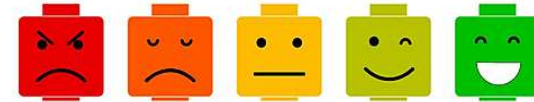

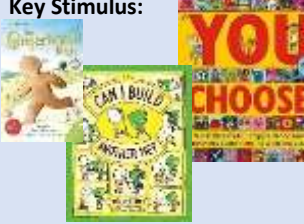
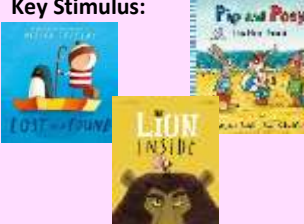



Curriculum Overview: EYFS Autumn Term 1



Marvellous Me!



Week 1 + 2 4 th September 11 th September Establishing Weeks	Week 3 18 th September Establishing Weeks	Week 4 25 th September Families	Week 5 2 nd October Celebrating Individuality	Week 6 9 th October Making Friends	Weeks 7 16 th October Feelings & Emotions
Baseline & Wellcomm Assessments Introduce different areas of the classroom. Model use of resources and how to tidy away. Start PSHE	Introduce & Start White Rose Maths, P.E, RE Introduce different areas of the classroom. Model use of resources and how to tidy away	Introduce & Start Monster Phonics & Drawing Club	Reading books sent home		
Key Stimulus: 	Key Stimulus: 	Key Stimulus: 	Key Stimulus: 	Key Stimulus: 	Key Stimulus: 
Nursery Rhyme/Song: Nursery Rhyme Focus	Nursery Rhyme/Song: Nursery Rhyme Focus	Nursery Rhyme/Song: Nursery Rhyme Focus	Nursery Rhyme/Song: Nursery Rhyme Focus	Nursery Rhyme/Song: Nursery Rhyme Focus	Nursery Rhyme/Song: Nursery Rhyme Focus
Role Play: Home					

Curriculum Overview: EYFS Autumn Term 1

C&L:

Listening, Attention & Understanding:

- Enjoys listening to longer stories and can remember much of what happens.
- Pays attention to more than one thing at a time.
- Uses a wider range of vocabulary.
- Understands a question or instructions that has two parts.
- Understands 'why' questions.
- Understands how to listen carefully and why listening is important.
- Learns new vocabulary
- Listens carefully to rhymes and songs

Speaking:

- Can talk about what is happening in stories.
- Sings a large repertoire of songs.
- Knows many rhymes.
- Can talk about familiar books and be able to tell a long story.
- Uses longer sentences of four to six words.
- Can express a point of view.
- Can debate when they disagree with a friend or adult, using words as well as actions.
- Starts a conversation with an adult or friend and can continue it for many turns.
- Uses talk to organise themselves and their play.
- Joins simple sentences with 'because', 'or', 'and'.
- Begin to use a range of tenses.
- Uses new vocabulary through the day.
- Engages in story times.
- Retells stories once they've developed familiarity with the text.
- Asks questions to find out more and to check they understand what has been said to them
- Develops social phrases.



<p>Listening, Attention & Understanding:</p> <p>Week 1: Introduce carpet rules – legs crossed, lips closed, hands up, good looking, good listening. Introduce wiggly fingers when bell/ tambourine is rung.</p> <p>Week 2: Learn how to make a circle and sit down.</p>	<p>Listening, Attention & Understanding:</p> <p>Introduce carpet spaces.</p> <p>Learn getting ready for home time.</p>	<p>Listening, Attention & Understanding:</p> <p>Covered throughout other areas of learning.</p>
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Curriculum Overview: EYFS Autumn Term 1

<p>Speaking: Week 1: Learn how to answer the register.</p> <p>Week 2: Learn how to greet your friends. Learn how to speak in full sentences with our friends and ask somebody if we can play with them.</p>	<p>Speaking: Learn when and how to say please and thank you e.g. when getting our lunch.</p>	<p>Speaking: Covered throughout other areas of learning.</p>
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Curriculum Overview: EYFS Autumn Term 1

