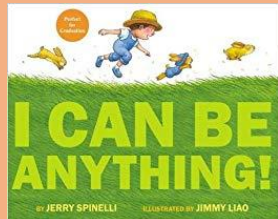
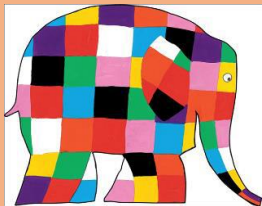
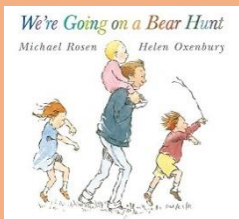
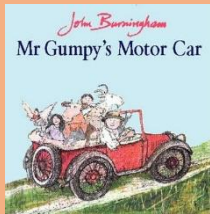
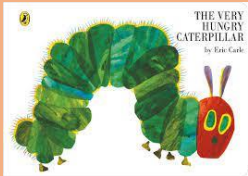
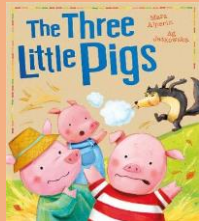




Bramley St Peter's C of E Primary School Nursery Long Term Plan 2023-2024

Journeying together with God

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme and big questions	Settling In, All About Me Who looks after me? 	Colour, Pattern and Sound What is your favourite colour? 	Bears Would you like to go on a bear hunt? 	Wheels Why are wheels round? 	Minibeasts Are all minibeasts scary? 	Fairy Tales Who's afraid of the big bad wolf? 
Overview	Children will learn about playing with others and become familiar with the setting, the routines, rules and the behaviour that is expected. They will think about their families and friends. They will begin to talk about their feelings and begin to learn how others may have different feelings to them. Children will also think about how they have changed since they were babies.	Children will demonstrate their knowledge of colours and experiment with colour mixing. They will use a wide variety of materials and objects to create their own patterns. The children will learn how to use simple instruments to make different sounds and rhythms and use body percussion to make music. The children will explore musical instruments and make their own.	Children will listen to different stories about bears. They will retell the stories they hear. They will learn simple facts about bears. They will describe a familiar route – drawing simple maps. The children will learn that there are different countries in the world and talk about the differences they have experienced or seen in photos. They will bake bear biscuits and decorate them.	Children will hear different stories involving vehicles with wheels eg cars, buses, bicycles and trains. They will investigate different vehicles moving down ramps. They will use construction materials to build their own vehicles and ramps. The children will explore and talk about different forces that they can feel. They will make a sandwich for a journey.	Children will hear a variety of stories about minibeasts and investigate minibeasts in the school grounds, such as ladybirds, snails, and beetles. Children will also learn about the lifecycle of butterflies, frogs and earthworms. They will paint and decorate caterpillars and butterflies. They will make a clay minibeast.	Children will hear traditional tales. They will join in with repeated refrains and anticipate key events and phrases in rhymes and stories. They will use different materials to build homes for the pigs. The children will build bridges with different construction materials and test their strength.
Literacy/Phonics	Speaking in full sentences. Name writing – focusing on developing a comfortable pencil grip and writing the initial letter of their name. Large scale group drawing and writing practise together led by an adult – initial marks up and down and side to side and simple sun shines and simple faces.	Speaking in full sentences. Name writing – continuing to develop a comfortable pencil grip, with good pressure and writing more letters of their name. Large scale group drawing and writing practise together led by an adult – using circular shapes and some straight lines.	Name writing – writing their name beginning to use the correct letter formation. Large scale group drawing and writing practise together led by an adult – using shapes eg squares to create houses. Listen and join in with stories and poems one-to-one and in small groups.	Name writing – continuing to practise writing their name and developing their letter formation. Large scale group drawing and writing practise led by an adult – using oblongs, squares and circles to draw vehicles. Rhythm and rhyme. Alliteration.	Name writing – writing their name without a visual prompt. Large scale group drawing and writing practise together led by an adult – drawing minibeasts using simple shapes and lines. Children giving meaning to marks they make as they draw and paint with good detail and writing their name on their work.	Name writing – writing their name with confidence, good control and formation. Ascribe meanings to marks that they see in different places Children giving meaning to marks they make as they draw, write and paint with good attention to detail and writing their name on their work.

