



## Early Years Curriculum – Nursery

2024-2025		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme title</b>		<b><u>All about me</u></b> <b>PSED</b> Portraits, likes, dislikes, body parts, senses, healthy eating, similarities and differences	<b><u>My Family, My Story</u></b> <b>Past and Present</b> Who is in my family? family trees, things I like to do with my family, past events in my life, birthdays, my timeline Where are my family from? Mark on a map Compare environments	<b><u>Once upon a time</u></b> <b>Reading/ The Natural World</b> <b>Listening, Attention and Understanding</b> Describing events, naming characters, beginning, middle, end, predicting endings, describing settings and characters, naming parts of a books Compare localities	<b><u>Growing and changing</u></b> <b>The Natural World</b> Children growing and changing How places change – comparing localities Chick and caterpillar lifecycles, Baby animals and adult animals  Describing changes – observing and talking about what is seen	<b><u>Up, Up and Away</u></b> <b>The Natural World</b> <b>Past and Present</b> Things that fly- birds, nocturnal birds, habitat of a bird Comparing the sky and the land, the moon and earth Planes, rockets, balloons, kites	<b><u>Celebrating People</u></b> <b>People, Cultures and Communities</b> Police, firemen, school staff, nurses – Mary Seacole, dentists (oral health) doctors healthy living, the children graduating Nursery
<b>Key vocab</b>		Me, likes, dislike, senses – smell, hearing, sight, taste, touch, same, different, body parts	Past, Family, Celebrations, Family Tree, Country, Compare, Same, Different, Home	Story, author, illustrator, front cover, back cover, setting, character, beginning, middle, end, title	lifecycle, chrysalis, hatch, Growing, changing, animal, Adult, Baby/ child	Flying, animals, birds, nocturnal, diurnal, clouds, wind, planes, rockets, kites, hot air balloon, habitat, engine, space	Help, rescue, criminal, heroic, emergency, uniform, safety, emergency vehicles, healthy, illness, arrest, fire, Teamwork, Acts of Kindness, Fearless
<b>Key Texts including</b>  <b>Diversity texts in bold - some to be used a story time stories</b>  <b>Reading Spine texts in green</b>	<b>Topic</b>	The colour monster Polar bear, polar bear what can you hear? <b>Elmer</b>  <b>Hello Goodbye Dog – Physical disability</b>  <b>The Beach is Loud – Autism</b>	Once There Were Giants  <b>My Granny Went to Market –</b> Views of different places  <b>Who's in my family? Robie H. Harris –</b> different families around the world <b>Daddy, Papa and Me - Sexuality</b> <b>Mummy, Mama and Me - Sexuality</b> <b>Mamma Zooms – Disability</b>	<b>The Gingerbread Man</b> <b>Little Red Riding Hood</b> <b>The Three Billy Goats Gruff</b>	From Egg to chicken – non fiction Window – wordless Once There Were Giants  <b>Ravi's Roar – Feeling Lesson</b>	<b>Owl Babies</b>  I Am Amelia Earhart – Non-fiction I am Neil Armstrong – Non – fiction The Tale of Two Feathers  <b>Whatever Next Jill Murphy</b>	Busy People series Topsy and Tim book series People who help us series by Rebecca Hunter – non-fiction Police Hurrying, Helping, Saving! Lets meet a firefighter Awesome Ambulance Maisy goes to hospital I want to be a dentist  <b>I am Mary Seacole – Different backgrounds</b>  <b>Rosie's Walk – Maths</b>
	<b>Story Time</b>	<b>Hue Boy – Story time</b>	<b>The Teddy Bear – story time</b> <b>The Great Big Book of Families – Different Families</b>	<b>All join in – story time</b>	<b>Farmer Duck – story time</b> <b>I Really want to shout – story time</b>  <b>Julian is a Mermaid – Gender/ sexuality</b>		<b>Fred Gets Dressed</b> <b>Listen to my body</b> <b>You are Welcome</b>
	<b>Phonics</b>	<b>Hairy Maclary From Donaldson's Dairy – Lynley Dodd – Phonics</b> <b>Oi Frog! – Phonics – rhyming</b> <b>Goodnight Moon - phonics– rhyming</b>					

