

Rotherhithe Primary School Nursery

Long Term Plan 2025/2026

Nursery Long Term Curriculum Map 2025-2026						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All About Me <i>Settling in</i>	How do we celebrate? <i>Seasons</i>	Traditional Tales <i>Building</i>	Transport <i>Animals</i>	How do things grow? <i>Growing</i>	What is out there? <i>Transition</i>
Core books	<p>Together we can By Caryl Hart</p> <p>Ruby Goes to Nursery</p> <p>I can do it! By Patricia Hegarty</p> <p>So much By Trish Boone</p> <p>Lulu's First Day by Anna McQuinn</p> <p>Maisie Goes to Nursery by Lucy Cousins</p> <p>Owl Babies by Martin Waddle</p> <p>Dear Zoo by Rod Campbell</p>	<p>Diwali By Hannah Elliot</p> <p>Christmas Stories</p> <p>Room on the Broom by Julia Donaldson</p> <p>Stick Man by Julia Donaldson</p> <p>Kippers' birthday By Mick Inkpen</p> <p>Where's Spot - Eric Hill</p> <p>Spots Birthday Party - Eric Hill</p> <p>Peace at last - Jill Murphy</p> <p>The Gruffalo - Julia Donaldson</p>	<p>Traditional tales:</p> <p>The Three Little pigs</p> <p>Goldilocks</p> <p>Billy Goat's Gruff</p> <p>The Gingerbread Man</p> <p>Jack and the Beanstalk</p> <p>The little Red Hen</p>	<p>Oh, dear by Rod Campbell</p> <p>The Odd Egg by Emily Gravett</p> <p>Egg drop by Mini Grey</p> <p>We're going on a bear hunt by Micheal Rosen</p> <p>Am I Yours? By Alex Latimer</p> <p>The Naughty Bus by Jan and Jerry Oke</p> <p>The Train ride by June Crebbin</p> <p>Thin The journey home from Grandpas by Jemima Lumley</p> <p>Up Up Up by Susan Reid</p> <p>The boy who sailed the world by Julia Green</p>	<p>The Very hungry Caterpillar by Eric Carle</p> <p>The Bad-Tempered Ladybird by Eric Carle</p> <p>Lali's Feather by Farhana Zia</p> <p>Monkey Puzzle by Julia Donaldson</p> <p>Jaspers Beanstalk by Nick Butterworth and Mick Inkpen</p> <p>Plant the Tiny Seed by Christie Matheson</p> <p>Titch by Pat Hutchings</p>	<p>Walking Through the Jungle by Julie Lacome</p> <p>Whatever Next? By Jill Murphy</p> <p>Last Stop on Market Street by Matt de la Pena</p> <p>We're going on a Lion Hunt by David Axtell</p> <p>Sharing a seashell By Julia Donaldson</p> <p>Look up By Nathan Byron</p> <p>Beegu by Alexis Deacon</p> <p>The Rainbow Fish by Marcus Pfister</p>

