

EYFS curriculum overview 2026 to 2027

Our Curriculum Drivers			
1) Articulate myself clearly An increasing number of children are beginning their education at our school with delayed speech and language skills, a limited vocabulary, and difficulty expressing their emotions or participating in conversations. We are also mindful of the impact that screen time and technology can have on children's speaking, listening, understanding, and attention; therefore, it is essential that we prioritise the development of their confidence and ability to express their thoughts, ideas, and feelings clearly through spoken language. We will achieve this through rich conversations, ambitious vocabulary, storytelling, and meaningful interactions, enabling children to build a broad vocabulary, listen attentively, and communicate effectively with both adults and peers.	2) Have strong physical development skills An increasing number of children are arriving at our school with lower levels of physical strength, coordination and stamina, which we recognise may be influenced by more sedentary lifestyles, reduced opportunities for outdoor play, and rising levels of screen time. Research indicates that many young children now spend significant portions of their day engaged in screen-based activities, and our conversations with parents suggest a proportion of our children each year spend several hours of daily screen use even in the early years. Therefore, we have chosen to follow a movement-based curriculum. We intend for our children to build strength, coordination and control through a wide range of physical experiences, both indoors and outdoors. They develop fine and gross motor skills, learn to manage their bodies safely, and gain increasing independence in tasks such as dressing, writing and using tools.	3) Play and learn cooperatively In our school, we are focusing on developing children's ability to work and play cooperatively because an increasing number of children are arriving with underdeveloped relationship-building skills, difficulties expressing their emotions appropriately, and limited experience of social interaction and collaborative play. These challenges are often influenced by smaller family groups, high levels of screen time, emerging self-regulation skills, and fewer opportunities for shared, hands-on activities. We intend that our children will learn to work and play alongside others, sharing ideas, resources and responsibilities. Through collaborative activities, they develop important social skills such as turn-taking, problem-solving, self-regulation and respecting others' contributions, enabling them to build positive relationships. The class will act like a microcosm of society, with an emphasis on pupils taking an active role in their school community, taking responsibility and developing a sense of pride.	4) Become culturally aware We recognise that not all children in our school community have the same cultural capital or equitable opportunities to experience the rich cultural and creative experiences the world has to offer. We intend for our children to gain an understanding of the diverse world around them by exploring different traditions, communities, music, art and ways of life. They begin to recognise similarities and differences while being exposed to a wide range of artwork, artistic mediums and skills, and the work of composers, musicians and artists—both historical and contemporary—developing a repertoire of songs and discovering what they enjoy and connect with. This helps them develop respect and appreciation for a wide range of cultures and experiences, broadening their horizons and fostering a sense of inclusion in a global society.
5) Show tolerance towards others As a school with children who have diverse SEND and an increasing range of cultural backgrounds and worldviews, reflecting the diversity of our modern society, we prioritise helping children value and respect differences in others while also recognising shared interests and experiences that bring them together. Children learn to appreciate beliefs, backgrounds and perspectives within an environment where everyone feels included and valued. Through guided discussions and inclusive practice, they develop empathy, kindness and an understanding of fairness, recognising both the unique qualities of each individual and the similarities that connect them. This supports them in building positive, harmonious relationships with others. We intend that our children will learn to value and respect differences in others, including beliefs, backgrounds and perspectives, within an environment where everyone feels included and valued. Through guided discussions and inclusive practice, they develop empathy, kindness and an understanding of fairness, recognising that each individual has a place and a voice. This supports them in building positive, harmonious relationships with others.	6) Engage in sustained and intense activity We have noticed that some children in our school struggle with listening and maintaining attention, often influenced by the fast-paced, screen-focused nature of modern life and the constant influx of digital stimuli. Many children arrive with shorter attention spans, which can make it challenging for them to sustain engagement in learning and develop positive learning behaviours. By providing carefully planned experiences that capture their interests, we intend that our children can develop the ability to concentrate deeply and remain engaged for extended periods. This not only builds perseverance, resilience and a sense of achievement but also strengthens key characteristics of effective learning—such as being curious, motivated, persistent and able to think critically—laying the foundation for lifelong learning.	7) Develop curiosity We are mindful that not all of our EYFS children have the same educational experiences, including having access to an effective home or pre-school education. We also recognise that early exploration and curiosity are the culmination of many of our other learning outcomes and that children's own interests are a vital part of their learning journey. Therefore, we see our EYFS environment as a "third teacher," alongside parents, carers and school staff, and we have invested in high-quality provision to ensure all children can develop higher-order thinking skills and access the characteristics of effective learning through their own exploration. We intend through stimulating environments and responsive teaching, that our children will be encouraged to explore, question and investigate the world around them. They will become active learners who are eager to discover, experiment and make sense of new experiences, opening up the world to them and fostering a lifelong love of learning.	

