**EYFS Medium Term Plan – Autumn Term 1**

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| **Weeks/Area of Learning** | **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| **Communication and Language** | LISTENING: ATTENTION and UNDERSTANDING:  Learn to Listen:  Daily story times start from day one. Start to build the expectation that children will sit, by first teaching them where to sit. Model how to sit in a circle.  Set out behaviour expectations for circle sitting and reinforce positive models of this. Start with short periods of time i.e. 2-3 minutes, then get up and move. Refocus the group on sitting back down where you want them to sit and then allowing them to move away. By the end of the Autumn term this should have built to 10 minutes for the vast majority for a story.  Follow active listening skills, look at the speaker, don’t interrupt, sit nicely, think about what they are saying.  Learn to actively listen:  Start each teaching activity with “Now we are going to…’ and ask children to repeat this back to you.  Children are taught to copy a simple repeating pattern e.g. clapping, with two or three sounds at a time that they need to listen carefully to and then repeat.  Children are taught to play simple sound response games.  Adults in the setting should engage children in stories with repeated refrains and children should be taught how to anticipate, then follow, the pattern.  Children should be taught to turn take in listening and repetitive games.  Children should listen to and repeat simple Nursery Rhymes.  Children should be encouraged to answer simple questions from a shared text.  Following instructions:  Children should be taught to follow a simple series of instructions. Start with one at a time, i.e. in PE in the hall or out in the playground. Give one simple physical/gross motor instruction, model and ask children to complete the instruction. Reinforce and model good examples. Build the sequence to at least three tasks, eventually working towards the language of first, next, then.  Start giving instructions in circle time, play singing games e.g. ‘put your finger on your nose..’, ‘wind the bobbin’up’ and ‘Simon says.’ Model the actions or responses by adult or by children who are getting the hang of it.  Build the game until the children can follow a set of three instructions that are given to them e.g. jump then spin then sit.  Use classroom systems and routines to support following instructions e.g. line order, carpet places, tidying routine. | | | | | | |
| SPEAKING:  Children should be taught to take turns when speaking. First of all through the adult modelling who’s turn it is to speak, then allowing children to make decisions about turn taking, such as using concrete objects to hold while speaking. Practise with single word contributions i.e. counting round the circle or says the sounds/alphabet and then followed by short sentences or phrases.  When talking 1;1, children should be taught to face the person they are talking to, through modelling and focussed instructions.  Children should be taught the appropriate speed and volume to talk to someone near to you to ensure they can communicate effectively. This includes working to correct children when they talk too fast, encouraging them to speak alongside the adult to show them the appropriate speed.  With the volume of a normal face to face speaking voice, children should be taught how vocal sounds can be made louder and softer. They should be taught how to make the volume of their voices change either way.  Children should respond to simple questions about what they have learned or what they will be learning e.g. what did you make in the creation station? What did you use to construct your rocket?  Small ‘talking groups’ such as shared fruit time, with an adult and discussion focus can be effective opportunities for speech. | | | | | | |
| **Vocabulary** | sit still, magnet eyes, listening ears, concentrate, speaker, don’t interrupt, first, next, then, take turns | | | | | | |
| **Curriculum Links** | PSED, Literacy | | | | | | |
| **Physical Development (Gross Motor Skills)** | **Throughout the term:**  **Children will be taught how to move safely in a large space, such as the playground and the school hall. They need to learn stop and start commands with the bells and verbally and practised indoors and outdoors, so children can keep safe.**  **They need to be taught explicitly what a ‘space’ is – so they are able to reach out to the front, back and at either side and should not be able to touch anyone or anything. They will practise moving around at a walking pace, then finding and standing in a space. This should be done indoors and outdoors.**  **Once children can stop and start on command and move to a space, they will practise how to move around the allocated space safely, without touching each other..**  **Once the preceding skills have been mastered, then the children can learn how to adjust their speed of movement, moving fast and slow on command.