Nurture

Discover

Respect



	<p>Listening and sound discrimination. Rhyming games. Activities to promote name recognition. Children giving meaning to marks they make as they paint and draw. Gross-motor development activities eg using a parachute, fabric flappers, balancing and climbing.</p> <p>Self-portraits using paper plates and collage materials.</p>	<p>Listening and sound discrimination. Continue activities to promote name recognition. Children giving meaning to marks they make as they paint and draw and adding the initial letter/letters of their name.</p> <p>Making simple cards and lists.</p> <p>Making a Christmas Card.</p>	<p>Story sequencing and retelling (eg We're Going on a Bear Hunt). Children giving meaning to marks they make as they paint and draw and writing their name on their work. Drawing bears following simple instructions.</p> <p>Creating simple maps.</p>	<p>Making marks to record their findings/understanding. Children giving meaning to marks they make as they draw and paint with increasing detail and writing their name on their work.</p> <p>Drawing vehicles following simple instructions.</p> <p>Mother's Day cards. Making tickets.</p>	<p>Ascribe meanings to marks that they see in different places. Hear and say the initial sounds in words.</p> <p>Making own representations of minibests and their life cycles.</p>	<p>Large scale group drawing and writing practise led by an adult – using shapes to draw pigs, wolves and people with increasing detail. Hear and say the initial sounds in words Story sequencing and retelling (eg The Three Little Pigs and The Three Billy Goats Gruff).</p> <p>Father's Day cards</p>
English Key texts	<p>I Can Be Anything! I like myself – Karen Beaumont Harry and the Bucketful of Dinosaurs After the Fall by Dan Santat No Matter Who You Are ... Everybody's Welcome by Patricia Hegarty Babies don't walk they ride! Owl Babies by Martin Waddell Titch by Pat Hutchins Non-Fiction – books about families Autumn books</p>	<p>Elmer books eg Elmer, Elmer and Wilbur, Elmer and the lost teddy bear, Elmer and the Wind. Peace at Last The Ding-Dong Bag by Polly Peters Swish & Squeak's Noisy Day by Birgitta Sif The Nativity Story</p>	<p>Goldilocks and the Three Bears We're Going on a Bear Hunt Biscuit Bear – Mini Grey This is the Bear This is the Bear and the Scary Night This is the Bear and the Picnic Lunch Can't You Sleep Little Bear</p>	<p>Mr Gumpy's Motor Car Duck in a Truck Magic Train Ride – Sally Crabtree Naughty Bus The Journey Home from Grandpa's – Jemima Lumley Dig Dig Digging – Margaret Mayo and Alex Ayliffe</p>	<p>The Very Hungry Caterpillar Spinderella – Julia Donaldson Billy's Beetle – Mick Inkpen The Very Busy Spider – Eric Carle Cudless Douglas and the Nature Walk by David Melling Non-fiction - various</p>	<p>The Three Little Pigs The Three Gilly Goats Gruff The Enormous Turnip The Magic Porridge Pot</p>
Maths	<p>Counting activities 1:1 counting Representing numbers using fingers</p> <p>Understanding some talk about immediate past and future, eg 'before', 'later' or 'soon'</p> <p>Anticipating specific time-based events such as snack time, lunchtime or home time</p> <p>Understanding position through words eg The bag is under the table etc</p>	<p>Counting activities – know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) 1:1 counting Recognising numbers in the environment</p> <p>Patterns and 2D shapes - Using shapes to create patterns Extending and creating ABAB patterns</p> <p>Beginning to categorise objects according to size (height and length) – small, medium, large, long, big, huge, little, tiny and short</p>	<p>Counting activities 1:1 counting Representing numbers using fingers</p> <p>Positional Language</p> <p>Talking about and exploring 2D and 3D shapes (curved and straight sides/lines, counting sides etc) Using shapes to create pictures</p> <p>Making comparisons between objects relating to size, length, weight and capacity</p>	<p>1:1 counting Introduce numeral 1 – week 1 Introduce numeral 2 – week 2 Introduce numeral 3 – week 3 Introduce numeral 4 – week 4 Introduce numeral 5 – week 5 Completing activities involving matching numeral, quantity and solving real world mathematical problems with numbers up to 5</p> <p>Recognising and identify 2D and 3D shapes</p> <p>Making comparisons of measures eg measuring and comparing distances travelled by vehicles down ramps</p>	<p>1:1 counting Number recognition Matching numeral and quantity</p> <p>Beginning to talk about the shapes of everyday objects Comparing the size of two objects</p> <p>Describing a sequence of events, real or fiction, using words such as 'first', 'then' etc</p>	<p>1:1 counting Number recognition Finding one more or one fewer than a group of 5 objects Finding the total number of items by counting all the items</p> <p>Comparing the size of two or three objects</p> <p>Revisiting routes and locations and extending vocabulary to include words such as beside and between</p> <p>Selecting shapes appropriately to build, combine and design</p>