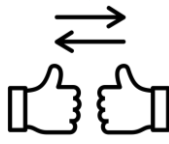
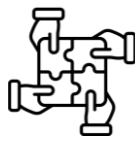


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		Aut 1 8 weeks 01.09 – 23.10	Aut 2 7 weeks 02.11 – 18.12	Spr 1 6 weeks 04.01 – 12.02	Spr 2 4 weeks 4 days 22.02 – 25.03	Sum 1 7 weeks 12.04 – 28.05	Sum 2 6 weeks 3 days 07.06 – 21.07
EYFS 2026 - 2027		Outside Inside	Knowing Yourself	Telling a Tale	Sowing a Seed	Strength of Mind	Family & Friends
Extra enhancements, learning opportunities and special days		Wild Area walks African animals visit Autumn school grounds walk exploring Autumn celebrations e.g. Harvest / Halloween	Photographer's visit & set up a photography studio (Art) Diwali & Bonfire Night BEC Church visit (Xmas) Nativity play	Lunar New Year Valentine's Day Prepare & cook a Chinese Stir-fry Kusama Spotty Day (Art) Pirate day Winter school grounds walk	Sunflower challenge Spring walk around school grounds (link to Literacy Tree text) Easter festivities Shrove Tuesday Bikeability	Vets / pets visit St Mark's Church visit (RE) Ramadan/Eid festivities Earth Day Ryton Pools visit Dentist visit: healthy teeth	Fashion Show / Afternoon tea with parents to celebrate the end of our Reception Journey Visits from older generations Summer walk Nurse visit: healthy body Visit from Police Officers
Whole school		Harvest service – St Mark's Walk to School Breakfast KS1 Reading event – Spooky stories Roald Dahl Day (13 th Sept)	Reading event – Xmas text Xmas fayre Christmas service – St Mark's Anti-bullying week Christmas Fayre Remembrance Tea Party	Online safety week Reading event Walk to School Breakfast YrR	World Book Day + Bedtime stories reading event Visiting Author (WBD) Easter service – St Mark's Mother's Day tea party	Walk to School Breakfast KS1 Reading event	Reading event Sports event Teddy Bear's picnic reading event Doughnuts for Dads
Literacy Phonics / Reading		Phase 2 (Start Wk 3)	Phase 2/ 3	Phase 3	Phase 3	Phase 4	Phase 4
Writing Key fiction texts		 Where the Wild Things Are ¹⁰ Own version story	 Look Up ¹² Own version story	 The Magic Paintbrush ¹² Own version story	 The Tiny Seed ¹² Advice leaflet (How to be a seed)	 WeirDo ¹² Instructional guide (Be Yourself)	 Izzy Gizmo ¹² Simple explanation
Comprehension		 Bringing the Rain to Kapiti Plain ¹² Tourist Information leaflet	 The Nativity Play ⁸ Invitation to the Christmas performance	 Night Pirates ¹² 'How to be a pirate' guide	 The Extraordinary Gardener ¹² Design, label and write about a new natural discovery	 Hairy Maclary from Donaldson's Dairy ¹² Alternative version story	 Oi! Frog ¹² Own version rhyming story
Potential role play opportunity		Babies at home (UtW link) – baby items, scales, etc. Travel agents / tour guides – exploring Kenya	Home corner – Celebrating Christmas / Nativity costumes Build a rocket ship	Home corner - Celebrating Chinese New Year Pirate ship	Potting shed	Animal shelter / Veterinary Surgery Superhero roleplay	Inventors Workshop Members of the community – police, nurses, dentists, vets costumes etc.



