

| Year 1 | Aut 1 - Sept/Oct | Aut 2 - Nov/Dec | Spr 1 - Jan/Feb | Spr 2 - Feb/Mar | Sum 1 - Apr/May | Sum 2 - Jun/Jul |
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| Topic title/theme | Funny bones, Down the dark, dark street | Zog and the Flying Doctors and Nurses | The Gruffalo took a stroll round the UK | Commotion in the Ocean | Space - An Aliens landed | Jack and the Beanstalk |
| Science - whole year Seasons *observe changes across the four seasons *observe and describe weather associated with the seasons and how day length varies. | Animals, including humans *identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | | Animals, including humans *identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals *identify and name a variety of common animals that are carnivores, herbivores and omnivores *describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) | | Everyday Materials *distinguish between an object and the material from which it is made *identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock *describe the simple physical properties of a variety of everyday materials *compare and group together a variety of everyday materials on the basis of their simple physical properties. | Plants *identify and name a variety of common wild and garden plants, including deciduous and evergreen trees *identify and describe the basic structure of a variety of common flowering plants, including trees |
| Geography Human and physical geography *identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles | Human and Physical Geog. use basic geographical vocab to refer to: *key human features, including: city, town, village, factory, farm, house, office and shop Geographical skills and fieldwork *use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key *use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. | | Locational knowledge *name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (North sea, Irish sea, English channel) Geographical skills and fieldwork *use world maps, atlases and globes to identify the United Kingdom and its countries and Seas studied *use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map | Locational knowledge *name and locate the world's five oceans (Pacific, Atlantic, Indian, Southern, Arctic) Geographical skills and fieldwork *use world maps, atlases and globes to identify the oceans studied *use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map | | |
| History | ARTIST Study: Pablo Picasso Weeping Woman - 1937 | Remembrance day *events beyond living memory that are significant nationally commemorated through festivals or anniversaries *the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [e.g. Mary Seacole and/or Florence Nightingale and Edith Cavell] *changes within living memory. Where appropriate, these should be used to | ARTIST Study: Vincent VanGogh Starry Night - 1889 | ARTIST Study: Hokusai The Great Wave - 1831 | *events beyond living memory that are significant nationally or globally [e.g. the first aeroplane flight] *the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [e.g. Neil Armstrong and Tim Peake] Astronauts -Neil Armstrong -Buzz Aldrin -Helen Sharman -Tim Peak | |