Nurture

Discover

Respect



				Describing routes and discussing routes and locations, using words such as in front of and behind		
RE	Me and My Senses	Special Times	Special Objects	Our Beautiful World	Special Places	Special Words
UW	<p>Seasonal change: autumn Keeping healthy Harvest</p> <p>In pretend play, imitating everyday actions and events from own family and cultural background, e.g. making and drinking tea. Commenting and asking questions about aspects of our familiar world such as the place where we live or the natural world. Discussing the children's own life-story and family history, thinking about the changes from when they were babies until now. (Parents support with this via Seesaw activities).</p> <p>Operating mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</p>	<p>Bonfire Night Beginning of the Seasonal change: winter Weather texts/information videos Learning about Christmas Asking questions about the natural world – exploring natural materials eg pinecones, conkers, acorns and pumpkins. Recognising and describing special times or events for family or friends.</p> <p>Exploring and talking about shining light through different materials and creating shadows.</p> <p>Showing skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements, or new images.</p> <p>Introduce the children to Remembrance Day (11th November) and Diwali (12th November 2023).</p>	<p>Seasonal change: continuing winter and hibernation, then approaching spring. Talking about why things happen and how things work Showing an interest in the lives of people who are familiar to the children. Finding out about the habits of bears in different countries. Extending this to talking about and exploring the countries the children have visited on holiday or seen in photographs/books/online etc. Showing an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p> <p>Exploring and talking about the differences between materials and the changes we notice. (Including changing of state during cooking and melting processes.)</p>	<p>Looking closely at similarities, differences, patterns, and change. The Easter story Seasonal change: spring</p> <p>Exploring and talking about different forces they can feel including floating and sinking.</p> <p><i>Knowing how to operate simple equipment, e.g. turns on CD player and uses remote control</i> <i>Completing a simple program on a computer</i></p>	<p>Developing an understanding of growth, decay, and changes over time. Showing care and concern for living things and the environment.</p> <p>Looking after tadpoles and learning about the lifecycle of a frog. (Tank in the classroom to observe the lifecycle.) <i>Looking at the lifecycle of frogs, butterflies and worms.</i></p> <p><i>Programing Beebots</i></p>	<p>Seasonal change: summer Talk about some of the things the children have observed such as plants, animals, natural and found objects, including shells, pebbles and stones, flowers and herbs. Enjoying joining in with family customs and routines.</p> <p><i>Completing a simple program on a computer</i></p>
PD	<p>Putting coats and shoes on independently. Running, jumping, skipping, and hopping. Moving safely with control. Developing movements including balancing and riding balance bikes, scooters and tricycles.</p> <p>Simple cutting activities – supervised and supported to develop scissor grip and control.</p>	<p>Outdoor Area/Field and Hall time (when available) to develop children's vocabulary of movement eg gallop, slither and the vocabulary of instruction eg follow, lead, copy etc.</p> <p>Imitates drawing simple shapes. Drawing lines and circles using gross motor movement.</p> <p>Drawing Group activities linked to topic.</p>	<p>Using scissors safely and effectively and with greater independence. Using simple tools to effect changes to materials.</p> <p>Understanding that equipment and tools have to be used safely.</p> <p>Baking biscuits</p> <p>Drawing Group activities linked to topic.</p>	<p>Using scissors safely and effectively and with greater independence.</p> <p>Making a healthy sandwich for a journey.</p> <p>Showing some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p>	<p>Extending children's learning of movements through time on the school field and in the forest garden.</p> <p>Developing scissor skills further. Using pencil with control.</p> <p>Showing some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health (revisit oral hygiene).</p>	<p>Jumping off an object and landing appropriately.</p> <p>Eating a healthy range of foods. Observing the effect of activity on the children's bodies.</p> <p>Using simple tools, to effect changes to materials. Using a pencil with control. Developing scissor skills further. Making porridge and tasting it.</p>