PSED:

Self-Regulation:

- Become more outgoing with unfamiliar people in the setting.
- Sees themselves as a valuable individual
- Express their feelings

Managing Self:

- Beginning to remember rules without needing an adult to remind them.
- Talks about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Begins to understand how others may be feeling.
- Be increasingly independent when dressing, undressing and meeting their own care needs
- Make healthy choices about food, drink, activity and toothbrushing

Building Relationships:

- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Talk with others to solve conflicts
- Build constructive and respectful relationships

Jigsaw PSHE:

- I understand how it feels to belong and that we are similar and different
- I can start to recognise and manage my feelings
- I enjoy working with others to make school a good place to be
- I understand why it is good to be kind and use gentle hands
- I am starting to understand children's rights and this means we should all be allowed to learn and play
- I am learning what being responsible means



<p>Self-Regulation:</p> <p>Week 1: Learn how to manage feeling worried or upset about leaving a parent or guardian at the beginning of the day</p> <p>Week 2: Read the Worrysaurus and talk about all of the strategies we can use to calm down (going to a quiet space, looking at a book, speaking to an adult or friend). Introduce this as the yellow zone.</p>	<p>Self-Regulation:</p> <p>Learn and talk about times we are happy and in the green zone.</p> <p>Practise a mindfulness activity that keeps us in the green zone.</p>	<p>Self-Regulation:</p> <p>Learn and talk about times we have been angry in the red zone. Discuss and practise a mindfulness activity to help combat our angry emotions e.g. yoga, breathing, reading a book in a quiet space.</p>	<p>Self-Regulation:</p> <p>Discuss how we know we are tired (blue zone) and learn 3 key strategies that we can re-energise ourselves (drinking water, having a fruit or vegetable snack, exercising).</p>	<p>Self-Regulation:</p> <p>Revisit soothing and self-regulation strategies throughout the day and use brain breaks for all children regularly.</p> <p>Explain these using the language of zones of regulation e.g. I can see that lots of us are moving into the yellow zone because I can see people are a bit fidgety, let's do xyz to help ourselves focus again.</p>	<p>Self-Regulation:</p> <p>Read 'The Colour Monster' and 'The Feelings book' link back to the zones of regulation</p>
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Curriculum Overview: EYFS Autumn Term 1

<p>Managing Self:</p> <p>Week 1: Show children where the toilet is.</p> <p>Teach children where their pegs, going home box, book bag box and water bottle tray is.</p> <p>Week 2: Learn lining up and walking into the hall for lunch quietly.</p> <p>Teach child to independently find a peg and place their coat on a peg.</p> <p>Teach children to place their bookbag in the trolley nicely.</p> <p>Introduce the schools 'Golden Rules'.</p>	<p>Managing Self:</p> <p>Model tidying up using the pictures on labels to put all resources into the correct box/place.</p> <p>Teach putting lids on all pens and glue sticks.</p> <p>Teach hand washing and drying hands/using the bins appropriately.</p> <p>Teach difference between the bin and recycling bin (what go's where).</p> <p>Ensure children know where each of the self-selection areas are in the classroom.</p> <p>Model using them and only taking the things you need/putting back after.</p>	<p>Managing Self:</p> <p>Learn how to give out and use whiteboards for phonics.</p> <p>Learn how to put coat on and off properly.</p> <p>Learn how to take shoes on and put wellies on.</p> <p>Learn how to put wellies on the welly rack neatly.</p>	<p>Managing Self:</p> <p>Cooking simple biscuits (gingerbread people cutters) – focus on hand washing and turn taking</p>	<p>Managing Self:</p> <p>Practising learnt routines throughout the day. Covered throughout other areas of learning.</p>
<p>Building Relationships:</p> <p>Week 1: We can tell Reception adults our name.</p> <p>Week 2: We can learn the names of at least 5 children in Reception. We can tell other children our name.</p>	<p>Building Relationships:</p> <p>We can use grownups names if we want to talk to them</p> <p>We can join in small group activities.</p>	<p>Building Relationships:</p> <p>We can play with one or more child.</p> <p>We can work together to create something in an exciting area of the classroom or outside.</p>	<p>Building Relationships:</p> <p>Introduce the use of a timer to things such as the iPads or scooters so children know when their turn is finished.</p>	<p>Building Relationships:</p> <p>Adult interactions to focus on solving conflict and restorative/reflective approach and encourage children to talk about what is happening and how they could resolve this independently (Zones of Regulation)</p>