**  **Children will learn how to move safely around our free flow large play equipment in our outdoor classroom. Children need to be taught how to move around it safely, so they can take safe, calculated risks within their play.**  **They will be taught how moving and exercise can help keep their bodies healthy. In P.E. the children will reflect on how their hearts are beating and what happens to their breathing, and begin to understand that doing exercise is healthy.**  **Children will be taught how the body needs water to keep safe and healthy. This will be part of their daily routine.**  **The children come dressed for PE. When removing nay clothing such as hoodies or footwear for lessons, the children should be supported initially, with adults teaching the children the way to remove and then put back on, rather than doing it for them. Children will be encouraged to have a go, try and be supported in their choices.**  **Children will be taught where all the classroom and outdoor equipment is stored and should be put away. They need to take responsibility for getting equipment out and putting it away safely and this will be taught and re-focussed continually. Adults must hand this responsibility where practicable and safely to the children. In particular, the children will be taught safe moving and handling of our large outdoor loose parts play equipment.**  **They will be taught how to use the tricycles and scooters safely, including how to move around the given space at a safe pace and taking into consideration the space of others. They will be taught how to take turns.**  **Children should be active participants of the process of ‘risk assessment’ with an adult identifying and finding solutions for hazards.** | | | | | | |
| **Staggered start own Big Moves baseline assessment** | **Teaching rules for safe handling, use of outdoor equipment.**  **Big Moves:**  **The Rocket Roll**  **The Log Roll** | **Teaching rules for safe use of outdoor bikes and scooters.**  **Big Moves:**  **The Baby Rabbit Shuffle**  **The Rocking Horse** | **Big Moves:**  **The Crocodile Rock**  **The Crocodile Crawl** | **Big Moves:**  **The Caterpillar Crawl**  **The Happy Lion** | **Big Moves:**  **The Daisy**  **The Skydiver** | **Big Moves:**  **The Daisy**  **The Skydiver** |
| **Vocabulary** | **Big Moves vocabulary – up, down, down on, in front, behind, left, right, forwards, backwards, sideways, in the air, to the ceiling, to the floor, front, tummy, back, finger, thumb, elbow, big toe, arm, leg, bottom, nose** | | | | | | |
| **Curriculum Links** |  | **PSE – turn taking**  **PSHE – keeping safe** | **PSE – turn taking**  **PSHE – keeping safe** |  |  |  |  |
| **Physical Development (Fine Motor Skills)** | **Throughout this term:**  **Adults need to hand a pencil to a child and establish which hand they are using as a dominant hand. This may be inconsistent at this stage.**  **Children should then begin the process of being taught how to hold a pencil. This should be modelled and should be corrected and scaffolded continuously by adults in the setting to ensure children can pick up a pencil and hold it comfortably and confidently. This can start with wider, chunkier pencils at first, using the red pencils for right handed/yellow pencils for left handed with the grooves and move to narrower pencils as physically appropriate for individuals. Adults will check and support children when they are undertaking self-initiated activities and free writing to ensure that the correct grip becomes embedded and residual in muscle memory. Physical development of hand-grip is developmental and not all children will be physically ready to hold a pencil at this stage – assess grip development and support finger strength using finger gym exercises. Children will need to be checked for the pressure that they are pressing down on, as this will impede the fluency of their script. Using funky fingers and dough disco activities here to help.**  **Initially, children need to be taught how to follow a traced vertical line, with care and increasing fluency. Children should then be encouraged to move and trace anti-clockwise, ready for letter formation. When the child is able to hold their pencil in a comfortable grip and can show control while using it, then the school letter formation programme needs to be followed. For children for whom it is developmentally appropriate, the handwriting scheme can be followed without the correct grip as it can be drawn in sand, air etc.**  **Children should be shown how to use modelling tools such as rolling pins and cutters, so they can then use and apply them in their self-directed learning.** | | | | | | |
| **Complete pencil grip assessments.** | **Complete pencil grip assessments.** | **Complete scissor skills assessment.** | **Scissor skills lessons.** | **Scissor skills lessons.** | **Scissor skills lessons.** | **Scissor skills lessons.** |
| **Vocabulary** | **pencil grip, pencil hold, pressure, control, left, right, vertical lines, anti-clockwise** | | | | | | |  |  |  |
| **Curriculum Links** | **PSED -perseverance, resilience; Literacy** | | | | | | |