Nurture

Discover

Respect



	<p>Using fabric flappers to develop arm movements, control and use them in time to music.</p> <p>Personal hygiene, including oral hygiene ongoing throughout the year.</p> <p>Drawing Group activities started towards the end of the half term linked to the topic.</p>	<p>Continue using fabric flappers to support development of gross motor to fine motor control.</p> <p>Simple cutting activities continued – supervised and supported to develop scissor grip and control as required.</p>	<p>Continue using fabric flappers to support development of gross motor to fine motor control.</p>	<p>Showing the understanding of the need for safety when tackling new challenges and considering and managing some risk, including the use of tools in the gardens.</p> <p>Drawing Group activities linked to the topic.</p>	<p>Showing the understanding of the need for safety when tackling new challenges and considering and managing some risk, including the use of tools in the gardens.</p> <p>Drawing Group activities linked to the topic.</p>	<p>Drawing Group activities linked to the topic.</p>
PSED	<p>Following class rules.</p> <p>Playing co-operatively, taking turns.</p> <p>Showing confidence in asking adults for help.</p> <p>Talking about feelings using words such as happy, sad, angry or worried etc.</p> <p>Beginning to develop the sense of responsibility and membership of a community by encouraging the children to carry out tasks such as wiping the tables and washing up after snack etc.</p>	<p>Adapting behaviour to different social situations and changes in routine.</p> <p>Continuing to develop the sense of responsibility and membership of a community by encouraging the children to carry out tasks such as helping fetch the milk, wiping tables and washing up after snack etc.</p>	<p>Initiating play, offering cues for peers to join in.</p> <p>Extending and elaborating play ideas.</p> <p>Demonstrating friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<p>Beginning to accept the needs of others and take turns and share resources, sometimes with support from others.</p> <p>Showing more confidence in new social situations.</p>	<p>Showing confidence in asking adults for help.</p> <p>Beginning to understand how others might be feeling.</p>	<p>Developing a growing awareness of own feelings and knowing that some actions and words can hurt others' feelings.</p>
C&L	<p>Interested in listening to stories, songs and rhymes.</p> <p>Asking simple questions</p> <p>Talking boxes introduced - objects inside to describe and talk about.</p> <p>Prepositions.</p>	<p>Beginning to use more complex sentences to link thoughts.</p> <p>Talking boxes continued (to encourage descriptive language and a wider vocabulary).</p> <p>Learning some Christmas hymns to perform and be recorded to share with parents.</p>	<p>Questioning why things happen and giving explanations.</p> <p>Beginning to use more complex sentences to link thoughts.</p> <p>Understanding the use of objects (eg What do we use to cut things?)</p> <p>Responding to simple instructions</p> <p>Revisiting prepositions.</p>	<p>Responding to instructions involving a two-part sequence</p> <p>Understanding 'who', 'what', 'where' in simple questions (e.g. <i>Who's that/can? What's that? Where is.?</i>)</p>	<p>Beginning to understand 'why' and 'how' questions.</p>	<p>Using talk to connect ideas, explain what is happening and anticipate what might happen next, recall, and relive past experiences.</p>
EAD	<p>Self-portraits – paper plates and collage materials/painting portraits.</p> <p>Developing pretend play (link to Comm & Lang) – eg feeding the baby and putting the baby to sleep etc.</p> <p>Painting drawing our families.</p>	<p>Christmas hymns and record for parents to watch on Seesaw/perform during Stay and Plays.</p> <p>Making Christmas cards – making own marks for name inside.</p> <p>Elmer pictures – painting, printing and collage.</p> <p>Colour recognition – collecting items of the same colour.</p> <p>Animal patterns and printing.</p>	<p>Joining in with dances and ring games enthusiastically.</p> <p>Introducing a storyline or narrative into their play - retelling the story of 'We're Going on a Bear Hunt' through small world play.</p> <p>Music: Exploring different musical instruments thinking about volume.</p>	<p>Introducing a storyline or narrative into their play.</p> <p>Manipulating materials to achieve a planned effect.</p> <p>Join different materials and explore different textures.</p> <p>Painting daffodils and other flowers.</p> <p>Making Mother's Day cards.</p> <p>Music: Exploring different musical instruments thinking</p>	<p>Observational drawings and paintings of plants and minibeasts (enlarged photographs).</p> <p>Clay work – minibeasts.</p> <p>Artists: Looking at some paintings by: Vincent van Gogh (Sunflowers) and Jane Bannan.</p> <p>Music: Creating music to represent different minibeasts</p>	<p>Building the pigs' houses – joining materials.</p> <p>Building stories around toys.</p> <p>Introducing a storyline or narrative into their play.</p> <p>Making finger puppets.</p> <p>Artist: Looking at The bridge over the water lily pond by Claude Monet.</p> <p>Making Father's Day cards.</p>