Curriculum Overview: EYFS Autumn Term 1

<p>PSHE- Being Me in My World</p> <p>Week 2: 1. Who... Me?!</p>	<p>PSHE: Being Me in My World</p> <p>2. How am I feeling today?</p>	<p>PSHE: Being Me in My World</p> <p>3. Being at School</p>	<p>PSHE: Being Me in My World</p> <p>4. Gentle hands</p>	<p>PSHE: Being Me in My World</p> <p>5. Our Rights</p>	<p>PSHE: Being Me in My World</p> <p>6. Our responsibilities</p>
<p>Key Vocabulary: Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns</p>					



Curriculum Overview: EYFS Autumn Term 1

PD:

Gross Motor Skills:

- Can use scooters, trikes or bikes.
- Goes up steps/apparatus using alternate feet.
- Can skip, hop and stand on one leg.
- Can hold a pose like a statue.
- Can use large-muscle movements e.g. wave a flag or streamers.
- Takes part in some group activities which they make up for themselves or in teams.
- Can remember sequences and patterns of movement related to music and rhythm
- They can decide how they travel along apparatus based on their developing physical skills.
- Can choose appropriate resources to carry out a plan.
- Works with others to manage large items e.g. carrying a plank with a friend.
- Demonstrates the ability to roll, crawl, walk, jump, run, hop, skip and climb.
- Use their core muscle strength to achieve a good posture when sitting at a table or on the floor.
- Develop the overall body strength, co-ordination, balance and agility.
- Develop a range of ball skills including throwing and catching.

Fine Motor Skills:

- Uses one-handed tools and equipment
- Uses a comfortable grip with good control for holding pens/pencils.
- Start to eat independently and learning how to use a knife and fork
- Shows a preference for a dominant hand.
- Becomes more independent as they get dressed/undressed.
- Can use a range of tools competently, safely and confidently

Get Set 4 P.E

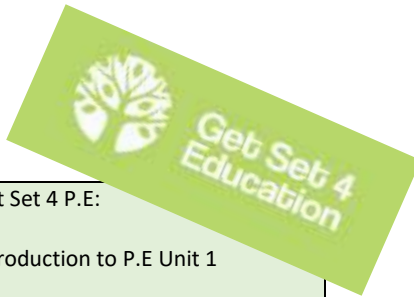
- Uses movement skills with developing balance and co-ordination.
- Negotiates space safely with consideration for myself and others.
- Demonstrates balance.
- Confidently and safely use a range of large and small apparatus.
- Combine movements, selecting actions in response to the task and apparatus.
- Use movement skills with developing strength, balance and co-ordination showing increasing control and grace.



Curriculum Overview: EYFS Autumn Term 1

<p>Gross Motor:</p> <p>Week 1: Children to have access to obstacle course blocks and bricks in the outdoor provision to carry. Lift and manoeuvre.</p> <p>Learning how to manoeuvre into a circle and how to get into a straight line.</p> <p>Week 2: Learning how to take our jumpers off and put them on.</p> <p>Learning how to put our coats on independently and begin to learn how we can do up a zip/button.</p>	<p>Gross Motor:</p> <p>Covered in PE lessons and through continuous provision and independent access to resources.</p>		
<p>Fine Motor:</p> <p>Week 1: Children to have access to playdough in the provision with plastic knives and forks.</p> <p>Week 2: Children will have access to scissors and coloured paper to practise cutting during busy time (model how to use scissors safely)</p>	<p>Fine Motor:</p> <p>Children to have access to tweezers and pom poms to practise building their fine motor skills.</p> <p>Children will have pegboards as an enhancement to practise building their fine motor skills.</p>	<p>Fine Motor:</p> <p>Learning which hand feels most comfortable to write with during our phonics lessons.</p>	<p>Fine Motor:</p> <p>Continued through continuous provision and independent access to resources.</p>