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<b>Key questions</b>	What makes me special? What is important to me? What do I like? What do I not like? How am I the same or different from my friends?	Who are my family members? What do I like to do with my family? What does my family celebrate? How do my family celebrate? How are my celebrations similar/ different from my friend's celebrations? Where are my family from?	What are our favourite stories and why? What new ones can we learn? What happens in the story? How did the characters feel? Who are the characters? Where are the stories set?	How have I changed? What is the life cycle of a hen? How do caterpillars turn into butterflies? How the 2 places the same/ different? How has the same place changed over time?	What animals fly? What do they use to fly? Where do they live? What else flies? Where does it go? How does it fly?	Who helps us? How can we help others? How can we help ourselves? What would we do in an emergency?
<b>Talking Time – Wellcomm &amp; Development Matters</b> <b>Add in gaps identified from Wellcomm</b>	Wellcomm – section 5 Understand where questions Using ¾ words in a sentence In/ under Knows functions of objects Plurals	Wellcomm - section 6 He/she In front/ behind Understand isn't What do we See, hear, smell with? Names something that burns/ flies Repeats 3-5 words	Wellcomm – section 7 Many/ few Long/ short Understand why questions – with no picture prompts First last His/her	Wellcomm – section 7 Comparative language – long, longer, longest, short, shorter, shortest etc. Using 4/5 word phrases Opposites Using because to join sentences He/she	Wellcomm – section 8 Understands when questions Sorts pictures into categories Using because in a sentence Understand after His/ hers Regular past tense	Using ending -est Remember and copy 4-6 words His/ her Answer why questions Days of the week in order
<b>Communication &amp; Language – Listening, Attention and Understanding</b>	<u>LAU</u> - Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. - Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” - Pay attention to more than one thing at a time				<u>LAU</u> - Enjoy listening to longer stories and can remember much of what happens.	
<b>Communication &amp; Language - Speaking</b>	<u>SP</u> - Use a wider range of vocabulary. - Sing a large repertoire of songs. - Know many rhymes, be able to talk about familiar books, and be able to tell a long story. - Develop their communication with their peers. - Use longer sentences of four to six words. - Can start a conversation with an adult or a friend and continue it for many turns. - Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”				<u>SP</u> - Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. - Develop their communication with their peers including using regular past and present tenses and plurals.	
<b>Feelings lesson</b>	<b>Happy</b> Happy faces, drawing happy, happy colours, what makes you happy, move in a happy way  Song – if you are happy and you know it  Key vocab - happy	<b>Sad</b> Sad faces, drawing Sad, Sad colours, what makes you Sad, move in a Sad way  Song – if you are sad and you know it  Key vocab – sad, upset	<b>Scared</b> Scared faces, drawing Scared, Scared colours, what makes you Scared, move in a Scared way  Song – if you are scared and you know it  Key vocab – scared, frightened	<b>Angry</b> Angry faces, drawing Angry, Angry colours, what makes you Angry, move in a Angry way  Song – if you are angry and you know it  Key vocab - angry	<b>Worried</b> Worried faces, drawing Worried, Worried colours, what makes you Worried, move in a Worried way  Song – if you are worried and you know it  Key vocab – worried/ anxious	<b>Resolving conflicts</b> Role play Listing different solutions
<b>Jigsaw</b>	Being Me in My World	Celebrating Differences In the 7 <sup>th</sup> week – oral health and healthy eating	Dreams and Goals	Healthy Me	Relationships	Changing Me

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Personal, Social and Emotional Development – Self Regulation	<ul style="list-style-type: none"> <li>- Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</li> <li>- Talk with others to solve conflicts.</li> </ul>					
Personal, Social and Emotional Development – Managing Self	<ul style="list-style-type: none"> <li>- Develop appropriate ways of being assertive.</li> <li>- Increasingly follow rules, understanding why they are important.</li> <li>- Do not always need an adult to remind them of a rule.</li> <li>- Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>- Show more confidence in new social situations.</li> <li>- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> <li>- Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.</li> <li>- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>- Make healthy choices about food, drink, activity and toothbrushing.</li> </ul>					
Personal, Social and Emotional Development – Building Relationships	<ul style="list-style-type: none"> <li>- Begin to understand how others might be feeling.</li> <li>- Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>- Play with one or more other children, extending and elaborating play ideas.</li> <li>- Develop their sense of responsibility and membership of a community.</li> </ul>					
Physical Development - Gross Motor Skills	<ul style="list-style-type: none"> <li>- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>- Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>- Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>- Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>- Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>- Start to eat independently and learning how to use a knife and fork.</li> <li>- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> <li>- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>- Make healthy choices about food, drink, activity and toothbrushing.</li> </ul>					
Physical Development - Fine Motor Skills	<ul style="list-style-type: none"> <li>- Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>- Use a comfortable grip with good control when holding pens and pencils.</li> <li>- Show a preference for a dominant hand.</li> </ul>					
Literacy – Comprehension	<ul style="list-style-type: none"> <li>- Engage in extended conversations about stories, learning new vocabulary.</li> </ul>					