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Personal, Social & Emotional Development <i>Values</i>	Resilience 	Care 	Honesty 	Respect 	Co-operation 	Forgiveness 
CUSP PSED curriculum	Ready To Learn 	Friends and Family 	My Life 	Respectful Relationships 	Being Safe 	Keeping Healthy 
Additional experiences to target life skills	Road Safety 	Protective Behaviours - Taking care WK6-7 	Protective Behaviours -Taking care WK1-2 	Walk to School Breakfast Healthy breakfasts 	Oral Hygiene 	People Who Help Us 
BIS Golden Thread 	Curriculum Driver - Articulate myself clearly <i>Autumn – Building Confidence</i> - Listening and attention - Expressing wants, needs and feelings - Beginning vocabulary development - Joining in with stories and rhymes		Curriculum Driver - Articulate myself clearly <i>Spring – Developing Communication</i> - Conversation skills - Asking and answering questions - Applying ambitious vocabulary - Talking about events and solving problems together		Curriculum Driver - Articulate myself clearly <i>Summer – Becoming Confident Communicators</i> - Sustaining conversations - Storytelling - Explaining thinking - Using a broad vocabulary independently	
Communication & Language (CL)	Working towards - <i>I can...</i>	Reception (4-5 years) - <i>I can...</i>	Working towards - <i>I can...</i>	Reception (4-5 years) - <i>I can...</i>	Working towards - <i>I can...</i>	Reception (4-5 years) - <i>I can...</i>
<i>Listening, Attention & Understanding Speaking</i>	I can listen when someone is talking to me.	I can listen carefully and respond to what someone has said.	I can take turns when talking with others.	I can take turns in conversations and listen to others' ideas.	I can talk confidently with adults and my friends.	I can confidently join conversations with adults and children.
	I can use words to tell someone what I want or need.	I can speak in a full sentence (more than 5 words) to share my ideas and experiences.	I can answer simple questions about stories and experiences.	I can answer and ask questions to find out more.	I can tell a simple story using pictures or objects.	I can tell my own story using a clear beginning, middle and end.
	I can learn and use new words every day.	I can use new and interesting words when I talk.	I can use new words when I play.	I can choose ambitious vocabulary when I speak and play.	I can remember and use lots of new words.	I can use a wide range of vocabulary to explain my thinking.
	I can join in with songs, rhymes and familiar stories.	I can retell parts of a familiar story using key words and phrases.	I can talk about something that has happened to me.	I can describe events in order using clear sentences.	I can listen carefully in a group.	I can listen attentively for longer and respond appropriately.
	I can tell an adult how I am feeling.	I can explain how I am feeling and why.	I can use words to solve simple problems with others.	I can explain my ideas and negotiate with my friends.	I can talk about my ideas during play.	I can explain my ideas, make predictions and justify my thinking.

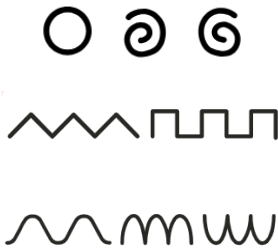


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	 Explain ideas Explore new vocabulary	 Ask questions & Listen 1:1/ small groups	 Answer 'when' / 'how' questions Use new vocabulary	 Describe events in detail Follow longer instructions	 Negotiate Express viewpoints	 Ask / answer relevant questions Explain new vocabulary
Makaton As a class, all children will receive a 5-minute Makaton lesson 3times per week to support them to become stronger communicators and strengthen our inclusive ethos	Focus: Core communication for immediate needs Key Signs: • Good morning, good afternoon, please, thank you, more, finished, drink, eat, toilet, help, stop, go Learning Intentions: • Express basic needs • Begin to understand that signs support communication • Build confidence using single signs •	Focus: Building relationships and interaction Key Signs: • hello, goodbye, please, thank you, mummy, daddy, friend, teacher, share, play + topic vocab – celebrate, Christmas, Learning Intentions: • Initiate interaction with others • Use signs alongside speech • Develop early social communication	Focus: Emotional literacy and expression Key Signs: • happy, sad, angry, tired, scared Learning Intentions: • Identify and express feelings • Begin to link emotions to experiences Support self-regulation	Focus: Emotional literacy and expression Key Signs: • ball, book, car, water, sand big, small, in, on, under Learning Intentions: • Use signs during play • Develop early concept vocabulary • Combine two signs (e.g. "big ball")	Focus: Communication through narrative and rhythm Key Signs: • key story vocabulary (e.g. bear, run, sleep), sing, music Learning Intentions: • Join in with repeated phrases • Use signs in songs and stories • Build sequencing and recall	Focus: Expanding communication and choice Key Signs: • I, want, need, choose, yes, no, where, what Learning Intentions: • Combine signs into simple phrases • Express preferences and choices • Ask and answer simple questions
Talk for Learning Progression	Talk Partner: Knee-to-knee, eye-to-eye, shoulder-to-shoulder <i>Strategies: Talk Tokens & Grandma's Basket</i>		Talk Partner: Echoing, agree or disagree as a class strategy <i>Strategies: Talk tokens & Carousel</i>		Talk Partner: Introducing repeating if not heard, agree or disagree in pairs and explain why you disagree <i>Strategies: Talk tokens & Rainbow Groups</i>	
BIS Golden Thread	Foundation skills / self-help skills & Hand skills		Skilled hand use / Visual perception		Handwriting in line with LW L&S & Letter Join	
	Squiggle while you wiggle	Squiggle while you wiggle	Squiggle while you wiggle	Squiggle me into a Writer	Squiggle me into a Writer	Squiggle me into a Writer
	Dough Disco – Basic moves	Dough Disco – Basic moves	Dough Disco – Intermediate moves	Dough Disco – Intermediate moves	Squiggle me into numbers	Squiggle me into numbers
	Draw a Person	Draw a Person	Draw a Person	Draw a Person	Draw a Person	Draw a Person