Curriculum Overview: EYFS Autumn Term 1



	<p>Get Set 4 P.E:</p> <p>Introduction to P.E Unit 1</p> <p>Theme: Witches and Wizards</p> <p>To move safely and sensibly in a space with consideration of others.</p>	<p>Get Set 4 P.E:</p> <p>Introduction to P.E Unit 1</p> <p>Theme: Pirates</p> <p>To develop moving safely and stopping with control.</p>	<p>Get Set 4 P.E:</p> <p>Introduction to P.E Unit 1</p> <p>Theme: Mythical Creatures</p> <p>To use equipment safely and responsibly.</p>	<p>Get Set 4 P.E:</p> <p>Introduction to P.E Unit 1</p> <p>Theme: To the Castle</p> <p>To use different travelling actions whilst following a path.</p>	<p>Get Set 4 P.E:</p> <p>Introduction to P.E Unit 1</p> <p>Theme: Superheroes</p> <p>To work with others co-operatively and play as a group.</p>
	<p>Key Vocabulary: follow, team, space, travel, share, safely, path, listen</p>				

Curriculum Overview: EYFS Autumn Term 1

Literacy:

Word Reading:

- Can spot and suggest rhymes.
- Counts or claps syllables in words.
- Recognises words that have the same initial sound.
- Reads individual letters by saying the sounds for them.
- Blends sounds into words so they can read short words.
- Reads some digraphs.
- Read a few CEWs matched to Monster Phonics
- Reads simple phrases and sentences.


Comprehension:

- Understands that print has meaning.
- Understands that print has different purposes e.g. to warn.
- Knows that we read English from left to right and top to bottom.
- Can name the different parts of a book.
- Knows that pages are sequenced.
- Engages in extended conversations about stories.
- Discusses vocabulary in texts.
- Re-reads books to build up their confidence in word reading, their fluency and their understanding and enjoyment.






Writing:

- Uses some print and letter knowledge in their early writing e.g. writing a shopping list that starts at the top of the page or writing 'm' for mummy.
- Writes some or all of their name.
- Writes some letters accurately.
- Form lower-case letters correctly.



<p>Word Reading:</p> <p>Finding and reading their name card.</p> 	<p>Word Reading:</p> <p>See Monster Phonics Planning – S,A,T,P</p> <p>HFWs – a, at, as</p>	<p>Word Reading:</p> <p>See Monster Phonics Planning – I,N</p> <p>HFWs – in, it, is, I, an</p>	<p>Word Reading:</p> <p>See Monster Phonics Planning – M,D,G</p> <p>HFWs – and, am, dad</p>	<p>Word Reading:</p> <p>See Monster Phonics Planning – O,C,K,CK</p> <p>HFWs – to, into, go, no, the</p>
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Curriculum Overview: EYFS Autumn Term 1