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<b>Phonics</b>	Phase 1 – Aspect 1 - environment sounds  Aspect 2 – instrument sounds	Phase 1 – Aspect 3 – body percussions and rhythm (aspect 4) -Aspect 6- voice sounds  Little Wandle: s,a,t,p,i,n  Monday: What’s in the box? Tuesday: What’s in the box? LW activities Wednesday – What’s in the box? Phase 1 phonics aspect of the term. Thursday - What’s in the box? Phase 1 phonics aspect of the term. Friday – What in the box? Rhyming	Little Wandle: m d g o c k e  Sept starter: LW only Jan starts: as below  Monday: What’s in the box? Tuesday: What’s in the box? LW activities Wednesday – What’s in the box? Phase 1 phonics aspect of the term. Thursday - What’s in the box? Phase 1 phonics aspect of the term. Friday – What in the box? Rhyming	Little Wandle: u r h b f l j  Sept starter: LW only Jan starts: as below  Monday: What’s in the box? Tuesday: What’s in the box? LW activities Wednesday – What’s in the box? Phase 1 phonics aspect of the term. Thursday - What’s in the box? Phase 1 phonics aspect of the term. Friday – What in the box? Rhyming	Little Wandle: v w y z qu ch  Sept starter: LW only Jan & April starts: as below  Monday: What’s in the box? Tuesday: What’s in the box? LW activities Wednesday – What’s in the box? Phase 1 phonics aspect of the term. Thursday - What’s in the box? Phase 1 phonics aspect of the term. Friday – What in the box? Rhyming	Little Wandle: ck x sh th ng nk  Sept starter: LW only Jan & April starts: as below  Monday: What’s in the box? Tuesday: What’s in the box? LW activities Wednesday – What’s in the box? Phase 1 phonics aspect of the term. Thursday - What’s in the box? Phase 1 phonics aspect of the term. Friday – What in the box? Rhyming
	Aspects 4, 5, 7 are covered through Little Wandle phonics activities					
<b>Literacy – Word Reading</b>	- Understand the five key concepts about print: *print has meaning *print can have different purposes *page sequencing					
			- Understand the five key concepts about print: *we read English text from left to right and from top to bottom *the names of the different parts of a book *spot and suggest rhymes	- Develop their phonological awareness, so that they can: *spot and suggest rhymes *count or clap syllables in a word *recognise words with the same initial sound, such as money and mother		
<b>Literacy – Writing</b>	- Write some or all of their name. - Write some letters accurately.			-Write some or all of their name. - Write some letters accurately. - Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.		