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 Physical Development (PD) <i>Fine & Gross motor skills programmes</i> Letter formation	Unit 1: Practising patterns  Unit 2: Curly letter family  Unit 3: Long letter family  Little Wandle Letters and Sounds - Autumn term: Letter formation alongside learning each GPC: - s/a/t/p/i/n/m/d/g/o/c/k/e/h/u/r/h/b/f/l/j/v/w/z/x/q	Teach lower-case letter formation - Teach the lower-case letters in families - Use Assessment for Learning to reteach and review	Teach lower-case letter formation - Teach the lower-case letters in families - Use Assessment for Learning to reteach and review Unit 4: Bouncy letter family  Unit 5: Zig-zag letter family 	Review lower-case letters as needed (2 weeks)  Teach capital letter formation - Teach capital letters - Review lower-case letters alongside capitals - Use Assessment for Learning to reteach and review Unit 6: Capital letters Cc, Aa, Dd Gg, Oo, Qq Ee, Ss, Ff Ll, Ii, Tt Jj, Uu, Yy Mm, Nn, Rr Bb, Pp, Hh Vv, Ww, Xx Zz, Kk	Teach capital letter formation - Teach capital letters - Review lower-case letters alongside capitals - Use Assessment for Learning to reteach and review Unit 6: Capital letters Cc, Aa, Dd Gg, Oo, Qq Ee, Ss, Ff Ll, Ii, Tt Jj, Uu, Yy Mm, Nn, Rr Bb, Pp, Hh Vv, Ww, Xx Zz, Kk	Review letter formation - Review lower-case letters alongside capitals - Use Assessment for Learning to reteach and review Unit 6: Capital letters Cc, Aa, Dd Gg, Oo, Qq Ee, Ss, Ff Ll, Ii, Tt Jj, Uu, Yy Mm, Nn, Rr Bb, Pp, Hh Vv, Ww, Xx Zz, Kk
	Cutting Sculpting   <i>Progression in malleable materials</i> <i>Progression in cutting skills</i>	Xmas bags  <i>Progression in cutting & fixing skills</i> <i>Progression in Painting</i>	Painting Food & Nutrition   <i>Progression in painting</i> <i>Progression in cutting skills</i>	Gardening Drawing Making bread    <i>Progression in Drawing</i> <i>Progression in cutting skills</i> <i>Progression in kneading</i> <i>Progression in Painting</i>	Printing Collage   <i>Progression in printing</i> <i>Progression in Painting</i> <i>Progression in cutting & fixing skills</i>	Textiles  <i>Progression in cutting & fixing skills</i> <i>Progression in sewing skills</i> <i>Progression in Painting</i>
FM Skills	Cut Emerging skills – looped scissors	Join Emerging skills – Glue sticks	Mix Emerging skills – exploring mixing	Draw Emerging skill – Exploring marks with increasing control	Rip Emerging skills – Large ripping	Sew Emerging skills – threading toys