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<p>Communication & Language</p>	<p>Listening</p> <p>Aspect 1: General sound discrimination – environmental sounds Children listen to familiar adults during routines and play. Adults model listening with visual prompts around lanyards. Short circle time games: learning each other's names and likes and dislikes, i.e. "What's your name?"</p> <p>Encourage children to ask each other and adults simple questions e.g. can I play?</p> <p>Understanding</p> <p>Children to begin to follow simple instructions linked to routines and familiar people</p>	<p>Listening</p> <p>Aspect 2: General sound discrimination-instrumental sounds</p> <p>Aspect 3: General sound discrimination-body percussion Read simple repetitive stories to tune into rhythm and sound</p> <p>Children listen to stories and join in repeated phrases</p> <p>Teach story refrains ("Theres no such thing as a Gruffalo").</p> <p>Understanding</p> <p>Children understand simple "how/what/where2 questions. Ask questions while retelling a story "Who lives in a den?"</p> <p>Speaking</p> <p>Children retell simple events from stories using short sentences.</p>	<p>Listening</p> <p>Aspect 4: Rhythm and Rhyme</p> <p>Children to listen to peers during role play (e.g. acting out Three little pigs story)</p> <p>Sequence and retell stories; first, then, now</p> <p>Understanding</p> <p>Introduce 2 step instructions</p> <p>Speaking</p> <p>Use a wider range of vocabulary-focusing on key words above and from books</p> <p>Talking about sounds (developing vocabulary and language comprehension)</p>	<p>Listening</p> <p>Aspect 5: Alliteration</p> <p>Children listen to transport stories and learn about different types of transport. What sounds they make and how they move (Land, sea etc.)</p> <p>Understanding</p> <p>Understand 'why' questions, such as; why does?</p> <p>Speaking</p> <p>Sing a large repertoire of songs, including Nursery Rymes, counting songs</p> <ul style="list-style-type: none"> o 5 current buns o 1,2,3,4,5 once i caught a fish ... o Twinkle twinkle London Bridge is falling down <p>Can children talk about their own experiences?</p>	<p>Listening</p> <p>Aspect 6: Voice sounds</p> <p>Can children listen to clues and two-part questions/instructions</p> <p>Understanding</p> <p>Show an understanding of how to retell a story from beginning to end. Are they able to use the correct vocabulary to sequence the story (First, then, after that, finally)</p> <p>Speaking</p>	<p>Listening</p> <p>Aspect 7: CVC words</p> <p>Understanding</p> <p>Speaking</p> <p>Children to talk about and share what they have enjoyed over the year and what they are excited about when transitioning to Reception</p> <p>Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions</p> <p>Use talk to organise themselves and their play</p> <p>Develop communication and pronunciation</p> <p>Use language related to time; today, tomorrow, yesterday with greater accuracy</p>
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	<p>Visual timetable to help children understand what will happen next</p> <p>Speaking</p> <p>Children use single words moving into short phrases about themselves</p> <p>Rhymes and songs that use the whole hand</p> <p>Adults model sentence starters: "I am...", "I like...", "My family..."</p> <p>Circle-time games: Tell me about your favourite toy/food</p>	<p>Encourage children to retell using props.</p>		<p>i.e.: when they are travelling on a mode of transport</p>		
<p>Writing</p>	<p>Notice some print, such as the first letter of their name, a door number, bus number or a familiar logo</p>	<p>Give meaning to the marks that they are making/drawing</p> <p>Listen, repeat and join in with repeated refrains from familiar stories- the Gruffalo/ Room on the broom</p>	<p>Beginning to make marks that stand for their name e.g. large movements</p> <p>Develop play around favourite stories using props</p>	<p>Understanding 5 key concepts about print</p> <p>Print has meaning</p> <p>Print can have different purposes</p>	<p>Using initial sounds</p> <p>Write some or all of their names</p> <p>Extended conversations about stories</p>	<p>Write some letters accurately</p> <p>Write some or all their names</p> <p>Oral segmenting and blending- developing</p>

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	<p>Enjoy drawing freely and making marks</p> <p>Enjoy sharing a book with an adult 1:1, in a small group or whole class</p> <p>Pay attention to pictures and words</p> <p>Identify favourite books</p>	<p>Recognise familiar words in environment and own name</p> <p>Talk about and ask questions about illustrations in books</p>		<p>Read English text from left to right and from top to bottom</p> <p>The names of the different parts of a book</p> <p>Page sequencing</p>	<p>Consolidation of phonological awareness related to rhyme and alliteration (spot and suggest rhyme, count or clap syllables in a word, recognize words with the same initial sound)</p> <p>Developing Aspect 6 (Phase 1 Learning with sounds document)</p> <p>Voice sounds</p>	
Reading	<p>Aspect 1: General sound discrimination-environmental sounds</p> <p>Tuning into sound (auditory discrimination)</p> <p>Listening and remembering sounds (auditory memory and sequencing)</p> <p>Talking about sounds and developing vocabulary and</p>	<p>Aspect 2: General sound discrimination-instrumental sounds</p> <p>Aspect 3: General sound discrimination-body percussion</p> <p>Tuning into sounds (auditory discrimination)</p> <p>Listening and remembering sounds (auditory memory and sequencing)</p> <p>Talking about sounds (developing) vocabulary and</p>	<p>Aspect 4: Rhythm and rhyme</p> <p>Tuning into sounds (auditory)</p> <p>Listening and remembering sounds (auditory memory and sequencing)</p> <p>Talking about sounds (developing vocabulary and language comprehension)</p>	<p>Aspect 5: Alliteration</p> <p>Tuning into sounds (auditory discrimination)</p> <p>Listening and remembering sounds (auditory memory and sequencing)</p> <ul style="list-style-type: none"> Talking about sounds (developing vocabulary and language comprehension) 	<p>Aspect 6: Voice sounds</p> <ul style="list-style-type: none"> Tuning into sounds (auditory discrimination) Listening and remembering sounds (auditory memory and sequencing) Talking about sounds (developing vocabulary and language comprehension) 	<p>Aspect 7: Oral blending and segmenting</p> <p>Introducing Fred ready for reception</p>