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<b>Maths Group teaching</b>	<ul style="list-style-type: none"> <li>• Number rhymes</li> <li>• Counting by rote</li> <li>○ correspondence</li> <li>• Representing numbers on fingers to 5</li> <li>• Organise and categorise objects identifying those that are the same</li> <li>• Sort/match objects and label</li> <li>• Recognising, naming, matching colours</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising numerals -1-3</li> <li>• -1-1 correspondence</li> <li>• -subitising</li> <li>• -Representing on fingers/ paper</li> <li>- selecting a small number of objects</li> <li>• -numerals in the environment</li> <li>• Patterns with real objects- copy a pattern and make their own</li> <li>• Positional language – in front, behind, on, under, next to</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising numerals to 4-5</li> <li>• -1-1 correspondence</li> <li>• -subitising</li> <li>• -Representing on fingers/ paper</li> <li>- selecting a small number of objects</li> <li>• -numerals in the environment</li> <li>• Matching numeral to quantity</li> <li>• Describing shapes using everyday language</li> <li>• Building with shapes using them appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Make comparisons between quantities which has more/fewer</li> <li>• Know that a group of objects changes when something is taken way or added</li> <li>• Patterns</li> <li>• Name and describing 2D shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to select the correct numeral to represent 1-5</li> <li>• Begin to order numbers to 5, discussing their position</li> <li>• Counts up to 5 objects counts an irregular arrangement</li> <li>• Begin to count beyond 5 saying one number name for each item.</li> <li>• Count back form 5</li> <li>• Comparisons between objects size, weight, length, capacity</li> <li>• Describe events</li> </ul>	<ul style="list-style-type: none"> <li>• Counting to 10</li> <li>• Matching numeral to quantity</li> <li>• Subsidising</li> <li>• Comparing quantities using more and fewer</li> <li>• Naming and describing 3D shapes</li> <li>• Describe a familiar route</li> <li>• Position</li> </ul>
<b>Mathematics - Number</b>	<ul style="list-style-type: none"> <li>- Use some number names spontaneously and accurately during play.</li> <li>- Develop fast recognition of up to 3 objects, without having to count them individually (subitising).</li> <li>- Show 'finger numbers' up to 5.</li> <li>- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>- Experiment with their own symbols and marks as well as numerals.</li> <li>- Solve real world mathematical problems with numbers up to 5.</li> </ul>					
<b>Mathematics – Numerical Patterns</b>	<ul style="list-style-type: none"> <li>- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>- Recite numbers past 5.</li> <li>- Begin to recite numbers in order to 10.</li> <li>- Say one number for each item in order: 1,2,3,4,5</li> </ul>					
	<ul style="list-style-type: none"> <li>▪ Recite numbers past 5.</li> <li>▪ Begin to recite numbers in order to 10.</li> <li>▪ Say one number for each item in order: 1,2,3,4,5</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understand position through words alone – for example, “the bag is under the table,” – with no pointing.</li> <li>▪ Talk about and identify patterns around them. For example, stripes on clothes, designs on rugs. Use informal language like 'pointy', 'spotty', 'blobs' etc.</li> <li>▪ Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>▪ Notice and correct an error in a repeating pattern.</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Talk about and explore 2D shapes using informal and mathematical language</li> <li>▪ Select shapes appropriately – for example, flat surfaces for building, a triangular prism for a roof etc.</li> <li>▪ Combine shapes to make new ones – an arch, a bigger triangle etc</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Compare quantities using language: 'more than', 'fewer than'.</li> <li>▪ Talk about and identify patterns around them. For example, stripes on clothes, designs on rugs. Use informal language like 'pointy', 'spotty', 'blobs' etc.</li> <li>▪ Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>▪ Notice and correct an error in a repeating pattern.</li> <li>▪ Talk about and explore 2D (for example, circles, rectangles, triangles) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Make comparisons between objects relating to size, length, weight and capacity.</li> <li>▪ Begin to describe a sequence of events, real or fictional, using words such as, 'first', 'then...'</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understand position through words alone – for example, “the bag is under the table,” – with no pointing.</li> <li>▪ Compare quantities using language: 'more than', 'fewer than</li> <li>▪ Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>▪ Talk about and explore 3D shapes (for example, cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> <li>▪ Combine shapes to make new ones – an arch, a bigger triangle etc</li> </ul>

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<b>Understanding the World- Past and Present</b>	- Begin to make sense of their own life-story and family's history.					
<b>Powerful person</b>	The children	The children			Amelia Earhart Neil Armstrong	Mary Seacole
<b>Element of the past</b>		Children's past		Children as babies and toddlers	First lady to fly across the Atlantic First man on the moon	Medicine in the past
<b>Understanding the World- People, Culture and Communities</b>	- Show interest in different occupations. - Continue developing positive attitudes about the differences between people.					
<b>Enrich and Learn Time</b>	<b>Being safe outside</b> Exploring environments Naming and describing found items Where do items belong? Autumn checklist Forest Faces	<b>Being safe outside</b> -Magic Marbles - describe what they hear & feel outside -window into the trees – describe what they see outside Mud painting Forest Faces	<b>Being safe outside</b> Sort your collection Winter checklist 5 senses hunt Forest Faces	<b>Being safe outside</b> -Magic Marbles - describe what they hear & feel outside -window into the trees – describe what they see outside Bug hunt Spring hunt Forest faces	<b>Being safe outside</b> Outdoor pictures Forest houses Forest faces Caring for the environment	<b>Being safe outside</b> Summer hunt Worm hunting Treasure hunt Forces – breaking sticks – pulling, pushing, dragging Caring for the environment
<b>Understanding the World- The Natural World</b>	- Use all their senses in hands on exploration of natural materials. - Explore collections of materials with similar and/or different properties. - Talk about what they see, using a wide range of vocabulary.	- Talk about the differences between materials and changes they notice. - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	- Explore how things work. - Talk about the differences between materials and changes they notice. - Use all their senses in hands on exploration of natural materials.	- Talk about the differences between materials and changes they notice. - Begin to understand the need to respect and care for the natural environment and all living things.	- Explore collections of materials with similar and/or different properties. - Talk about what they see, using a wide range of vocabulary. - Begin to understand the need to respect and care for the natural environment and all living things.	- Begin to understand the need to respect and care for the natural environment and all living things. - Explore and talk about different forces they can feel.
<b>Expressive Arts and Design - Creating with Materials</b>	- Take part in simple pretend play, using an object to represent something else even though they are not similar. - Join different materials and explore different textures. - Explore different materials freely, in order to develop their ideas about how to use them and what to make. - Use drawing to represent ideas like movement or loud noises. - Explore colour and colour-mixing. - Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. - Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. - Develop their own ideas and then decide which materials to use to express them. - Create closed shapes with continuous lines, and begin to use these shapes to represent objects. - Draw with increasing complexity and detail, such as representing a face with a circle and including details. - Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.					