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| | | <p>reveal aspects of change in national life</p> <ul style="list-style-type: none"> *significant historical people and places in their own locality Nurses -Florence Nightingale -Edith Cavell (local history) -Mary Seacole (Black history) | | | | |
| Art | <p>Portraits,</p> <ul style="list-style-type: none"> How to draw a self portrait Paint their portraits using real life colours to match skin tone/hair colour <p>Pablo Picasso</p> <ul style="list-style-type: none"> Colouring a portrait using oil pastels, bright colours | <p>Fireworks - neon/glitter paints on black card, explore brush sizes</p> <ul style="list-style-type: none"> *Explore colour mixing, learn primary and secondary colours. (Pudsey bandana/Children in Need) <p>Textiles Xmas Decs - sewing skills</p> <p>Textured printing methods</p> <ul style="list-style-type: none"> *dragon scales <p>Art in Computing - Matisse, Mondrian, Kandinsky</p> | <p>Vincent VanGogh Painting techniques</p> <ul style="list-style-type: none"> Exploring brushstrokes using acrylic paints. Create a copy of VanGogh's Starry night, then our own version using a UK landmark <p>Textured printing methods cont.</p> <ul style="list-style-type: none"> *reptile skin - bubble wrap printing. | <p>Hokusai - tile printing foam tiles etched with plastic tools, rollers and block printing paint</p> <p>The Great Wave of Kanugawa</p> | | <p>Textiles Weaving - Exploring weaving techniques creating paper, natural materials and then fabric weaves. Compare the materials and talk about our preferences and why.</p> <p>Sculpture</p> <p>Using clay to create our own Superworms for the outdoor areas</p> |
| DT | <p>*imagine *plan</p> <ul style="list-style-type: none"> *explore and evaluate a range of existing products *design purposeful, functional, appealing products for themselves and other users based on design criteria *generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology | | <p>*create *improve</p> <ul style="list-style-type: none"> *select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] *select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics *build structures, exploring how they can be made stronger, stiffer and more stable | | <p>*evaluate</p> <ul style="list-style-type: none"> *evaluate their ideas and products against design criteria | |
| | | <p>Design and make a moving Santa picture</p> <ul style="list-style-type: none"> *explore and use mechanisms (for example, levers and sliders in their products) | | <p>Food Technology</p> <ul style="list-style-type: none"> *use the basic principles of a healthy and varied diet to prepare dishes *understand where food comes from. <p>Link PSHE - design and make a smoothie</p> | <p>Design and make a bottle rocket</p> <ul style="list-style-type: none"> *explore water pressure and thrust | <p>design and make a pulley system to save the minibeast from the well (Superworm)</p> <ul style="list-style-type: none"> *explore and use mechanisms (pulleys) Playgrounds -see saw?? |
| Computing | <p>Safety runs through all ICT use</p> <p>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p> | | | | | |
| ICT | Computing Systems and Networks | Creating Media | Programming A | Data and Information | Creating Media | Programming B |
| National Centre for Computing Education | Technology around us | Digital painting | Moving a Robot | Grouping Data | Digital writing | Programming animations |
| PSHE | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| | <p>Feeling special and safe</p> <p>Being part of a class</p> <p>Rights and responsibilities</p> <p>Rewards and feeling proud</p> <p>Consequences</p> <p>Owning the Learning Charter</p> | <p>Similarities and differences</p> <p>Understanding bullying and knowing how to deal with it</p> <p>Making new friends</p> <p>Celebrating the differences in everyone</p> | <p>Setting goals</p> <p>Identifying successes and achievements</p> <p>Learning styles</p> <p>Working well and celebrating achievement with a partner</p> | <p>Keeping myself healthy</p> <p>Healthier lifestyle choices</p> <p>Keeping clean</p> <p>Being safe</p> <p>Medicine safety/safety with household items</p> | <p>Belonging to a family</p> <p>Making friends/being a good friend</p> <p>Physical contact preferences</p> <p>People who help us</p> <p>Qualities as a friend and person</p> <p>Self-acknowledgement</p> | <p>Life cycles - animal and human</p> <p>Changes in me</p> <p>Changes since being a baby</p> <p>Differences between female and</p> |

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| | | | Tackling new challenges Identifying and overcoming obstacles Feelings of success | Road safety Linking health and happiness | Being a good friend to myself Celebrating special relationships | male bodies (correct terminology) Linking growing and learning Coping with change Transition |
| MUSIC <u>Title</u> Style of main song Unit theme | Hey You Old School Hip-Hop How pulse, rhythm and pitch work together. | Rhythm In The Way We Walk and The Banana Rap Reggae Pulse, rhythm and pitch, rapping, dancing and singing. | In the Groove Blues, Baroque, Latin, Bhangra, Folk, Funk How to be in the groove with different styles of music. | Round and Round Bossa Nova Pulse, rhythm and pitch in different styles of music. | Your Imagination Pop Using your imagination. | Reflect, Rewind & Replay Classical The history of music, look back and consolidate your learning, learn some of the language of music. |
| RE | How do Christians belong to their family? (Harvest) Visit to our local church for Harvest | Why is light important? (Christingle/Hannukah) | Why are symbols and artefacts important to some people? (Passover) compare (Easter) | | | How did the Universe come to be? (Christian story of creation) |
| PE | DANCE | | TEAM GAMES | | ATHLETICS | |
| Outdoor Learning - Learning Through Landscapes colour co-ordinated for cross curricular links | Signs of Autumn in our school grounds and on our walk to the Church LEAFMAN (Lois Elhert) (home/school) | Signs of Winter in our school grounds | Loose parts Landmarks (LTL) Poo investigation ... using pellets from our owl visit and our school grounds (omnivore, herbivore, carnivore) | Signs of Spring | | Weaving natural non-living objects Clay Superworms |