Nurture

Discover

Respect



	<p>Printing with autumn leaves and painting with sticks.</p> <p>Printing with fruits and vegetables during Harvest week.</p> <p>Music: listening to and creating simple sounds and rhythms.</p>	<p>Exploring colours and how colours can be changed.</p> <p>Exploring what happens when colours are mixed.</p> <p>Painting snowmen and reindeers.</p> <p>Painting poppies for Remembrance Day.</p> <p>Making Diwali patterns.</p> <p>Clay work – hedgehogs.</p> <p>Artists: Looking at some work by Kandinsky.</p> <p>Music: Musical patterns and singing</p>	<p>Singing – including matching pitch of a tone sung by another person ('pitch-match').</p>	<p>about keeping a beat, slowing down, and speeding up.</p> <p>Singing – including moving melody (singing the melodic shape) of familiar songs.</p>	<p>eg bumble bees, ants, snails, and butterflies.</p> <p>Singing – including improvising a song around one that we know.</p>	<p>Music: Moving to music and responding to what we have heard, expressing thoughts and feelings.</p> <p>Singing - creating own songs.</p>
Outdoor learning	<p>Exploring the school grounds</p> <p>Gardening – planting bulbs (Sept/Oct)</p> <p>Natural art – portraits and house pictures (eg sticks, leaves and grass)</p>	<p>Forest garden - autumn walk, searching for natural patterns and colours</p> <p>Making bird seed fat balls</p> <p>Gardening – ready for winter</p> <p>Natural art – making patterns and colour mixing with mud</p>	<p>Forest garden – winter walk and maths (ordering by size)</p> <p>Natural art – painting with natural materials and mud</p> <p>Gardening</p>	<p>Forest garden – maths in the garden finding shapes</p> <p>Gardening – simple tools.</p> <p>Natural art – weaving</p>	<p>Forest garden -Minibeast hunting</p> <p>Gardening – develop the use of tools further.</p> <p>Natural art - clay</p>	<p>Forest garden – building dens and summer walk</p> <p>Gardening</p> <p>Traditional Tales Outdoor Day</p> <p>Natural art – printing with natural materials</p>
Curriculum enrichment	<p>Harvest</p> <p>Black History Day (11th October)</p>	<p>Parliament Week</p> <p>Remembrance Day</p> <p>Anti-bullying Day</p> <p>Children in Need</p> <p>Christmas celebrations</p>	<p>Science Day at Bramley St Peter's (2nd February)</p> <p>Chinese New Year – The Year of the Dragon (week beginning 5th February in Nursery)</p>	<p>Traffic survey watching the vehicles on Hough Lane in small groups</p> <p>World Book Day – (7th March)</p> <p>Easter</p>	<p>Minibeast Day</p> <p>Growing vegetables</p>	<p>Cinderella's Ball</p> <p>Sports Day games</p> <p>Transition times in Reception</p>
Role Play area	<p>Home corner</p> <p>Comfortable area developed to interact with toys relating to people who help us.</p>	<p>Home corner developed with a Christmas theme</p> <p>Comfortable area developed to interact with pattern resources and musical instruments.</p> <p>Christmas tree decorating space</p>	<p>Home corner developed into the three bear's home</p> <p>An area of the classroom developed as a bear cave</p> <p>Comfortable area developed for interaction with a variety of bear stories.</p>	<p>Home Corner developed into a café at the train station</p> <p>Comfortable area developed for interaction with different vehicles and stories about vehicles.</p>	<p>Home corner developed with animal care focus.</p> <p>Minibeast investigation area – tadpoles.</p>	<p>Home corner developed with capacity and size activities.</p> <p>Comfortable area developed to retell fairy tales.</p>
Phonics	<p>Building up a repertoire of Nursery Rhymes and songs eg Humpty Dumpty, Hickory Dickory Dock, Five Currant Buns, One, Two Three Four Five once I caught a fish alive, Wind the bobbin up, Twinkle, twinkle little star, Five Little</p>	<p>Aspect 1 - General sound discrimination</p> <p>Aspect 2 - Instrumental sounds</p> <p>Aspect 3 – Body percussion</p> <p>Aspect 4 – Rhythm and Rhyme</p> <p>Aspect 6 – Voice sounds within music and singing games</p>	<p>Aspect 1 - General sound discrimination (environmental sounds)</p> <p>Aspect 4 – Rhythm and Rhyme – patterned stories</p> <p>Aspect 5 – Alliteration (aural phoneme recognition)</p> <p>Aspect 6 – Voice sounds</p>	<p>Aspect 1 – General sound discrimination (environmental sounds)</p> <p>Aspect 2 – Instrumental sounds</p> <p>Aspect 3 – body percussion</p> <p>Aspect 4 – Rhythm and Rhyme</p> <p>Aspect 5 – Alliteration (aural phoneme)</p>	<p>Aspect 4 – Rhythm and Rhyme</p> <p>Aspect 5 – Alliteration (recap alliteration and use the 'Silly Soup' song to encourage children to listen to the sound at the beginning of words. Start with objects which start with the same sound so they can clearly</p>	<p>Aspect 4 – Rhythm and Rhyme</p> <p>Aspect 5 – Alliteration</p> <p>Aspect 6 - with children who are ready – Oral segmenting and blending (using sound talk – a robot voice)</p>