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	language comprehension)	language comprehension				
Key Vocabulary	<p>New Vocabulary:</p> <ul style="list-style-type: none"> - Happy - Sad - Angry - Scared - Full - Empty - Under - Over - Diwali - Festival - rangoli 	<p>New Vocabulary:</p> <ul style="list-style-type: none"> - Rocket - Moon - Bear - Owl - Christmas - Tinsel - Baby - Floating - sinking 	<p>New Vocabulary:</p> <ul style="list-style-type: none"> - Mix - Bake - Knead - House - Run - Forest - Big - Small - Hot - cold 	<p>New Vocabulary:</p> <ul style="list-style-type: none"> - Fast - Slow - Quiet - Loud - Big - Small - Journey - Map - Easter - Egg - Church - Eid - Ramadan 	<p>New Vocabulary:</p> <ul style="list-style-type: none"> - Grow - Eat - Egg - Climb - Big - Small - Up - Down - Caterpillar - butterfly 	<p>New Vocabulary:</p> <ul style="list-style-type: none"> - Tiger - Snake - Frog - Jump - Cat - Rhyme - Memories - Investigate - Push - pull
Maths	<p>Learning the words and actions to counting songs and rhymes</p> <p>Begin to notice numbers in their environment</p> <p>Exploring numbers 1-5 in different ways e.g. counting on fingers</p>	<p>Reciting number names in order from 1-10; using counting songs e.g. 1,2,3,4,5, once I caught a fish alive.....</p> <p>Begin to count objects to five using 1:1 correspondence; e.g. fireworks and candles</p> <p>Matching numerals and quantities of objects up to 5</p>	<p>Begin to recognise and name numerals from 1-10</p> <p>Using 1:1 correspondence count up to 5 objects accurately</p> <p>Separates a group of three or four objects and can see that the total stays the same</p> <p>Comparing size: use Goldilocks and the three bears</p>	<p>Begin to represent quantities using fingers, marks, objects and movements</p> <p>Begin to recognise and name numerals from 1-10</p> <p>Matching a numeral to a quantity (up to 5)</p> <p>To know that a quantity changes if one object is taken</p>	<p>Children to recognise numerals to 10 and begin to recite them in order</p> <p>Matching the correct number of objects to the corresponding numeral and make the link</p> <p>Comparing quantities using the vocabulary 'more than' 'fewer than' 'same'</p>	<p>Children to recognise numerals to 10 and begin to recite them in order</p> <p>To match a numeral to a quantity (to 5 and beyond)</p> <p>Estimating how many objects they can see and check by counting them 1:1</p> <p>Create ABAB patterns using colours or objects, i.e. red cube, blue cube, red cube, blue cube.....</p>

