

Autumn 2025



Nursery Termly Plan

Weekly plans will show the activities, rhymes and songs that will help the children achieve the statements from Development Matters and meet age group checkpoints.

Half Termly Theme	Week	Date	Theme	Phonics Focus on aspects 1, 3 & 4	Maths	Forest School	PE	Understanding the World & Expressive Arts and Design	RE Feelings	Role Play	Vocabulary & Experiences
How do we celebrate?	1	3 rd to 5 th September	Me and My Family Story: The Family Book by Todd Parr Name parts of the body. Talk about the senses and which parts of the body help them to see, touch, taste, smell and hear. How are we the same and different? Where did you go on holiday? How are you feeling today? Who is in your family? Where do you live?		Exploring the Continuous Provision		Who can take off their socks and shoes and put them on again?	Exploring the Continuous Provision Where did you go on holiday? <i>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (N2)</i>		Home Corner	Me, Mummy, Mum, Momma, Daddy, Dad, brother, sister, Grandma, Gran, Granny Nan, Nanny, Grandad, Grandpa, Auntie, Uncle, Cousin Senses, smell, taste, touch, see and hear ~ what words are the children using to talk about objects using their senses?
	2	8 th to 12 th September		Counting, matching, and comparing using the small world play people and houses. <i>Compare quantities using language: 'more than', 'fewer than'. (N2)</i>	Rules and Routines Learning about rules and routines. What happens in a Forest School session?	Explore different ways of moving around the hall. Respond to the sound of the tambourine. Who can stop when they hear the tambourine?	Paint <i>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. (N1)</i> <i>Explore colour and colour-mixing. (N2)</i>	Explore feelings through the book, Colour Monster What make you happy?			
	3	15 th to 19 th September		My House	Counting Count in everyday contexts, sometimes skipping numbers. (N1)	Explore Families	How can we move around the room?	Paint <i>Start to make marks intentionally. (N1)</i>	What other feelings are explored in the book?		

		<p>Who are your Friends? Stories: Colour Monster Stories about the Large Family All in One Piece Peace at Last</p> <p>Songs: Head, shoulders, knees and toes</p> <p>Games: Play Simon Says</p> <p>Rhymes: Nursery Rhymes Finger Rhymes with numbers.</p>	<p>~ Bubbles in the Bath</p>	<p>Say one number for each item in order. (N2)</p>	<p>Can you make a family of sticks, leaves, stones?</p>	<p>Clap and stamp to music. (N1) Develop movement in a controlled space. (N2)</p>	<p>Show different emotions in their paintings, like happiness, sadness, fear etc. (N2)</p> <p>Families Notice differences between people. Make connections between the features of their family and other families. (N1) Begin to make sense of their own life-story and family's history. (N2)</p> <p>Birthdays When is your birthday? How do you celebrate your birthday? Big Book: Party Time</p>	<p>When do you feel sad?</p>		
4	22 nd to 26 th September		<p>My Family ~ My Noisy Family</p>	<p>Patterns Notice patterns and arrange things in patterns. (N1) Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns - stick, leaf, stick. Leaf. (N2)</p>	<p>Explore Pattern Look for patterns outside and describe what is seen. Create abab patterns using natural objects.</p>	<p>Movement Patterns Use and remember sequences and patterns of movement which are related to music and rhythm. (N2)</p>	<p>Drawing Use a range of mark makers to make marks intentionally. (N1) Create closed shapes with continuous lines. And begin to use these shapes to represent objects. (N2)</p> <p>Families Notice differences between people. Make connections between the features of their family and other families. (N1) Begin to make sense of their own life-story and family's history. (N2)</p>	<p>What other feelings are explored in the book? When do you feel excited? Listen to music and respond to how it makes you feel. Respond emotionally and physically to music when it changes. (N1)</p>		
5	29 th September to 3 rd October	<p>Harvest Story: The Enormous Turnip</p>	<p>All about me ~ My Sound</p>	<p>Compare Size Compare sizes, weights etc. using gesture and language - bigger/little/smaller (N1)</p>	<p>Explore Size Find twigs of different sizes</p>	<p>Moving over and under apparatus</p>	<p>Drawing Use a range of mark makers to make marks intentionally. (N1) Create closed shapes with continuous lines. And begin</p>	<p>Visit Church to see if it decorated for Harvest.</p>	<p>Harvest, grow, crops, tractor, combine harvester,</p>	