<p>Comprehension:</p> <p>Week 1&2:</p> <p>Children to engage in story times with the key weekly texts and daily story time.</p> <p>Children to discuss their thoughts and feelings of their first week at school using words to describe their emotions.</p>	<p>Comprehension:</p> <p>To learn to engage in story times and participate without calling out.</p> <p>To learn to engage in story times and ask key questions about the characters.</p>	<p>Comprehension:</p> <p>Small world resources alongside a familiar book for children to develop play around the story added to the class Library area.</p>	<p>Comprehension:</p> <p>Covered in story times.</p>		
<p>Writing:</p> <p>Week 1&2:</p> <p>Children to have access to name cards and mark making resources to practise writing their name.</p> <p>Write their name to go on learning space on the wall.</p>	<p>Writing:</p> <p>Introduce children to their sound mats and letter formation sheets available in trays and in provision.</p>	<p>Writing:</p> <p>Children to have access to the same resources as previous weeks and also sensory trays for children to practise mark making.</p>			
	<p>Drawing Club:</p> <p>Key Stimulus: </p> <p>Vocabulary: HARMONIOUS TRIPLE INTELLIGENT BOASTFUL SQUABBLE DIVIDED UNIQUE POPULATED</p>	<p>Drawing Club:</p> <p>Key Stimulus: </p> <p>Vocabulary: LEAP ACCELERATE PURSUE BLOCK CUNNING SOGGY MOCKING DISAPPOINTED</p>	<p>Drawing Club:</p> <p>Key Stimulus: </p> <p>Vocabulary: CONFUSED ACCOMPANY DEJECTED MISPLACED CONSULTED MINIATURE CONSTRUCTED</p>	<p>Drawing Club:</p> <p>Key Stimulus: </p> <p>Vocabulary: DISCOMBOBULATED INEFFECTUAL ASSIST SHIMMERING SOBBING ENRAGED EVAPORATE TIMID TRANQUILITY</p>	

Curriculum Overview: EYFS Autumn Term 1

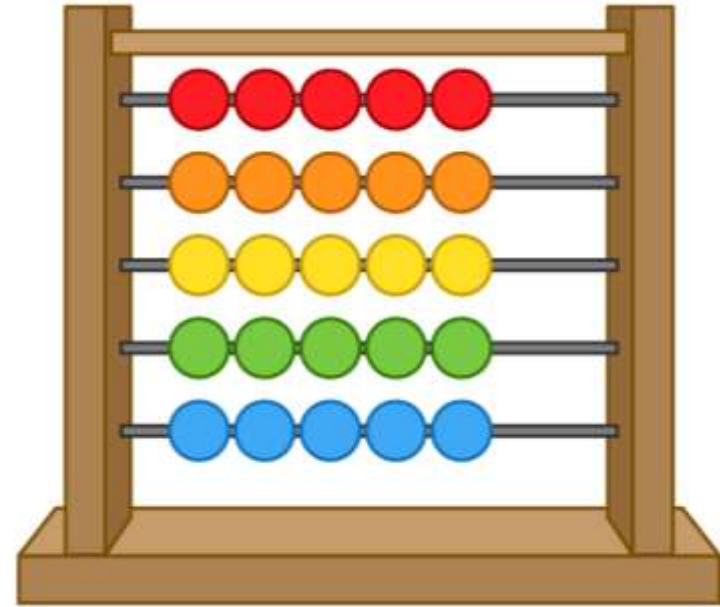
Maths:

Number:

- Develops fast recognition of up to 3 objects, without having to count them individually (subitising)
- Says one number for each item in order.
- Knows that the last number reached when counting tells how many in total (cardinal principles).
- Experiments with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 3.
- Count objects, actions and sounds up to 3.
- Can automatically recall number bonds to 3.
- Can represent numbers up to 3.
- Can subitise numbers up to 3.
- Can compare numbers up to 3.
- Understands one more than/one less than up to 3.
- Can match two objects together e.g. a pair of socks
- Able to see that objects are the same
- Can identify when things are the same and put them together
- Can create rules to sort objects by
- Can sort objects by type
- Spots patterns in the environment, beginning to identify the pattern "rule"
- Compares two small groups of up to 3 objects, saying when there are the same number of objects in each group.

Shape, Space & Measures:

- Compare, length, weight and capacity of objects and use mathematical language to describe them.
- Explore simple patterns.
- Continue, copy and create repeating patterns.