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<b>Key songs</b>	Funny bones Head, shoulder, knees and toes I have a busy body 5 elephants balancing 1 finger, 1 thumb	Wheels on the bus 5 little duck 5 little men in a flying saucer I hear thunder It's raining, it's pouring	The grand old duck of York Jack and Jill Farmers in his den When Goldilocks went to the house of the bears	If you go into the woods today... Down in the jungle Humpty dumpty 5 green and speckled frogs	The sun has got his hat on Incy Wincy spider Row, row, row your boat A sailor went to sea, sea, sea Here we go round the Mulberry bush	Miss Polly had a dolly 10 in a bed 5 current buns Animal fair 5 little monkeys jumping on the bad
<b>Expressive Arts and Design - Being imaginative and Expressive</b>	<ul style="list-style-type: none"> <li>- Listen with increased attention to sounds.</li> <li>- Respond to what they have heard, expressing their thoughts and feelings.</li> <li>- Remember and sing entire songs.</li> <li>- Sing the pitch of a tone sung by another person ('pitch match').</li> <li>- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>- Create their own songs or improvise a song around one they know,</li> <li>- Play instruments with increasing control to express their feelings and ideas.</li> </ul>					
<b>Trip. Visit</b>			Story teller – gingerbread Man	Chicks Caterpillars		Police, firemen, ambulance, nurse, dentists in
<b>Special events/activities</b>	3/10/22- Harvest 24/10/22 - Diwali	5/11/22 – Guy Fawks 13/11/22 – Remembrance Sunday 18/12/22 – 26/12/22 Hanukkah 25/12/22 – Christmas Day	22/1/23 – Chinese New Year	21/2/23 – Shrove Tuesday 19/3/23 - Mothers day 9/ 4/ 23 - Easter Weekend 22/3/23 – Ramadan starts	21/4/23 – Eid Ul Fitr	10/6/23 – Queens official birthday 18/ 6/ 23 - Fathers day
<b>Role Play</b>	Home Corner	Home Corner with celebrations added	Story Jungle – story hunt bags, story small world displays and puppets.	Garden centre	Airport/ plane	Police station with different people who help use costumes, vehicles, puppets.

### Tier 2 Vocabulary

Maths	Roleplay	Investigation	Creative	Reading	Small World	Construction	Mark Making	Funky Fingers
Count	Act	Look	Cut	Story	Create	Create	Drawing	Thread
Weigh	Story	Feel	Make	Beginning	Story	Build	Writing	Pinch
Sort	Pretend	Touch	Stick	Middle	Talk	Plan	Picture	Roll
Patterns	Settings	Push	Join	End	Idea	Sort	Lines	Twist
Order	Characters	Roll	Paint	Author	Character	Ideas	Trace	Stretch
Shapes	Dress Up	Press	Mix	Illustrator	Beginning	Join	Meaning	Squeeze
Same	Sing	Squeeze	Print	Page	Middle		Copy	
Position	Dance	Mould	Dab	Cover	End		Pinch	
Different		Twist		Book				
Numbers				Spine				
				Character				