			<p>What happens in this story? Harvest is a time to help and share, does this happen in this story?</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then' . . . (N2)</p>		<p>Make comparisons between objects relating to size. (N2)</p>			<p>to use these shapes to represent objects. (N2)</p> <p>Music</p> <p>Song: Big, Red Combine Harvester Enjoy and take part in action songs. (N1) Remember and sing entire songs. (N2)</p>		<p>share, enormous, thank you and the names of fruits and vegetables. Locality, village, town, shop, church, field, hill, village hall, farm, house, map, job, bus stop, post box.</p> <p>repeated phrase: They pulled and pulled but could not pull up the enormous turnip . . .</p>
	6	6 th to 10 th October	<p>Stories: The Enormous Watermelon Oliver's Vegetables</p> <p>Songs: Dingle Dangle Scarecrow Big Red Combine Harvester</p>	<p>My listening Ears</p>	<p>Compare Weights Compare sizes, weights etc. using gesture and language - heavy/light (N1) Make comparisons between objects relating to weight. (N2)</p>	<p>Explore Weight</p> <p>Find objects that are heavier or lighter than a given object.</p>	<p>Obstacle course Link to the story ~ Bend and stretch to water the plants, Balance along a bench to see the other animals, roll hoops to represent the windmill, pass a bean bag from one hand to the other as the baker makes the dough etc.</p>	<p>Plants <i>Understand the key features of the life cycle of a plant. (N2)</i></p> <p>Junk Modelling <i>Explore cardboard and its different properties. How can things be joined together? What materials can we use? What materials can be used to decorate the models that are made? Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas. (N1) Use one-handed tools and equipment, for example, making snips in paper with scissors. (N2)</i></p>	<p>Saying thank you for our What food. Would you say thank you for?</p>	
	7	13 th to 17 th October	<p>Autumn Story: The Prickly Hedgehog What happens in the Autumn? What changes can we see?</p>	<p>My local area ~ Drum sounds</p>	<p>Sorting and Matching Combine objects like stacking blocks and cups. Put objects inside others and take them out again. Build with a range of resources. (N1) Make comparisons between objects</p>	<p>Autumn Walk Go on an Autumn walk around the school grounds. Collect different coloured leaves as well as acorns, conkers and keys. Who can find the best key to spin to the ground?</p>	<p>Using scarves think about the leaves floating to the ground as they fall from the trees. Move and dance to music. (N1)</p>	<p>Painting and Drawing <i>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. (N1) Draw with increasing complexity and detail, such as representing a face with a</i></p>	<p>Bible Story ~ The Story of the Sower</p>	<p>Season Colours of leaves ~ red, yellow, orange, brown. Horse Chestnut ~ conker Acorn ~ Oak</p>

			Animals in the Autumn What do some animals do?		relating to similarities and differences. (N2)		Use large-muscle movements to wave flags and streamers. (N2)	circle and including details. (N2)			Hibernation What other animals hibernate? Hedgehog
8	20 th to 24 th October	Diwali Hindu Festival of Lights Story: Dipal's Diwali	I heard	Patterns Notice patterns and arrange things in patterns. (N1) Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns - stick, leaf, stick. Leaf. Notice and correct an error in a repeating pattern. (N2)	What patterns did we see before? What patterns can we see now? Can you make a repeating pattern with Autumn objects?	Movement Patterns Use the apparatus to create movement patterns.	<i>Use all their senses in hands-on exploration of natural materials. (N2)</i> <i>Talk about what they see using a wide vocabulary. (N2)</i>	What festivals are celebrated in the Autumn? Focus on Diwali Diwali Rama and Sita story How is Diwali celebrated? Make Divas lamp from clay	Home Corner	Diwali Celebration Fireworks Decoration, rangoli pattern Getting ready, cleaning, new clothes Food, prepare a feast in the home corner.	

Half Term

Which is the best? (Toys)