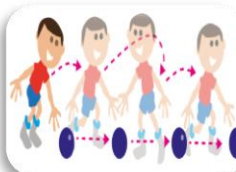


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junk modelling skills (all year)	Mid-level skills – scissors	Mid-level skills – Tape, PVA glue, joining multiple things together	Mid-level skills – mixing to change the consistency / colour	Mid-level skills – Drawing recognisable shapes with growing accuracy	Mid-level skills – smaller ripping shapes, packets	Mid-level skills – plastic needles
	High level skills – knives / tools	High level skills – Paper clips, staples, folding	High level skills – mixing with a purpose in mind (colour / texture)	High level skills –Creating detailed drawings with control and purpose	High level skills – ripping with a purpose in mind	High level skills – metal needles
	Pinch	Cut	Pinch	Cut	Cut	Draw
	Emerging skills – Whole hand	Emerging skills – looped scissors	Emerging skills – Whole hand	Emerging skills – looped scissors	Emerging skills – looped scissors	Emerging skill – Exploring marks with increasing control
	Mid-level skills – 2 fingers and thumbs	Mid-level skills – scissors	Mid-level skills – 2 fingers and thumbs	Mid-level skills – scissors	Mid-level skills – scissors	Mid-level skills – Drawing recognisable shapes with growing accuracy
	High level skills – using tools	High level skills – knives / tools	High level skills – using tools	High level skills – knives / tools	High level skills – knives / tools	High level skills –Creating detailed drawings with control and purpose
	Scrunch	Folding	Brush	Brush	Brush	Cut
	Emerging skills – two hands and arms to grab and scrunch	Emerging skills – folding large paper, folding to fit somewhere	Emerging skills – Larger brushes (outside), Painting rollers,	Emerging skills – Larger brushes (outside), Painting rollers,	Emerging skills – Larger brushes (outside), Painting rollers,	Emerging skills – looped scissors
	Mid-level skills – whole hand	Mid-level skills – folding to change the shape	Mid-level skills – Chunky paint brushes	Mid-level skills – Chunky paint brushes	Mid-level skills – Chunky paint brushes	Mid-level skills – scissors
	High level skills – 2 or 3 fingers, tips of fingers, small tissue paper	High level skills – folding to join, folding with a purpose in mind	High level skills – smaller paint brushes	High level skills – smaller paint brushes	High level skills – smaller paint brushes	High level skills – knives / tools
	Pattern / impressions	Brush	Cut	Mix	Join	Mix
	Emerging skills – imprinting using hands	Emerging skills – Larger brushes (outside), Painting rollers,	Emerging skills – looped scissors	Emerging skills – exploring mixing	Emerging skills – Glue sticks	Emerging skills – exploring mixing
	Mid-level skills – stamping using paint or pens	Mid-level skills – Chunky paint brushes	Mid-level skills – scissors	Mid-level skills – mixing to change the consistency / colour	Mid-level skills – Tape, PVA glue, joining multiple things together	Mid-level skills – mixing to change the consistency / colour
	High level skills – exploring range of resources to compare patterns made	High level skills – smaller paint brushes	High level skills – knives / tools	High level skills – mixing with a purpose in mind (colour / texture)	High level skills – Paper clips, staples, folding	High level skills – mixing with a purpose in mind (colour / texture)
Continuous provision						
						



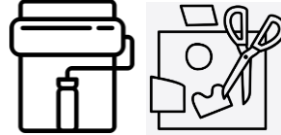
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Gross motor skills (REAL) P.E	Co-ordination: Footwork  Static Balance: On 1 leg 	Dynamic balance: Jumping and Landing  Static Balance: Seated 	Dynamic Balance: On a line  Static Balance: Stance 	Co-ordination: Ball Skills  Counterbalance: In Pairs 	Co-ordination: Sending and Receiving  Agility: Reaction and Response 	Agility: Ball Chasing  Static Balance: Floor work 
	By the end of the term, pupils will be able to: - • I can sidestep in one direction. • I can gallop leading with one leg. • I can hop on one leg. • I can step, hop, step, hop ready to skip. • I can balance (stand still) on one leg for 10 seconds. Personal Multi-ability – <i>Enjoy working on simple tasks, with help, if necessary.</i>	By the end of the term, pupils will be able to: - • I can jump from 2 feet and land on 2 feet, in a stable position. • <i>I can jump 2 feet to 2 feet forwards, backwards and side-to-side.</i> • SEATED • I can balance with both hands and feet down. • I can balance on my bottom with 3 or 2 other points touching the floor. e.g. 2 hands and 1 foot, just 2 feet Social Multi-ability - Play <i>with others, taking turns and sharing with help as necessary.</i>	By the end of the term, pupils will be able to: - • I can walk forwards and backwards in a straight line. • <i>I can walk forwards with fluidity and minimum wobble.</i> • <i>I can walk backwards with fluidity and minimum wobble.</i> • I can stand still on a line with good stance. • <i>I can stand on a line with good stance for 10 seconds.</i> Cognitive Multi-ability - <i>Follow simple instructions.</i>	By the end of the term, pupils will be able to: - • I can sit and roll a ball along the floor around my body using 2 hands. • I can sit and roll a ball down legs and around my body using 2 hands. • In pairs: • I can sit holding hands with toes touching, lean in together then apart. Creative Multi-ability - <i>Observe and copy others.</i>	By the end of the term, pupils will be able to: - • Roll a large ball and collect the rebound. • Throw a large ball / beanbag at, into and over a target. • Kicks a ball towards a target. • From 1 metre: • React and catch a large ball dropped from shoulder height after 2 bounces. Applying Physical Multi-ability - <i>Move confidently in different ways. Perform a single skill or movement with some control. Perform a small range of skills and link two movements together.</i>	By the end of the term, pupils will be able to: - • I can roll a ball, chase and collect it. • <i>I can roll a ball, chase and collect it in a balanced position facing opposite direction.</i> • <i>I can chase a ball rolled by a partner and collect it in a balanced position facing opposite direction.</i> • I can hold a mini front support position. • <i>I can reach round and point to the ceiling with either hand in a mini front support position.</i> Health & Fitness Multi-ability - <i>Be aware of the changes to the way I feel when I exercise.</i>





