.</p>
		NUM	<p>Maths - See White Rose planning - Talk about measure Step 3- Compare capacity</p>			<p>P4C -</p>
		KNOW	<p>Science - Healthy eating Computing -</p>		GRCS	<p>P.E - Gross Motor - Lesson 5 - pirate adventure</p>

		<p>History - None this week</p> <p>Geography - Think back about our bear hunt and where we went. Look at photos of different areas of the school. Talk about where would be the best place for a Teddy Bear's Picnic - shade, somewhere to sit, not busy etc. decide on the woodland theatre.</p>		<p>To balance on one leg - balance on both legs. To stand still for 10 seconds to maintain balance on both legs.</p> <p>Fine Motor - Kinetic Letters To form some capital letters and numbers correctly Form most lowercase letters correctly - orientation and size -name cards - number formation - cutting along a line - pasta bracelets - thread the beads</p>
		<p>R.E - Step 5 - Evaluate: Is it important for Christians to feel that they belong?</p> <ul style="list-style-type: none"> Discuss: <i>Is it important for Christian people to feel as if they belong? Why/why not? If they did not go to church, would they still feel as if they belonged? What if a Christian person was ill and couldn't go to the church? Would they feel as if they belonged?</i> Pupils get into role in different scenarios (which the teacher suggests) and talk about their feelings as a Christian person. 	CREATIVE	<p>Art - Draw another bear- use a thick brush for the base</p> <p>D&T - None this half term. Opportunities in Explore and Challenge to consolidate skills learnt in previous units.</p> <p>Music - HMS Unit - Getting to know you Lesson 6 - Saying Hello chant Chant in time to a steady beat Saying hello is so worthwhile give a wave to John with a smile, smile, smile John shh is a very nice name Who has a name that sounds the same? Clap the name in the penultimate line Perform this, multiple times using a different name each time Find other people whose names sound the same when clapped e.g. John has one clap - so does Ben, Joe and Sam. Bella has two claps - so does Louise, Martha and Alice Skills - Singing Explore and use vocal sounds, talking and singing voice in response to character and/ or mood. Chant and sing familiar rhymes and songs or sections of songs from memory. Rehearsing and performing Sing and play individually and in a group, starting and stopping together and following simple directions.</p>

Week & Date	Important events this week	Key Learning Experiences (brief summary of each session)			
Week 7 WB: 20.10.25		LITERACY	<p>English - Text driver - Bears don't eat egg sandwiches Writing - decorate bag and write name on bag for sandwiches. Write an invitation to their teddy inviting them back for the teddy bear's picnic. Phonics - Phase 2 - l,ss,j,v,w</p>   <p>DEAR -</p>	PSED	<p>PSHE - Monday & Friday assemblies</p> <p>Introduce 5th Ranger Rule using story - We are honest Ranger Skill- Giggly Mouse Explain reasons for the rules and know right from wrong.</p>
			NUM		<p>Maths - See White Rose planning - Talk about pattern Step 4- explore simple patterns Step 5- copy and continue simple patterns Step 6- create simple patterns</p>
		KNOWLEDGE AND UNDERSTANDING	<p>Science - Making sandwiches for teddy bear's picnic Computing -</p>	GROSS AND FINE MOTOR	<p>P.E - Gross Motor - Lesson 6 - pirate adventure - To balance on one leg - balance on both legs. To stand still for 10 seconds to maintain balance on both legs. Fine Motor - Kinetic Letters To form some capital letters and numbers correctly Form most lowercase letters correctly - orientation and size Name cards Cutting along a zig zag line Number formation</p>
			<p>History - Introduction of Class Timeline display - added to throughout the year. Add on Teddy, teacher's and LSA's were born and when they were born - 2020 & 2021, Mrs Flynn's teddy - 1973, New teddy - 2000. Geography - None this week.</p>		<p>CREATIVE Art - Return to your bear and use a thin brush to add fine details - claws, facial features etc. Name the tools that they have used and draw on previous knowledge and skills EXT- Can they add a background? GD- Use a fork to add texture to the bear fur</p>
	<p>R.E - retrieval of unit</p>				

D&T - Making sandwiches for the teddy bear's picnic. What do we need? Learn how to spread butter with a knife on one side of the bread. Model making a sandwich. All children to make a sandwich and choose a filling from cheese, ham, jam, tomato, cucumber.

Music - HMS Unit - Getting to know you

Lesson 7 - Clap / play name word patterns (click the sound icon to listen to an example of the chant)

Sit in a circle and learn the chant

Clap your name?

Clap your name?

1 2 3 4

Once secure children take it in turns around the circle to say and tap their own name twice instead of counting 1 2 3 4

Next try saying and playing names on an instrument instead of clapping them

Finally create name sequences to play together by ordering the children / ordering photos of the children

Extension activity

Listen and create actions for **Hello, Goodbye** by The Beatles - click the title to follow the link

Marvellous me from HMS Song of the week book

Learn to sing the song

Choose word patterns to clap, tap or play along to e.g. "I'm me, I'm me,"

"You're you, You're you"

Skills - Singing Explore and use vocal sounds, talking and singing voice in response to character and/ or mood. Chant and sing familiar rhymes and songs or sections of songs from memory.

Rehearsing and performing Sing and play individually and in a group, starting and stopping together and following simple directions.