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	Explore buildings with shapes and noticing them in our environment	Begin to subitize (up to 3 objects)		away or added (one more/one less) Count steps, claps, jumps etc. (take children on a journey around the playground using different movements to travel)	Representing quantities using fingers, marks, objects	Notice and correct an error in a repeating pattern
Understanding of the world: People, Culture and Communities The World Past and Present	<ul style="list-style-type: none"> Stay and Play sessions Birthdays <p>Talk about families, and who is important to them- start to look into their family history.</p> <p>Look at baby photos</p>	<ul style="list-style-type: none"> Birthdays Fireworks night Halloween Diwali Eid-Ui-Fitr Christmas <p>Discuss and talk with the children about our different celebrations and why they celebrate them.</p> <p>Talk about why each celebration is special and ask the children to tell you what they and their families do on their celebration day.</p>	<ul style="list-style-type: none"> Birthdays New Years Valentine's Day Chinese New Year Children's Mental Health Week Pancake Day <p>Talk about different environments – environments in traditional tales and weather</p> <p>Explore different materials – building houses for the three little pigs and castles for the giant.</p>	<ul style="list-style-type: none"> Birthdays Mother's Day St. Patrick's Day Science Week Easter <p>Talk about keeping safe and link it to road safety (PSED)</p> <p>Look at and talk about the different modes of transportation. Do they move on land, sea or air? Explore how things work- provide mechanical equipment for children to play with: i.e. pegs and boards/pulleys etc.</p>	<ul style="list-style-type: none"> Birthdays St. George's Day Ramadan & Eid <p>Natural world - Understand growth and life cycles based on books – Jaspers Beanstalk and The Very Hungry Caterpillar (life cycle) Observing minibeasts, comparing, naming and identifying. Caterpillar eggs? Plant seeds and care for the growing plants.</p>	<ul style="list-style-type: none"> Birthdays Father's Day Sports Day International Day <p>People: Know about places and people in their wider community talk about new people they will meet when transitioning.</p>

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<p>PSED</p>	<p>Settling into routines and relationships</p> <p>Children learn to separate from carers</p> <p>To begin to recognize their own feelings</p> <p>Talk about their family- who is in my family –create a family wall display</p> <p>Help children with learning to share and how we tidy up and why.</p> <p>Understand everyone is different families/hair/skin tone</p> <p>Play name games</p> <p>Learn areas of the classroom and school routines</p> <p>Create a class Charter</p>	<p>Select and use activities and resources with help</p> <p>Focus on being kind and making the right choices- links to the bad characters in the Diwali story</p> <p>What is special about me?</p> <p>Learn about special customs and beliefs and why they are special to us.</p> <p>Similarities and differences and how we show respect to each other</p> <p>Children confident in expressing likes and dislikes</p> <p>Talk about how the characters feel- showing empathy for others</p> <p>Cope with short waiting times (use timers)</p>	<p>Tidying up-tidy up leaders</p> <p>Develop a sense of responsibility</p> <p>Building and showing confidence</p> <p>Adults help children resolve small conflicts</p> <p>Discuss what they are good at, use the 3rd little pig and his house of bricks as an example</p> <p>Fairy tales: -explore characters and their actions. Eg Goldilocks and the big bad wolf. -think of stories from others perspectives on how the Giant might feel?</p> <p>Negotiate turn taking and roles</p> <p>Seek help when needed</p> <p>Using the toilet independently</p>	<p>Practice self-regulation with adults' help- calming corner, breathing techniques, zones of regulation, music, etc.</p> <p>Play with one or more other children, extending and elaborating play ideas</p> <p>More independent at self-care i.e. using the toilet</p> <p>Talk about our feelings- discuss when did they feel happy, sad, angry etc.</p> <p>What makes a great friend: know that words have an impact on others</p> <p>How to help one another and what to do if you need help.</p> <p>Road safety</p> <p>Termly Review: My proudest moments from this term</p>	<p>Increasingly following rules, understanding why they are important</p> <p>Playing co-operatively in a group. Children work on projects in groups lead by their own interests.</p> <p>Children build confidence to share their proud moments</p> <p>Remember some rules without needing an adult to remind them</p> <p>Talk about feelings using key vocabulary, such as 'happy' and 'sad'.</p> <p>Look at how we are growing and changing; What can I do now that I couldn't do before?</p> <p>Learn about how to keep healthy –food and exercise</p>	<p>How are you feeling about going to a new class? Talk to the children about moving to reception class. Lots of transition tasks.</p> <p>Understanding that others may be feeling differently about the change.</p> <p>Practice independence- hanging coats up/going to the toilet/filling up their water bottle</p> <p>Proud moments from the year</p> <p>Keeping healthy food and exercise</p> <p>Transition to Reception</p> <p>Look back at the year and what they have all achieved</p>
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	<p>Setting rules and routines; expectations and boundaries Discuss class promises and agree on them as a whole class.</p> <p>Help children with toileting if needed – let them know that adults are here to help.</p> <p>Termly Review: My proudest moments from this term</p>	<p>Encourage the children to try and use the toilet independently</p> <p>Eat independently</p> <p>Take off and put on coat independently</p> <p>Introduce brain breaks and quiet/calm times. Introduce and teach Rainbow mindfulness at morning carpet time.</p> <p>Termly Review: My proudest moments from this term</p>	<p>Learn about oral hygiene and brushing our teeth</p> <p>Termly Review: My proudest moments from this term</p>		<p>Termly Review; my proudest moments from this term</p>	
<p>Physical Development (gross motor skills)</p>	<p>Gross motor Fundamental Movement</p> <p>Experiments with different ways of moving.</p> <p>Begin to negotiate space successfully when walking, running and hopping.</p>	<p>Gross motor climbing and balance</p> <p>Develop core muscles and strength to pull bodies up on climbing equipment. Work on balance when climbing and traveling over, under and around obstacles.</p> <p>Learning to ride scooters, tricycles and other wheeled toys</p>	<p>Gross motor Jumping Practice</p> <p>Practice pushing feet down into the ground to jump with increased height and distance.</p> <p>Wheeled toys Bikes, scooters, and other wheeled toys.</p>	<p>Gross motor Throwing and catching</p> <p>Develop hand-eye coordination to propel objects further with increased accuracy and catch fast moving objects.</p> <p>Wheeled toys</p> <p>Bikes, scooters, and other wheeled toys.</p>	<p>Gross motor Kicking and batting</p> <p>Develop co-ordination and eye tracking to kick small and large balls and begin to use a bat.</p> <p>Wheeled toys</p> <p>Bikes, scooters, and other wheeled toys.</p>	<p>Gross motor Multi skills and athletics</p> <p>Practice key skills for Sports Day Activities.</p> <p>Wheeled toys Bikes, scooters, and other wheeled toys.</p>