	9	3 rd to 7 th November	<p>Bonfire Night</p> <p>Why do we celebrate Bonfire Night?</p> <p>What are the children's experiences of bonfire night?</p>	<p>Things I like to do ~</p> <p>Loud or Quiet</p>	<p>Counting Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. (N1) Fast recognition of up to 3 objects, without having to count them individually (subitising). (N2)</p>	<p>Using Tools</p> <p>What tools are used in Forest School?</p> <p>Find 3 ... Who can find 3 leaves, acorns, pinecones etc.</p>	<p>Bonfire Night Movement Think of words to describe the sounds the fireworks make and them create movements for those words ... boom, bang, explode, sparkle, zigzag, spin, jumping jacks etc.</p>	<p>Sculpture</p> <p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</p> <p>Use their imagination as they consider what they can do with different materials.</p> <p>Make simple models which express their ideas. (N1)</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. (N2)</p>	<p>Care, share and Be Fair</p> <p>What does this mean?</p> <p>How do the children show they care, share and are fair?</p>	<p>Home Corner</p> <p>loud, quiet, bang, pop, explode, fire, bonfire, Guy, firework, rocket, boom, colour names, crackle</p> <p>What other words describe the sound of the fireworks?</p>
	10	10 th to 14 th November	<p>Remembering</p> <p>What do you remember? What helps us to remember? Why do we wear poppies?</p> <p>Book: Magic Grandad's Remembrance Day Video: Two minutes of Rabbits on the battlefield, before, during and after.</p>	<p>Copy Me</p>	<p>Counting Compare amounts, saying 'lots', 'more' or 'same'. (N1) Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Compare quantities using language: 'more than', 'fewer than'. (N2)</p>	<p>Church Yard</p> <p>What can we see in the Church Yard?</p> <p>Why are there poppies in the Church Yard?</p>	<p>Being Still Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. (N1) Skip, hop, stand on one leg and hold a pose for a game like musical statues. (N2)</p>	<p>Respect</p> <p>What does this mean?</p> <p>How do we show respect?</p> <p>When visiting the Church yard how do we show respect?</p>	<p>Home Corner</p> <p>remember, souvenir, poppy, silence, good times, sad times, Kim's Game</p>	

	<p>11</p>	<p>117th to 21st November</p>	<p>Kipper's Toy Box</p> <p>Books: Non-fiction book about Toys</p> <p>What is your favourite toy? At home and at nursery? What materials are toys made out of? Sort toys into those made out of wood, metal, fabric and plastic.</p>	<p>Piggy Patterns</p>	<p>Compare Capacity Compare capacities using gesture and language -more/less (N1) Make comparisons between objects relating to capacity. (N2)</p>	<p>What is made out of wood in the Wild Area? Explore sticks and talk about how they feel and what they can do.</p>	<p>Ball Skills Rolling <i>Enjoy starting to kick, throw and catch balls. (N1)</i> <i>Continue to develop their... ball skills. (N2)</i></p>	<p>Materials <i>Explore materials with different properties. Explore materials, indoors and outside. (N1)</i> <i>Talk about the differences between materials and changes they notice. (N2)</i></p> <p>Continuous provision and adult led activities will be on weekly plans.</p>	<p>Bible Story The House on the Rock</p>		
	<p>12</p>	<p>24th to 28th November</p>	<p>How are these materials different? Use senses to explore the materials.</p>	<p>Where are you?</p>	<p>Shape 2D Complete inset puzzles. (N1) Talk about and explore 2D shapes (for example circles, rectangles, triangles) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'. (N2)</p>	<p>Is there anything made from metal in the Wild Area? Where have you seen metal at Nursery? What words describe how metal feels?</p>	<p>Ball Skills Throwing <i>Enjoy starting to kick, throw and catch balls. (N1)</i> <i>Continue to develop their... ball skills. Start taking part in some group activities which they make up for themselves, or in teams. (N2)</i></p>		<p>Advent Why do we have an advent calendar? Counting down the days to Christmas what do we need to do to prepare?</p>		

	13	1 st to 5 th December	<p>Christmas</p> <p>Story: The Christmas Story</p> <p>Who are the main people? What journeys are in the story?</p> <p>Nativity Play Sets</p>	Piggy Percussion	<p>Position</p> <p>Climb and squeezing selves into different types of spaces. (N1) Understand position through words alone - for example, 'The bag is under the table,' - with no pointing. (N2)</p>	<p>. Is there anything made from plastic in the Wild Area? Explore different objects that are made from plastic. Do they all have the same properties?</p>	<p>Ball Skills Catching</p> <p><i>Enjoy starting to kick, throw and catch balls. (N1)</i></p> <p><i>Continue to develop their... ball skills. Start taking part in some group activities which they make up for themselves, or in teams. (N2)</i></p>	<p>Use what has been learnt through paint, drawing and sculpture to create Christmas cards and decorations.</p> <p>Learn songs for the Christmas performance and perform in front of an audience.</p>	Christmas	<p>Why do we celebrate Christmas? The story of the First Christmas</p>	<p>Christmas Grotto</p>	<p>Christmas, Mary, Joseph, Jesus, God, angels, Bible, donkey, journey, stable, inn, shepherds, star, wise men, gifts.</p>
	14	8 th to 12 th December		My Noisy Feet	<p>Shape 3D</p> <p>Talk about and explore 2D shapes (for example cubes, and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'. (N2)</p>	<p>Christmas Decorations</p> <p>Use materials from outside and simple tools to make decorations.</p>	<p>Ball Games</p> <p><i>Enjoy starting to kick, throw and catch balls. (N1)</i></p> <p><i>Continue to develop their... ball skills. Start taking part in some group activities which they make up for themselves, or in teams. (N2)</i></p>		Christmas	<p>How do we celebrate Christmas? Look at the book 'The Path that runs by the Church.'</p>		
	15	15 th to 19 th December							Christmas	<p>The Christmas performance</p>		
Notes:												

Observations Checkpoints
What can the children do?