| **Personal, Social and Emotional Development** | **Staggered start & Settling in, learning rules and routines of LBS.**  **Know where the toilets are and the protocol for accessing them, especially at play and dinner times. This includes the NSPCC ‘ Pants are Private’ aspect of privacy. How to flush the toilet, wash their hands using soap after going to the toilet and before eating.** | **Settling in, learning rules and routines of LBS.**  **Growing independence in toilet use and going in time.** | **Looking after everything in our room- Choose It, Use It, Put It Away!**  **No Outsiders – You Choose**  **Know why we wash our hands.**  **Get to know the play leaders, to form relationships with positive older role models within the school.** | **Myself and My Relationships: Beginning and Belonging: How am I special and what is special about other people in my class?**  **Allocation of simple jobs and responsibilities, linked to emotional reward of praise** | **Myself and My Relationships: Beginning and Belonging: How do we welcome new people to our class?**  **It’s ok to ask for help and how to initiate asking for help** | **Myself and My Relationships: Beginning and Belonging: What can I do to help everyone in our classroom**  **Know right from wrong, focus on labelling the action rather than the person who did.** | **Myself and My Relationships: Beginning and Belonging: How can I play and work well with others?**  **Model how to invite and include others in their play, with explicit praise and positive reinforcement given to children who are seen to be displaying this characteristic.** |
| **Vocabulary** |  |  |  | **Please, thank you, adults model in their use of language what the praise is for i.e. thank you for fetching the fruit bowl so carefully, because you did this we can all have a fruit snack now etc.** | **Excuse me,**  **can you help me with this** |  |  |
| **Curriculum Links** |  |  | **No Outsiders – You Choose** |  |  |  |  |
| **Literacy** | **Comprehension - Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print – print has meaning – print can have different purposes – we read English text from left to right and from top to bottom – the names of different parts of the book. Sequencing familiar stories through the use of pictures to tell the story. Engage in extended conversations about stories, learning vocabulary. It is crucial that adults read daily stories to model enjoyment and value of books. Children will be taught to value books as an important thing that we have to handle carefully and take care of them and what they should do if they accidentally rip a book.** | | | | | | |
| **Word reading –Children will be taught that words and print represent meaning and are comprised of letters. This will be taught through modelling, reading aloud, pointing to words and saying them as they are pointed to. Children will be taught that letters are grouped together to make words and words are grouped together to make sentences. Children will be taught to recognise initial sounds following the RWInc set 1 sounds plus ff, ll, ss ,zz. Children will learn oral blending, c sounds, reciting known stories, listening to stories with attention and recall. Listen to the children read aloud, ensuring books are consistent with their developing phonic knowledge.**  **Children will have daily RWInc sessions and if/where necessary interventions for specific children to keep up, not catch up. All children will be taking bedtime stories home as well as sharing texts in school.** | | | | | | |
| **Writing – Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds to label characters and images. Writing lists, labels, captions, messages, name writing. Children will be taught how to access all mark making equipment, will be enabled to make choices about what can be used and importantly, children will be taught how to take care of these resources and tidy them away carefully. Children will be encouraged to always ‘read’ back their writing to adults and other children and to follow the ‘test’ with their fingers as they read. Adults will support the children to say the initial sounds of the words when they write them, moving towards children hearing them for themselves. Children will be taught to use available resources such as RWInc sound mats to check their choices.** | | | | | | |
| **Stimulus used but texts may vary due to children’s interests:**  **Writing baseline assessment - Writing own name under self-portrait in writing books for Marvellous Me**  **Introduction to Read to Me and Bedtime stories** | **Nursery Rhymes**  **RWInc – m, a, s, d, t** | **Nursery Rhymes**  **RWInc – i, n, p, g, o** | **Where the wild things are**  **RWInc – c, k, u, b, f** | **Goldilocks and the Three Bears**  **RWInc – e, l, h, r, j** | **Tap the Magic Tree and Leaf Man**  **RWInc – v, y, w, z, x** | **Tap the magic tree and Leaf Man**  **RWInc – ff, ll, ss, zz** |
| **Vocabulary** |  |  |  |  | **One, two, three** |  |  |
| **Curriculum Links** | **Communication and language** | | | | | | |