| Year 2 | Aut 1 - Sept/Oct | Aut 2 - Nov/Dec | Spr 1 - Jan/Feb | Spr 2 - Feb/Mar | Sum 1 - Apr/May | Sum 2 - Jun/Jul |
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| <i>Topic title/theme</i> | Who's afraid of the Big Bad Wolf? | The Great Fire of London | Where in the World? | My World Kitchen | Into the Woods | Oh we do like to be beside the Seaside!! |
| Science - whole year *asking simple questions and recognising that they can be answered in different ways *observing closely, using simple equipment *performing simple tests *identifying and classifying *using their observations and ideas to suggest answers to questions *gathering and recording data | Materials *identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses *find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. | | Living things and their Habitats *explore and compare the differences between things that are living, dead, and things that have never been alive *identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Animals, including humans *notice that animals, including humans, have | Living things and their Habitats *describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Animals, including humans *find out about and describe the basic needs of animals, including humans, for survival (water, food and air) *describe the importance for humans of exercise, eating the right amounts | Plants *observe and describe how seeds and bulbs grow into mature plants *find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Living things and their Habitats *identify and name a variety of plants and animals in their habitats, including microhabitats | |

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| to help in answering questions | | | offspring which grow into adults | of different types of food, and hygiene. | | |
| Geography | | Use maps to show the progression of the Great Fire of London. Landmarks -London -River Thames -St Paul's Cathedral | Locational knowledge *name and locate the world's seven continents (Asia, Africa, North and South America, Antarctica, Europe and Oceania) Geographical skills and fieldwork *use world maps, atlases and globes to identify the Continents studied *use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map | Human and Physical Geog. use basic geographical vocab to refer to: *key human features, including: city, town, village, factory, farm, house, office and shop Geographical skills and fieldwork *use photographs to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key | | Place Knowledge *understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. (Great Yarmouth, Golden Mile and Copacabana, Rio de Janeiro, Brazil) Human and Physical Geog. *use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use basic geographical vocab to refer to: *key physical features, including: beach, cliff, coast, sea, ocean, river, soil, valley, vegetation, *key human features, including: city, town, village, port, harbour and shop |
| History | | BONFIRE NIGHT events beyond living memory that are significant nationally commemorated through festivals or anniversaries GREAT FIRE OF LONDON Pupils should be taught about ♣ events beyond living memory that are significant nationally or globally (for example, the Great Fire of London) ♣ the lives of significant individuals in the past. Some should be used to compare aspects of life in different periods (King Charles, Samuel Peyps, Thomas Farriner) | | ARTIST Study: Andy Warhol Soup Cans - 1962 (printing) | ARTIST Study: Georgia O'Keefe 1956 (modernism) ARTIST Study: Andy Goldsworthy 1956 (landart) | *changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (Seaside Holidays in Victorian days compared to today) *significant historical places in their own locality. (TIME & TIDE herring industry) *the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (for example, Elizabeth I and Queen Victoria) *ARTIST Study - Kieron Williamson 2008 (age 6) Local artist |
| Art | Portraits, • How to draw a self portrait | Clay Sculpt a Diva Lamp for Diwali. | Exploring Painting landscapes & colour mixing. | <u>Andy Warhol</u> - Printing look at his iconic photographic silkscreen prints (Marilyn Monroe, soup cans, etc) | <u>Andy Goldsworthy</u> Sculpture Look at his land art. | <u>Kieron Williamson</u> Local, young artist working with a variety of paints (our focus watercolours) |