Maths:

Block 1 – Match, Sort & Compare

- Match objects
- Match pictures and objects
- Identify a set
- Sort objects to a type
- Explore sorting techniques
- Create sorting rules
- Compare amounts

Maths:

Block 2 – Talk about Measure & Pattern

- Compare size
- Compare mass
- Compare capacity
- Explore simple patterns
- Copy and continue simple patterns
- Create simple patterns

Maths:

Block 3 – It's Me 1,2,3

- Find 1, 2 and 3
- Subitise 1, 2 and 3
- Represent 1, 2 and 3
- 1 more
- 1 less
- Composition of 1, 2 and 3

Curriculum Overview: EYFS Autumn Term 1

	<p>Linked Texts:</p> <ul style="list-style-type: none"> • A Pair of Socks by Stuart J. Murphy • Seaweed Soup by Stuart J. Murphy • The Button Box by Margarett S. Reid • Beep Beep, Vroom Vroom! by Stuart J. Murphy <p>Daily Routine:</p> <ul style="list-style-type: none"> • Point out to children where objects such as water bottles or book bags belong around the classroom to help with routines of the day. • At tidy-up time, encourage children to match resources to pictures to ensure that they are put away in the correct place. Where does this belong? • When lining up during the day, ask children to join the line depending on different attributes, for example, line up if you have a sister. 	<p>Linked Texts:</p> <ul style="list-style-type: none"> • Where's My Teddy? by Jez Alborough • It's the Bear! by Jez Alborough • The Blue Balloon by Mick Inkpen • Dear Zoo by Rod Campbell • My First Book of Patterns by Bobby and June George • We're Going on a Bear Hunt by Michael Rosen • A-B-A-B-A – A Book of Pattern Play by Brian P. Cleary <p>Linked Rhymes:</p> <ul style="list-style-type: none"> • Big Fish, Little Fish, Cardboard Box • In and Out the Dusty Bluebells • Tongue Twister patterns such as Red Lorry, Yellow Lorry • Clap Your Hands and Wiggle Your Fingers 	<p>Linked Texts:</p> <ul style="list-style-type: none"> • Anno's Counting Book by Mitsumasa Anno • How to Count to One by Caspar Salmon • Goldilocks and the Three Bears • The Gingerbread Man • A Squash and a Squeeze by Julia Donaldson • The Three Billy Goats Gruff <p>Linked Rhymes:</p> <ul style="list-style-type: none"> • Three Blind Mice • When I Was One, I Banged My Thumb • Hickory Dickory Dock • One Elephant Went Out to Play • Three Little Speckled Frogs • Three Little Ducks
	<p>Key Vocabulary: Match, matching pair, pair, same, different, sort, set, alike, rule, more, fewer, compare</p>	<p>Key Vocabulary: Size, length, weight, mass, pattern, big, little, large, small, tall, short, long, smaller, bigger, taller, longer, shorter, heavy, light, heavier, lighter, more, less, most, least, same</p>	<p>Key Vocabulary: One, two, three, more, less, altogether, count, group, subitise, how many, after, before, more than, less than</p>



Curriculum Overview: EYFS Autumn Term I

UOW:

Past and Present:

- Beginning to understand their own life-story and family's history.
- Can talk about the features of the current season.
- Comment on images, stories, artefacts and accounts from the past.
- Can talk about members of their family.
- Knows that there are different types of families.
- Can name and describe people who are familiar to them.
- Understands how to explore the world around them.
- Able to recognise that things happened before they were born.

People, Culture and Communities:

- Develops positive attitudes about the differences between people
- Knows that there are different countries around the world and that we live in England.
- Understands that some places are special to their community.
- Knows there are different types of families

The Natural World:

- Explores natural materials.
- Talks about collections of natural materials.
- Can talk about what they see using a wide vocabulary.
- Explore the natural world around them.
- Knows the name of the road the school is to and which town the school is in.