Nurture

Discover

Respect



	Ducks, Jack and Jill and Baa Baa Black Sheep. Aspect 1 – General sound discrimination Aspect 2 – Instrumental sounds Aspect 4 - Rhythm and rhyme		Aspect 7 – Oral blending and segmenting		hear that they start with the same sound. Work through the letters in order s, a, t, p) Aspect 7 – Oral blending and segmenting	
Mathematics ongoing	Build up a repertoire of number songs eg One, two, three, four, five ..., 5 little men in a flying saucer, 5 Currant Buns, There were 10 in the bed, One two buckle my shoe etc Encourage children to experiment with their own symbols and marks as well as numerals – ongoing throughout the year. Encourage an interest in shape and space by providing opportunities for the children to play with shapes and make arrangements with objects.	Continue to build up a repertoire of number songs eg 10 cheeky monkeys and 10 green bottles Introduce children to the language related to size eg through making objects to make patterns and begin introducing the vocabulary of shape eg straight, curved, corner, point, tall and simple 2D shape names), (Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall').	Continue to build a repertoire of number songs eg 10 fat sausages Work on one-to-one counting – lining up objects, model good counting, and provide lots of opportunities for children to practise, objects to count in all areas. Reinforce the language of size and comparing objects by size through the story –Goldilocks and the Three Bears, organising and sorting sized pompoms, compare size of clothes eg socks on a washing line. Rosie’s walk (story time) will support the use and understanding of positional language. Examples of vocabulary to use - in, on, next to, forwards, backwards, under, behind. Giving instructions for the children to following during drawing group.	1:1 counting – arrays of objects up to 20 Provide different sized objects to count as well as objects that cannot be moved. Matching numeral to quantity – using shopping lists in role play, cake orders in play dough, counting objects to match a variety of numerals of different materials eg wooden, plastic, jelly numbers etc. Feely back activities with shapes inside, continue to recap the vocabulary of shape, especially circles and spheres, using the vocabulary of no straight sides, no corners.	Number recognition – lots of activities to recap, support and extend children’s number recognition from last half term. Talking about everyday shapes (round, straight, curved, solid, flat, square, circle, oblong triangle, corners, points etc). Using the shapes to make pictures and patterns and talk about what they have used. Ask the children to pass objects by describing them instead of using their name. Provide a variety of shape objects in role play, water, sand, and workshop.	Finding the total number of items – counting all the items together. Remind the children they can line the objects up to count accurately. Find one more and one fewer (less) – teach the children how to add one more and take one away, then count all the objects altogether. Reinforce the language of size and comparing objects by size through the story – The Three Billy Goats Gruff.

Phonics Additional information regarding Phase One - activities are arranged under the following seven aspects.

- Aspect 1: General sound discrimination – environmental sounds
- Aspect 2: General sound discrimination – instrumental sounds
- Aspect 3: General sound discrimination – body percussion
- Aspect 4: Rhythm and rhyme

- Aspect 5: Alliteration
- Aspect 6: Voice sounds
- Aspect 7: Oral blending and segmenting

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