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| | <ul style="list-style-type: none"> • Painting a portrait using real life colours to match skin tone/hair colour <p>Drawing a wolf.</p> <ul style="list-style-type: none"> • Sketching and improving our drawings. • Using water and ink to colour our wolf. | <p>Teach the children to make a pinch pot and a coil pot.</p> <p>Children explore both techniques and choose one to make their own diva lamp.</p> <p>Exploring line in drawing techniques.</p> <p>Draw a picture of Stuart houses on fire using different line techniques to get the textures on the buildings.</p> | <ul style="list-style-type: none"> • Mix hot colours (poster paint) when creating our own African sunset. • Mix cold colours (watercolour) to create an Antarctica scene. • How to draw a penguin. (revisit our step by step sketching technique) | <p>Create their own printing 'iconic food' tile using polystyrene tiles, rollers and bright colour block printing paint.</p> | <p>Create our own nature based art using natural materials.</p> <p>Georgia O'Keefe - Oil Pastels</p> <p>Exploring colour to create our own flower artwork. Recap Primary and secondary colours.</p> | <p>Creating Norfolk scenes, copy one of Kieron's paintings of a Norfolk landscape. Children paint their own beach scenes using watercolours.</p> |
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| <p>DT All DT projects use the DT booklet steps</p> | <p>*imagine *plan</p> <p>*explore and evaluate a range of existing products</p> <p>*design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>*generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> | <p>*create *improve</p> <p>*select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>*select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>*build structures, exploring how they can be made stronger, stiffer and more stable</p> | <p>*evaluate</p> <p>*evaluate their ideas and products against design criteria</p> |
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| DT | <p>Can you design and make a model house for our Little pigs to protect them from the wolf and the weather, using our knowledge of materials?</p> | <p>We are Bakers - make the bread cooked at the time of the GfOL.</p> <p>*use the basic principles of a healthy and varied diet to prepare dishes</p> <p>*understand where food comes from.</p> | <p>Food Technology</p> <p>Design a menu and create dishes for our families to try on an open afternoon.</p> <p>*use the basic principles of a healthy and varied diet to prepare dishes</p> <p>*understand where food comes from.</p> | <p>Sculpture</p> <p>Design and make our own clay/natural material minibeast sculptures.</p> | <p>Can you design and make a bathing machine with moving wheels?</p> <p>*explore and use mechanisms (for example wheels and axles in their products)</p> |
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| <p>Computing Safety runs through all ICT use</p> | <p>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p> | | | | |
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| <p>National Centre for Computing Education</p> | <p>Computing systems and networks IT around us</p> | <p>Creating Media Digital photography</p> | <p>Programming A Robot Algorithms</p> | <p>Data and Information Pictograms</p> | <p>Creating Media Digital Music</p> | <p>Programming B Programming quizzes</p> |
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| PSHE | <p>Being Me in My World</p> <p>Hopes and fears for the year</p> <p>Rights and responsibilities</p> <p>Rewards and consequences</p> <p>Safe and fair learning environment</p> <p>Valuing contributions</p> <p>Choices</p> <p>Recognising feelings</p> | <p>Celebrating Difference</p> <p>Assumptions and stereotypes about gender</p> <p>Understanding bullying</p> <p>Standing up for self and others</p> <p>Making new friends</p> <p>Gender diversity</p> <p>Celebrating difference and remaining friends</p> | <p>Dreams and Goals</p> <p>Achieving realistic goals</p> <p>Perseverance</p> <p>Learning strengths</p> <p>Learning with others</p> <p>Group co-operation</p> <p>Contributing to and sharing success</p> | <p>Healthy Me</p> <p>Motivation</p> <p>Healthier choices</p> <p>Relaxation</p> <p>Healthy eating and nutrition</p> <p>Healthier snacks and sharing food</p> | <p>Relationships</p> <p>Different types of family</p> <p>Physical contact boundaries</p> <p>Friendship and conflict</p> <p>Secrets</p> <p>Trust and appreciation</p> <p>Expressing appreciation for special Relationships</p> | <p>Changing Me</p> <p>Life cycles in nature</p> <p>Growing from young to old</p> <p>Increasing independence</p> <p>Differences in female and male bodies (correct terminology)</p> <p>Assertiveness</p> <p>Preparing for transition</p> |
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| MUSIC | <p>Hands, Feet, Heart</p> <p>Afropop, South African</p> <p>South African music</p> | <p>Ho, Ho, Ho</p> <p>A song with rapping and improvising for Christmas</p> <p>Festivals and Christmas</p> | <p>I Wanna Play in a Band</p> <p>Rock</p> <p>Playing together in a band</p> | <p>Zootime</p> <p>Reggae</p> <p>Reggae and animals</p> | <p>Friendship Song</p> <p>Pop</p> <p>A song about being friends</p> | <p>Reflect, Rewind & Replay</p> <p>Classical</p> <p>The history of music, look back and consolidate your learning, learn some of the language of music</p> |
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| RE | <p>How does a celebration bring a community together? (Harvest)</p> | <p>Why is light important to Hindus and Christians? (Diwali/Christingle)</p> | <p>What does it mean to belong to the Muslim community? How does a celebration bring a community together? (Eid al Fitr)</p> | <p>How did the universe come to be? (Hindu story of creation)</p> |
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| Outdoor Learning - Learning Through Landscapes colour co-ordinated for cross curricular links | | Setting fire to our Great Fire of London Houses | Living, Dead and Never Alive | | Andy Goldsworthy (Land Art) | Geocaching with parents at the Year 2 BBQ |
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| Year R | Aut 1 - Sept/Oct | Aut 2 - Nov/Dec | Spr 1 - Jan/Feb | Spr 2 - Feb/Mar | Sum 1 - Apr/May | Sum 2 - Jun/Jul |
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| <i>Topic title/theme</i> | Three Blind Mice and all things Nice | All I want for Christmas is ... Toys | Globe Trotters! From Africa to Antarctica | Once Upon a Story | Round and Round the Garden | When I grow up... |
| Books and Nursery Rhymes | Humpty Dumpty, 1,2,3,4,5 once I caught a fish alive Hickory Dickory Dock Incy Wincy Spider The Wheels on the Bus Little Red Hen Farmer Duck | Brown Bear, Brown Bear Polar Bear, Polar Bear Old Bear Stories This is the Bear Whatever Next Dear Zoo Dear Santa | Handa's Surprise Emperor's egg Jointy Gentoo Meerkat Mail | Gingerbread Man Billy Goats Gruff GoldiLocks Magic Porridge Pot | Hungry Caterpillar Tiny Seed Sam plants a Sunflower Jasper's Beanstalk Show me the Honey We're going on a Bear Hunt (Bug hunt) | Someone Bigger |
| BEING IMAGINATIVE AND EXPRESSIVE drawing club CREATING WITH MATERIALS | <p>Invent, adapt and recount narratives and stories with peers and their teacher</p> <p>Sing a range of well-known nursery rhymes and songs</p> <p>Perform songs, rhymes, poems and stories with others, and - when appropriate try to move in time with music</p> <p>Make use of props and materials when role playing characters in narratives and stories</p> | | | | | |
| Understanding the World | PEOPLE, CULTURE & COMMUNITIES Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps | PAST & PRESENT Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling | PEOPLE, CULTURE & COMMUNITIES Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction | THE NATURAL WORLD Explore the natural world around them, making observations and drawing pictures of animals and plants PEOPLE, CULTURE & COMMUNITIES Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps | THE NATURAL WORLD Explore the natural world around them, making observations and drawing pictures of animals and plants | PAST & PRESENT Talk about the lives of the people around them and their roles in society Children's own parents come in & talk about their jobs. Visits from fireman/police/dentist/nurse/doctor |