UOW: Week 1 & 2: Children to talk with CT about which nursery they used to go to before starting at SJI	UOW: Talk about where we go to school. Learn that it is in Englefield Green. Lots of us live in Englefield Green. Talk about where others live.	UOW: Children to talk about their families- linked to story times. Children to share photos of family on Tapestry. Add to home corner	UOW: Children to match pictures of them as a baby with a picture of them now. Add to home corner.	UOW: Talk about Harvest and why we are learning our song and collecting food.	UOW: Learn about the signs of Autumn. Go for a walk around school and onto the field to spots signs
		RE: Who am I and where do I belong? Engage	RE: Who am I and where do I belong? Enquire & Explore	RE: Who am I and where do I belong? Evaluate	RE: Who am I and where do I belong? Express
R.E. Vocabulary – Assembly, God, Pray, Prayer, Amen, Church, Worship, Jesus, Special, Unique, Individual, Values, Rights					

Curriculum Overview: EYFS Autumn Term 1

EAD:

Creating with Materials:

- Can use an object to represent something else.
- Begins to develop complex stories using small world equipment.
- Makes imaginative and complex small worlds using blocks and construction kits.
- Decides how to use different materials.
- Develop their own ideas and decide which materials to use.
- Joins different materials.
- Explores the use of different textures.
- Create closed shapes with continuous lines and begin to use these shapes to represent objects.
- Draws with increasing complexity and detail e.g. a face with details.
- Use drawing to represent ideas such as movement or loud noises.
- Shows different emotions in their drawings/paintings.
- Explore colour and colour mixing.
- Explore a variety of artistic effects to express their ideas and feelings.
- Knows how to mix colours successfully.
- Use different painting techniques including bubble painting, splatter painting, printing.
- Is able to represent different parts of the human body from observation, imagination or memory with attention to some detail.
- Uses clay to make a pinch pot
- Understands how to use the woodwork bench safely.

Being Imaginative and Expressive:

- Listens attentively to sounds.
- Responds to what they have heard.
- Can sing entire songs.
- Is able to match the pitch of a tone sung by another person.
- Can create their own songs.
- Listen attentively, move to and talk about music expressing their feelings and responses.
- Can develop storylines in their pretend play.

Charanga Music:

- Listening and responding to different styles of music
- Embedding foundations of the interrelated dimensions of music
- Learning to sing or sing along with nursery rhymes and action songs
- Improvising leading to playing classroom instruments
- Share and perform the learning that has taken place



<p>Creating with Materials: Week 1 & 2 Draw a picture of themselves for the front of their learning journal</p>	<p>Creating with Materials: Learn how to use the creative area resources appropriately.</p>	<p>Creating with Materials: Learning how to name and mix colours.</p>	<p>Creating with Materials: Drawing self-portraits using photos</p>	<p>Creating with Materials: Covered throughout indoor and outdoor provision.</p>	<p>Creating with Materials: Introduce woodwork bench and teach how to use appropriately</p>
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Curriculum Overview: EYFS Autumn Term 1



<p>Being Imaginative:</p> <p>Week 1: Learn how to use the resources in the role play area.</p> <p>Week 2: Learn how to use the resources in the role play area.</p>	<p>Being Imaginative:</p> <p>Covered throughout indoor and outdoor provision.</p>				
	<p>Music: Charanga</p> <p>Me! - Step 1</p>	<p>Music: Charanga</p> <p>Me! - Step 2</p>	<p>Music: Charanga</p> <p>Me! - Step 3</p>	<p>Music: Charanga</p> <p>Me! - Step 4</p>	<p>Music: Charanga</p> <p>Me! - Step 5</p>
<p>Key Vocabulary: colour, draw, paint, paper, scissors, glue, chalk, pencil, pen, red, blue, yellow, green, orange, purple, pink, playdough, cut, line, circle, music, listen, sing, clap, tap, bang, shake, play, loud, quiet, fast, slow, whisper, high, low, long, short, pulse, dynamics, tempo, solo, duet, choir, rhythm, bongo tubes, tambourine, drum.</p>					