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	Children to learn how to ride wheeled toys i.e. bikes and scooters					
Physical Development (Fine motor skills)	<p>Fine motor</p> <p>Rolls, pounds, squeezes and pulls play dough</p> <p>Hold and use a range of small tools and objects such as tambourines, jugs, hammers and mark making tools</p> <p>Begin to turn pages in a book</p>	<p>Fine motor</p> <p>Use paintbrushes to explore creating dots, lines, circular strokes: develop wrist action. Snips with scissor: i.e. creating paper snowflakes</p> <p>Manipulate clay to create</p> <p>diva lamps</p> <p>Use different shape sized cutters for making biscuits</p> <p>Use utensils for cooking in small groups</p> <p>Give meaning to the marks that the children are making/drawing</p>	<p>Fine motor</p> <p>Copies circular, vertical, horizontal strokes and lines with mark making tools</p> <p>Construction with a variety of small materials and tools</p> <p>Beginning to make marks that stand for their name</p> <p>Turn pages of books independently</p>	<p>Fine motor</p> <p>Trace shapes and lines with mark making tools</p> <p>Use windup toys and buttons to make things move and go</p> <p>Turn pages of books independently</p>	<p>Fine motor</p> <p>Planting seeds</p> <p>Begin to form some letters in your name</p> <p>Begin to form some letters learnt in phonics</p> <p>Manipulate playdough to make snakes, and small balls</p> <p>Begin to hold mark making tools with tripod grasp</p>	<p>Fine motor</p> <p>To continue practising writing your name</p> <p>Begin to form some letters in learnt phonics</p> <p>Use scissors to cut shapes and lines</p> <p>Paint and draw and represent some detail</p>
	Learn daily routines and handwashing	<p>Eat independently</p> <p>Take on and off winter clothes independently</p>	Learn about oral hygiene and brushing teeth	<p>Assess risk and be safe at home and in school; is it safe?</p> <p>Road Safety</p>	Healthy eating and food	Learn how to look after our bodies in the hot weather