Communication and Language		Personal, Social and Emotional Development		Physical Development		Literacy		Mathematics		Understanding the World		Expressive arts and design	
On entry to Nursey	listen and respond to a simple instruction like "Adam, put on your shoes?"	On entry to Nursey	be increasingly curious about my world and want to explore it and be noticed by my adult?	On entry to Nursey	pick up something small with my first finger and thumb (such as a piece of string)?	At the age of 3 I can . . .	enjoy songs and rhymes. Tuning in and paying attention.	At the age of 3 I can . . .	combine objects like stacking blocks and cups and put objects inside others and take them out again.	At the age of 3 I can . . .	repeat actions that have an effect.	At the age of 3 I can . . .	show attention to sound and music.
	use a range of adult like speech patterns (jargon) and at least 20 clear words?						join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.		take part in finger rhymes with numbers.		explore materials with different properties.		respond emotionally and physically to music when it changes.
	understand lots of different single words and some two-word phrases, such as "give me" or "shoes on"?						say some of the words in songs and rhymes.		react to changes of amount in a group of up to three items.		explore natural materials, indoors and outside.		move and dance to music.
Around 2 years old	show an interest in what other children are playing and sometimes join in?	Around 2 years old	start to see myself as a separate person? For example, do I decide what to play with, what to eat, what to wear?	Around 2 years old	run well, kick a ball and jump with both feet off the ground at the same time?		copy finger movements and other gestures.		compare amounts, saying 'lots', 'more' or 'same'.		explore and respond to different natural phenomena in their setting and on trips.		anticipate phrases and actions in rhymes and songs, like 'Peepo'.
	use up to 50 words?						sing songs and say rhymes independently, for example, singing whilst playing.		show counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.		make connections between the features of their family and other families.		explore my voice and enjoy making sounds.

	put two or three words together: "more milk"?						enjoy sharing books with an adult.		count in everyday contexts, sometimes skipping numbers – '1-2-3-5'		notice differences between people.		join in with songs and rhymes, making some sounds.
	frequently ask questions, such as the names of people and objects?						pay attention and respond to the pictures or the words.		climb and squeeze myself into different types of spaces.				make rhythmical and repetitive sounds.
	understand many more words than I can say – between 200 – 500 words?						have favourite books and seek them out, to share with an adult, with another child, or to look at alone.		build with a range of resources.				explore a range of sounds-makers and instruments and play them in different ways.
	understand simple questions and instructions like: "Where's your hat?" or "What's the boy in the picture doing?"						repeat words and phrases from familiar stories.		complete inset puzzles.				notice patterns with strong contrasts and be attracted by patterns resembling the human face.
Around 3 years old	shift from one task to another if you get my attention. Using my name can help "Jason, can you stop now? We're tidying up".	Around 3 years old	enjoy the company of other children and want to play with them?	Around 3 years old	climb confidently, catch a large ball and pedal a tricycle?		ask questions about the book. Make comments and share my ideas.		compare sizes, weights etc. using gesture and language – 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.				start to make marks intentionally.

	<p>use around 300 words? These words include descriptive language. They include words for time (for example, 'now' and 'later'), space (for example, 'over there') and function (for example, they can tell you a sponge is for washing).</p>		<p>sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'?</p>		<p>find it difficult to sit comfortably on a chair?</p>		<p>develop play around favourite stories using props.</p>		<p>notice patterns and arrange things in patterns.</p>				<p>explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p>
	<p>link up to 5 words together?</p>		<p>settle to some activities for a while?</p>		<p>use the toilet and I'm dry most days?</p>		<p>notice the first letter of my name, a bus or door number, or a familiar logo.</p>						<p>express ideas and feelings through making marks and sometimes give a meaning to the marks they make.</p>
	<p>use pronouns ('me', 'him', 'she'), and using plurals and prepositions ('in', 'on', 'under') – these may not always be used correctly to start with.</p>						<p>enjoy drawing freely</p>						<p>enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</p>
	<p>follow instructions with three key words like: "Can you wash dolly's face?"</p>						<p>add some marks to my drawings, which I give meaning to. For example: "That says mummy."</p>						<p>start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</p>