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Expressive Arts & Design <i>(EAD)</i> <i>Creating with materials</i>	Sculpture – exploring clay and natural materials 	Photography & self-portraiture 	Colour & Paint 	Drawing 	Printing & collage 	Textiles – designing and embellishing a t-shirt 
<i>Focused artwork – historical and contemporary artists</i> <i>“I can see... I feel... I think... I wonder...”</i>	Serpentine Leaf Form – Andy Goldsworthy  ‘The Family of Man’ – Barbara Hepworth 	Self-portrait with Monkey – Frida Kahlo  Untitled Film Still #23 – Cindy Sherman 	The Starry Night - Vincent Van Gogh  Yayoi Kusama – I want to Live at the Far End of the Universe 	Blobs Grow in Beloved Gardens – Friedensreich Hundertwasser 	The Sheaf – Henri Matisse  Growing – David Hockney 	Cheeky Little Astronomer – Yinka Shonibare  Cube Station – Linda Bell 
<i>Being imaginative & expressive</i> Music: Sparkyard Musical Curriculum	My Musical Classroom  Hear My Voice What's the music saying? Instruments Everywhere Playing with songs		Musical patterns & Exploring  What's the pattern? Playing musical patterns & accompaniments Exploring Descriptive Sounds Let's Perform!		Sound Stories  Pitch play & changing Sounds Patterns & Sequences Meet the Characters Perform a story	
Music <i>Daily Nursery Rhymes every morning + the following Nursery Rhymes from Sparkyard curriculum</i>	• <i>Kanyoni gakwa wihithahithe – (translates as 'My little bird hides)</i> • <i>I Hear Thunder</i> • <i>Dingle Dangle Scarecrow</i> • <i>One, Two, Three, Four, Five Head, Shoulders, Knees and Toes</i> • <i>Incey Wincey Spider</i> • <i>Row, Row, Row Your Boat</i> • <i>Twinkle, Twinkle Little Star</i> • <i>Wind The Bobbin Up</i>	• <i>Christmas Nativity songs</i> • <i>Twinkle, twinkle little star</i> • <i>The Solar System Song</i> • <i>Old MacDonald Had a Farm</i> • <i>Ten Fat Sausages</i> • <i>Humpty Dumpty</i>	• <i>Chinese Dragons & other simple songs (see Twinkl)</i> • <i>A Sailor Went to Sea</i> • <i>When I was One</i> • <i>One Finger, One Thumb</i> • <i>I Like to Ride My Bicycle</i> • <i>Driving Along</i>	• <i>Ugly Bug Ball</i> • <i>The Ants go Marching</i> • <i>Incy Wincy Spider</i> • <i>Oranges and Lemons</i> • <i>The Easter Egg Trail</i> • <i>I'm A Little Chick</i> • <i>Hungry Little caterpillar</i> • <i>Dance With Your Fingers</i>	• <i>Camille Saint Sean: Carnival of the Animals</i> • <i>Animal Fair</i> • <i>If You're Happy And You Know It</i> • <i>The Grand Old Duke Of York</i>	• <i>I'm a Little Teapot</i> • <i>Polly put the kettle on.</i> • <i>The Wheels On The Bus</i> • <i>We're Off to Rhyming Land</i> • <i>I Am a Giant</i>