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	<p>Use the toilet independently and/or ask for help if needed</p> <p>Eat and use utensils with greater independence</p>	<p>Assess risk and use resources and equipment in school safely</p>	<p>Try and taste different foods</p> <p>Develop breath control for brain breaks</p>	<p>Talk about the body and name of body parts.</p>	<p>Learn about growth and change in humans and animals</p>	<p>Talk about ways to keep healthy</p>
Maths	<p>Learning the words and actions to counting songs and rhymes</p> <p>Begin to notice numbers in their environment</p> <p>Exploring numbers 1-5 in different ways e.g. counting on fingers</p> <p>Explore building with shapes and noticing them in our environment</p>	<p>Reciting number names in order from 1-10; using counting songs e.g. 1,2,3,4,5, once I caught a fish alive.....</p> <p>Begin to count objects to five using 1:1 correspondence; e.g. fireworks and candles</p> <p>Matching numerals and quantities of objects up to 5</p> <p>Begin to subitize (up to 3 objects)</p>	<p>Begin to recognise and name numerals from 1-10</p> <p>Using 1:1 correspondence count up to 5 objects accurately</p> <p>Separates a group of three or four objects and can see that the total stays the same</p> <p>Comparing size: use Goldilocks and the three bears</p>	<p>Begin to represent quantities using fingers, marks, objects and movements</p> <p>Begin to recognise and name numerals from 1-10</p> <p>Matching a numeral to a quantity (up to 5)</p> <p>To know that a quantity changes if one object is taken away or added (one more/one less)</p> <p>Count steps, claps, jumps etc. (take children on a journey around the playground using different movements to travel)</p>	<p>Children to recognise numerals to 10 and begin to recite them in order</p> <p>Matching the correct number of objects to the corresponding numeral and make the link</p> <p>Comparing quantities using the vocabulary 'more than' 'fewer than' 'same'</p> <p>Representing quantities using fingers, marks, objects</p>	<p>Children to recognise numerals to 10 and begin to recite them in order</p> <p>To match a numeral to a quantity (to 5 and beyond)</p> <p>Estimating how many objects they can see and check by counting them 1:1</p> <p>Create ABAB patterns using colours or objects, i.e. red cube, blue cube, red cube, blue cube.....</p> <p>Notice and correct an error in a repeating pattern</p>

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<p>Expressive Arts and Design (art, music and role play)</p>	<p>Explore colour and colour mixing</p> <p>Use drawing to represent ideas</p> <p>Explore different materials and resources freely</p> <p>Start to develop present play, pretending that one represents another</p> <p>Find our singing voices, explore vocal sounds through singing, instruments and the environmental sounds</p>	<p>Listen with increased attention to sounds</p> <p>Explore different materials, using their senses to investigate them. Manipulate and play with different materials. Using their imagination as they consider what they can do with different materials.</p>	<p>Join Materials and explore different textures</p> <p>Experiment with materials to make simple models which express their ideas-homes and buildings</p> <p>Respond to what they have heard, expressing their thoughts and feelings</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar</p> <p>Draw with complexity and detail</p> <p>Using paintings and drawing to represent emotions</p> <p>Remember and sing entire songs</p>	<p>Begin to develop complex stories using small world equipment, such as dinosaurs, vehicles, figurines</p> <p>Sing the melodic shape (moving melody, such as up and down of familiar songs</p> <p>Sing the pitch of a tone sung by another person (pitch match)</p> <ul style="list-style-type: none"> o Show different emotions in their drawings and paintings 	<p>Make imaginative and complex 'small worlds' around Sealife, such as creatures of the Ocean</p> <p>Play instruments with increasing control to express their feelings and ideas</p> <p>Create their own songs around one they know</p>
<p>Local outings and visits</p>	<p>Settling in</p>	<p>Park walks</p> <p>Post Box visit</p>	<p>Park walks</p>	<p>Emergency Service Visitors</p> <p>Nurse visit</p>	<p>Farm visit</p> <p>Caterpillars – park visit</p> <p>Frogs Spawn – park visit</p>	<p>Teddy Bears Picnic</p>