	show that I understand action words by pointing to the right picture in a book? For example: "Who's jumping?"						make marks on my picture to stand for my name.						explore different materials, using all their senses to investigate them.
	Can I shift from one task to another if you fully obtain my attention, for example, by using my name?					At the age of 4 I can . . .	understand print has meaning	At the age of 4 I can . . .	recognise up to three objects without having to count them.	At the age of 4 I can . . .	use all of my senses in hands-on exploration of natural materials.		manipulate and play with different materials.
Questions to consider . . .	Am I a child whose speech is not easily understood by unfamiliar adults? Monitor my progress and consider whether a hearing test might be needed.	Questions to consider . . .	Do I get extremely upset by certain sounds, smells or tastes, and cannot be calmed? Or do I seem worried, sad or angry for much of the time. My adult will need to work closely with my parents and other agencies to find out more about these developmental difficulties				understand print can have different purposes		recite numbers past 5.		explore collections of materials with similar and/or different properties.		use their imagination as they consider what they can do with different materials.
Around the age of 4	use sentences of four to six words – "I want to play with cars" or "What's that thing called?"	Around the age of 4	play alongside others or do I always want to play alone?	Around the age of 4	Do I appear to be overweight?		understand we read English text from left to right and from top to bottom		say one number for each item in order: 1,2,3,4,5.		talk about what I see, using a wide vocabulary.		make simple models which express my ideas.

	use sentences joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver".		take part in pretend play (for example, being 'mummy' or 'daddy'?)		Do I appear to have poor dental health?		understand the names of the different parts of a book		know that the last number reached when counting a small set of objects tells you how many there are in total.		begin to make sense of my own life story and family's history.	At the age of 4 I can . . .	take part in simple pretend play, using an object to represent something else even though they are not similar.
	use the future and past tense: "I am going to the park" and "I went to the shop"?		take part in other pretend play with different roles – being the Gruffalo, for example? Can I generally negotiate solutions to conflicts in my play?		Am I reliably dry during the day?		understand page sequencing		show 'finger numbers' up to 5.		show interest in different occupations.		begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
	answer simple 'why' questions?						spot and suggest rhymes		link numerals and amounts: e.g., showing the right number of objects to match the numeral, up to 5.		explore how things work.		make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
							count or clap syllables in a word		experiment with my own symbols and marks as well as numerals.		plant seeds and care for growing plants.		explore materials freely, in order to develop their ideas about how to use them and what to make.
		Questions to consider . . .	Do I seem worried, sad or angry for much of the time? Do I flit from one thing to the next? Do I seem to stay for over-long periods doing the same thing, and become distressed if I'm encouraged to do something different? You will need to work closely with my parents and other agencies to find out more about these developmental difficulties.				recognise words with the same initial sound, such as money and mother		solve real world mathematical problems with numbers up to 5.		understand the key features of the life cycle of a plant and an animal.		develop their own ideas and then decide which materials to use to express them.

							engage in extended conversations about stories, learning new vocabulary.		Compare quantities using language: 'more than', 'fewer than'.		begin to understand the need to respect and care for the natural environment and all living things.		join different materials and explore different textures.
							use some of my print and letter knowledge in my early writing. E.g., writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.		talk about and explore 2D and 3D shapes (e.g., circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.		explore and talk about different forces they can feel.		create closed shapes with continuous lines and begin to use these shapes to represent objects.
							write some or all of my name.		understand position through words alone – for example, "The bag is under the table," – with no pointing.		talk about the differences between materials and changes I notice.		draw with increasing complexity and detail, such as representing a face with a circle and including details.
							write some letters accurately.		describe a familiar route.		continue to develop positive attitudes about the differences between people.		use drawing to represent ideas like movement or loud noises.
									discuss routes and locations, using words like 'in front of' and 'behind'.		know that there are different countries in the world and talk about the differences they have experienced or seen in photos.		show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
									make comparisons between objects relating to size, length, weight and capacity.				explore colour and colour mixing.

									select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.				show different emotions in their drawings – happiness, sadness, fear.
									combine shapes to make new ones – an arch, a bigger triangle etc.				listen with increased attention to sounds.
									talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.				respond to what I have heard, expressing my thoughts and feelings.
									extend and create ABAB patterns – stick, leaf, stick, leaf.				remember and sing entire songs.
									notice and correct an error in a repeating pattern.				sing the pitch of a tone sung by another person ('pitch match').
									Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then ...'				sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
													create my own songs or improve a song around one I know.