| **Maths** | **Staggered start own baseline** | **Statutory baseline**  **Maths games in class with TAs and rules for Maths equipment** | **NCETM Mastering Number week 1**  **Subitising: subitising within 3** | **NCETM Mastering Number week 2 Counting, ordinality and cardinality: focus on counting skills 1-5** | **NCETM Mastering Number week 3 Composition: \*explore how all numbers are made of 1s**  **\*focus on composition of 3 and 4** | **NCETM Mastering Number week 4 Subitising: Subitise objects and sounds (to 4)** | **NCETM Mastering Number week 5 Comparison: \*comparison of sets – ‘just by looking’**  **\*use the language of comparison: more than and fewer than** |
| **Vocabulary** | **n/a** | **n/a** | **subitise, subitising, count, counting, arrangement of dots, counting sequence, one two three, match, copy, guess, which is easiest?, 3 or NOT 3, show on your fingers** | **How many?, subitising, counting, set, move object, wand, 1:1 correspondence, stopping number, count out a set of objetcs from a larger set, one two three four five, cardinality - whereby the last number in the count tell us ‘how many’ there are altogether** | **Stem sentence – 1 and another 1 is 2, composed of, composition, part-whole relations e.g. 3 can be composed of 1 and 2, whole is made of smaller parts, therefore, bigger than its parts, subitising, combining sets in different ways, just enough. Make collections, tidy away** | **Subitising, bingo, investigate, part-whole, composition, has quantity changed or only the arrangement, grow your fingers, all at once, arrangements, how many, perceptual subitising – instant recognition by saying wounds they can see/dots they can see, without needing to count, conceptual subitising – notice the sub-groups that can be perceived within a larger set, and recognise the whole at the same time** | **Stem sentences:\_\_\_\_ has more than\_\_\_**  **\_\_\_ has fewer than \_\_\_\_**  **compare, comparison, more than, fewer than (note fewer than is used rather than less than because the focus in on countable things), what is the same? What is different?, pairing to compare, equal, the \_\_\_matches the \_\_\_\_, \_\_\_does not match\_\_\_because, quantities are equal, different shapes/sizes/colours but focus on the numerosity** |
| **Curriculum Links** | **n/a** | **n/a** |  | **Communication and Language, Literacy & Expressive Arts and Design – counting songs and rhymes with a focus on counting forwards e.g. first half of 1,2,3,4,5 once I caught a fish alive, The ants go marching, One man went to mow** | **Literacy – Goldilocks and the Three Bears**  **Communication and Language, Literacy & Expressive Arts and Design – counting songs and rhymes with a focus on counting forwards e.g. first half of 1,2,3,4,5 once I caught a fish alive, The ants go marching, One man went to mow** |  |  |
| **Understanding the World** | **PAST and PRESENT:**  **Children need to be able to say who is in their immediate family and learn the vocabulary to describe people close to them in their family i.e. Mum/mother, Dad/father etc. relative to their own experience.**  **Children need to know that they started life as a baby and that they have grown.**  **They need to know the vocabulary of past, present and future.**  **Children need to know how to talk about their life in the past using the correct grammar i.e. past tense. They need to be supported to use the terminology contextually correctly i.e. yesterday, today and tomorrow; when I was a baby, when I was at pre-school, when I am a grown-up – use photographs and objects to support this abstract concept.**  **Children need to know how to put pictures of their life into the correct order to understand that time has a chronology i.e. a baby, toddler, school child etc.**  **They need to develop the concept of then and now.**  **They need to know the vocabulary of today, tomorrow and yesterday.** | | | | | | |
| **PEOPLE, CULTURE and COMMUNITIES:**  **Children to know how to use simple vocabulary to describe their immediate environment i.e. bedroom,/ garden – home, house, garden, bed, sofa, kitchen, cooker etc.**  **Children will know that some places are special to people – home, school, maybe holiday place, church etc. and why it is special**  **Use vocabulary to describe similarities and differences – compare visual features in a range of pictures, clips and artefacts**  **Children know that people celebrate and have celebrations for a variety of special purposes e.g. Diwali, weddings, baptisms etc.** | | | | | | |