texts and - when appropriate - maps

THE NATURAL WORLD

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class

THE NATURAL WORLD

Explore the natural world around them, making observations and drawing pictures of animals and plants

CREATING WITH MATERIALS

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function
Share their creations, explaining the process they have used

FINE MOTOR SKILLS

Use a range of small tools, including scissors, paint brushes and cutlery
Begin to show accuracy and care when drawing

exploring media linked to rhyme and phonics

Poppies

Penguins
African animals
Pandas - camouflage

Daffodils

Van Gogh - Sunflowers
Henri Matisse - snail

THE NATURAL WORLD (SEASONS)

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

PEOPLE, CULTURE & COMMUNITIES

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps

PEOPLE, CULTURE AND COMMUNITIES

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class

Harvest
Little Red Hen
Farmer Duck

Xmas
Dear Santa

Chinese New Year

Easter
Holi, Hindu festival of colour

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| <p>P, S & E development - PSHE *Talk about members of their immediate family and community. *Name and describe people who are familiar to them.</p> | <p><u>Being me in my World</u> Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities</p> | <p><u>Celebrating Difference</u> Identifying talents Being special Families Where we live Making friends Standing up for yourself</p> | <p><u>Dreams and Goals</u> Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals</p> | <p><u>Healthy Me</u> Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety</p> | <p><u>Relationships</u> Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend</p> | <p><u>Changing Me</u> Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations</p> |
| <p><u>MUSIC</u> <u>Title</u> Main Songs</p> | <p><u>Me!</u> Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers</p> | <p><u>My Stories</u> I'm A Little The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p> | <p><u>Everyone!</u> Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes</p> | <p><u>Our World</u> Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey</p> | <p><u>Big Bear Funk</u> Big Bear Funk</p> | <p><u>Reflect, Rewind & Replay</u> Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat</p> |