| **THE NATURAL WORLD:**  **To know vocabulary of immediate environment – trees, plants, grass, rec, school garden etc. and should be encouraged to talk about features in our school and home environment that are both natural and man-made.**  **Children will be able to use and manipulate (touch, sort, build with, print with and explore) a range of objects made of natural materials and use simple vocabulary to describe their properties. Adults should encourage children to talk about what they are called, use words to describe how they feel, whether they are soft or hard, if they make a noise and where they come from.**  **To know what is natural and man-made and be able to explain their reasoning.**  **Children will know that some things are living and some things are not i.e. plants and animals are alive, but stones or water have never been alive. Some things like wood used to be alive. They need to understand that wood comes from trees which grow. They will be able to describe them using simple vocabulary.**  **Children should learn the names of and visually represent basic animals and plants from our environment or that they might see in the countryside.**  **Children will know that there are different environments, some are hot, cold, jungle, desert etc.** | | | | | | |
|  |  |  |  |  | **Autumn walk and autumn collection** |  |
| **Understanding the World**  **R.E. Scheme** | **n/a** | **Being Special – Where do we belong: know that each person is unique and valuable.** | **Being Special – Where do we belong: talk about events that make them feel special.** | **Being Special – Where do we belong: introduce that religions teach each person is special.** | **Being Special – Where do we belong: know the story that Jesus blesses the little children.** | **Being Special – Where do we belong: know babies are baptised to be welcomed into the Christian faith community.** | **Being Special – Where do we belong: show and tell about Baptism.** |
| **Vocabulary** | **unique, Jesus, Christain, Islam, Aqiqah, Baptism, Rakshs Bandhan** | | | | | | |
| **Curriculum Links** |  |  |  |  |  | **Expressive Arts and Design** | **Communication and Language** |
| **Expressive Arts and Design** | **Throughout the term:**  **Children need to be taught the location of all the materials that they will need to use – runny glue, glue sticks, collage materials, powder and liquid paints, different thicknesses of brushes, different types of paper and card. They will be taught how to use them appropriately and most importantly how to put these away after they have been used. Children will be taught how to self-select what they want.**  **Children will be taught to take responsibility for thinking through what they want to achieve/make/create when using equipment and media in the ‘creation station.’**  **Adults will talk the children through the process of starting to anticipate creativity, using key questions that unpick thinking, but also give a scaffolded approach to this thinking process. Questions will build up in complexity over time, that ask children to reflect on the final outcome they wish to achieve, what materials they will use to do it, how they intend to join and construct and what success will look like. Adults need to use key questions throughout the process than enable children to challenge their own thinking over the year, expanding children’s vocabulary and fostering problem-solving skills. Children will be taught how to select the best equipment for the task. Adults will model this, then use key questions while children are self-selecting to refocus and enable them to think and reason whether they have chosen the best resource for the task.**  **Children will be taught the names of the primary and secondary colours and relate them to the colour they represent. Children should also expand this vocabulary during their self-directed learning to add descriptive words such as dark, darker or light, lightest e.g. light blue.**  **Children will be taught how to mix colours.**  **In conjunction with the work on primary and secondary colours and mixing, children will be taught that people have different skin colours. Children will be taught to mix colours to achieve this.**  **Children will be taught how to hold and use a pair of scissors correctly using their left/right hand preference and to use the appropriate scissors.**  **As part of the plan, do, evaluate cycle, children should be taught how to explain what they will be using and what they aim to achieve in the ‘creation station.’**  **Following on from learning the names of the primary and secondary colours, adults need to structure questions with all children when undertaking self-selected activities about why they are choosing particular colours for their work. Over time, with support and structure, children need to be able to structure ‘because…; sentences, which enable them to explain and express their ideas.**  **During set tasks or self-initiated learning, adults will use questions and directed learning to support children to increase the complexity of their representation of people and objects. Children will be taught to look in a mirror or at a friend to see aspects of the body/face that characterise people and should be encouraged to add these to their drawings. Children will be encouraged to talk about their drawings to consolidate their understanding of the human body, with adults asking key questions such as ‘can you show me where…’ or ‘what would her arms be doing if she was doing this..?’**  **Linking to other areas and following children’s interests some examples of directed learning will include recording of colour mixing, links to artists such as Rothko and Piet Mondrian, using colour mixing to paint autumn leaves, self-portrait, drawing own family, leaf rubbing, making our own Leaf man.** | | | | | | |
| **Adults will ask questions and support children in their play activities to introduce a narrative or storyline into their role play, either from a set narrative or from their imagination.**  **Children will be encouraged to explain their own story and thinking process to other children in their group,**  **After reading texts, children will be encouraged to include some narratives from books and stories into their role play. Adults will model this during self-selected learning and asking questions such as “Do you remember what happens next? Can you think of a different ending? What would you do if you were…?** | | | | | | |
| **Music scheme – Unit 1 Pulse- listen to a range of musical genres. Use their bodies and floaty objects to express how the music makes them want to move. Listen to and reflect on music heard.**  **Explain pencil pot section, creation station/outside art area and Choose it- Use it- Put it away rule.**  **Art Assessment – drawing self-portrait in writing book** | **Music Scheme – Unit 1 Pulse: Use ribbons and their bodies to gain further skill and confidence in moving to the pulse of a range of music.**  **\*Complete baseline assessment of drawing self-portrait using mirrors. Add to ‘Welcome to EYFS’ display.** | **Music scheme Unit 1 Pulse: use objects and bounce them on the floor to the pulse of various pieces of music. Play a ‘pass the parcel’ style game, passing objects round to their partners in time to the pulse of the music.**  **\*Learning colour words, using books and flashcards. Looking at each other and say hair and eye colours.** | **Music: Singing counting songs and rhymes that focus on counting forwards e.g. first half of 1,2,3,4,5 once I caught a fish alive, The ants go marching, One man went to mow**  **\*Art – discuss special skin tone colours we have – paint, colouring pencils, crayons, oil pastels and look in mirror and find matching skin tone.** | **Music: Singing counting songs and rhymes that focus on counting forwards e.g. first half of 1,2,3,4,5 once I caught a fish alive, The ants go marching, One man went to mow.**  **\* Art – using mirrors, re-cap work on correct colours including skin tones and types of media available. Draw and colour own self-portrait.** | **Music scheme Unit 1 Pulse: listening and making sounds of various durations. Respond to visual prompts to make long and short sounds with their voices.**  **\* Art – using mirrors, re-cap work on correct colours including skin tones and types of media available. Draw and colour own self-portrait.** | **Music scheme Unit 1 Pulse: create a short piece, ins mall groups, focusing on them following directions from a conductor and responding suitably by making long and short sounds with their voices. Watch recorded performances and give and receive feedback about their compositions.**  **\* Art – using mirrors, re-cap work on correct colours including skin tones and types of media available. Draw and colour own self-portrait. Evaluate work and keep finished portraits for calendars that go home to parents/carers.** |
| **Vocabulary** | **pulse, tempo** | **pulse, tempo** | **pulse, tempo** | **One, two, three, four, five** | **One, two, three, four, five** | **pulse, tempo, graphic score** | **pulse, tempo, graphic score** |
| **Primary and secondary colours, body parts including finer detail such as eyelashes etc for self-portrait work, dark, darker, darkest, light, lighter, lightest, more complex sentences to explain their reasoning and including ‘because’** | | | | | | |
| **Curriculum Links** |  |  |  | **Mathematics – counting songs and rhymes** | **Mathematics – counting songs and rhymes** | **Literacy – Tap the Magic Tree**  **Understanding the World – Autumn walk** | **Literacy –Leaf Man** |
| **Outdoor Learning** |  |  |  |  |  |  |  |
| **Water/Sand** | **Water/Sand – Common Play Behaviour – pouring/emptying, filling, transporting, stirring/mixing, cleaning, digging, mould and manipulate**  **Autumn term 1 focus – rules for safe use of sand, water and mud and Choose It, Use It, Put It Away and what to do if you break something** | | | | | | |
| **Sand/Mud kitchen** |
| **Large Construction/Gross Motor** | **Common Play Behaviour – creating, spatial awareness, construct with perpose.** | | | | | | |
| **Rules and safe use of areas** | **Safe use of outside climbing frame** | **Safe use of tricycles and scooters** | **Introduction to den building** | **Introduction to making own obstacle courses** | **Den building** | **Obstacle courses r** |
| **Stage** | **Introduction to stage area. Throughout the term, the stage is also open for free choice with a focus for some weeks:-** | **Focus - Performing Nursery Rhymes** | **Focus- Performing Nursery Rhymes** | **Focus -Performing Nursery Rhymes – introduce musical instruments this week** | **Focus - Goldilocks and the Three Bears** | **Focus- Goldilocks and the Three Bears** | **Focus – Counting Rhymes** |