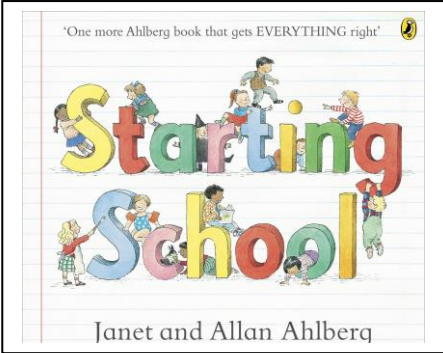
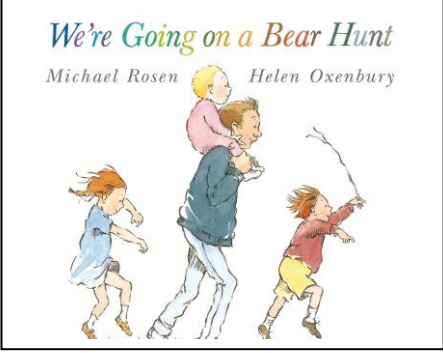
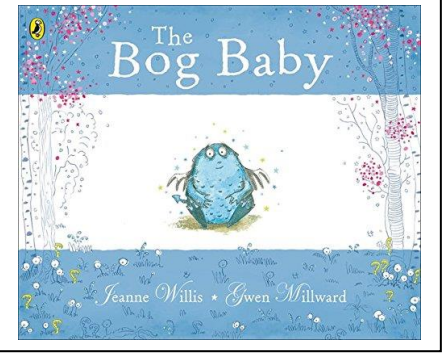


Curriculum Overview for Reception

A u t u m n	This term our topic is - People Autumn 1 – We are special, friendships and animals Autumn 2 – Celebrations (people, culture and communities)			
	Communication and Language (Literacy)			
	<p>Listening skills Talking about my treasure box effectively Joining in with circle times Following instructions Story times</p>			
	Listening, Attention and Understanding		Speaking	
	<ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Describe events in some detail</li> </ul>		<ul style="list-style-type: none"> <li>• Develop social phrases</li> <li>• Engage in story times.</li> <li>• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>•</li> </ul>	
	Personal, Social and Emotional Development			
<p>Jigsaw activities (building relationships) Building confidence, interacting, taking turns, asking for help School rules and routines, fill your buckets, make relationships Treasure boxes Time to talk – intervention <b><u>We are special:</u></b> Getting to know each other, making friends, making choices, being special</p>				
Self-regulation	Managing Self		Building Relationships	

<ul style="list-style-type: none"> <li>Express their feelings and consider the feelings of others.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> </ul>	<ul style="list-style-type: none"> <li>Manage their own needs.</li> </ul>	<ul style="list-style-type: none"> <li>Build constructive and respectful relationships.</li> </ul>
Physical Development		
<p>Dressing and undressing for PE and outdoors          Froggy fingers, holding a pencil          Toileting independence, washing hands          Healthy choices – snack and lunch          Outdoor play, Bollywood dancing (Diwali)</p> <p><b>Gross and fine motor skills intervention</b>          Indoor games          Letter formation          Transporting equipment          Cooking safety, healthy vegetables          Fire safety</p>		
Gross Motor Skills		Fine Motor Skills
<ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</li> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> <li>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</li> </ul>	<ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>	
Literacy		
<p><b>Books:</b>          Starting School          Gruffalo, Bog Babies, We're Going on a Bear Hunt          Winnie the Witch, Winne's Pumpkin, Winnie's Magic Broomstick, Winnie's Magic Dragon</p>		

Bonfire Night poems and information book  
 One Snowy Night, Selection of Xmas stories, eg. The Christmas Story  
 Jolly Postman, Stick Man, Herman’s Letter, Dinosaur that Pooped Christmas  
 Peace at Last, Giraffe’s Can’t Dance, There’s a Bear on my Chair, Foggy, Foggy Chair  
 Freddie and the Fairy, The Very Helpful Hedgehog, Why do Leaves change colour? MUD, The Owl Who Was Afraid of the Dark, Not a Stick.

**Phonics**

Read, Write, Inc (Set 1) - Red Ditty Books

**Literacy:**

Shared reading, recognising name  
 Handwriting pattern – pre writing, letter patterns  
 Writing own name  
 Introduce library

Writing initial sounds, rhyming  
 Continue writing own name  
 Write CVC words (hat, cat, bat)  
 Letter to Santa, news, Christmas cards

Comprehension	Word Reading	Writing
<ul style="list-style-type: none"> <li>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul>	<ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them</li> <li>Read some letter groups that each represent one sound and say sounds for them.</li> <li>Read a few common exception words matched to the school’s phonic programme.</li> </ul>	<ul style="list-style-type: none"> <li>Form lower-case and capital letters correctly.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> </ul>

**Mathematics**

Numbers to 5 Counting to 1, 2 and 3, counting to 4 and counting to 5.

Comparing groups within 5 – Comparing quantities of identical objects. Comparing quantities of non-identical objects.

Shape  
 3D shape, 2D shapes.

Change within 5 – One more and one less. Children say which number is one more and one less than a given number.

Number bonds within 5 – Introducing the part whole model

<u>Space</u> – Spatial Awareness		
Number and Numerical Patterns		
<ul style="list-style-type: none"> <li>Count objects, actions and sounds.</li> <li>Link the number symbol (numeral) with its cardinal number value</li> <li>Compare numbers</li> <li>Understand the ‘one more than/one less than’ relationship between consecutive numbers.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the composition of numbers to 10.</li> <li>Automatically recall number bonds for numbers 0–5.</li> <li>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> <li>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> </ul>	
Understanding the World (Science, Geography, History, RE)		
<u>Science</u> Trip – Bog Babies Autumn – Autumn walk, sense walk, changes in the environment, Winter – Winter soup, Winter walk, changes in the environment, ice – melting and freezing, What’s in the box, Christmas biscuits – changes.	<u>RE</u> Special stories (RE) – The Christmas Story, Diwali (discuss different beliefs and celebrations) Special people (RE) – My family, All about me	
<u>History</u> All about me – Discussions, self-portraits, Transition (We are special) My Family – photographs, treasure boxes Grandparents Day	<u>Geography</u> Trip – Bog Babies Autumn – Autumn walk, sense walk, changes in the environment Winter – Winter soup, Winter walk, changes in the environment, ice – melting and freezing, What’s in the box, Christmas biscuits – changes.	
Past and Present	People, Culture and Communities	The Natural World
<ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the natural world around them.</li> <li>Describe what they see, hear and feel whilst outside.</li> <li>Understand the effect of changing seasons on the natural world around them.</li> </ul>
Expressive Arts and Design (Art and DT)		
Self portraits, clay splats, clay Bog baby, observational paintings, repeating patterns Christmas crafts – Calendars, card, decoration Bonfire or Winnie the Witch chalk pictures Divali – thumb clay pot/decorate Christmas show Music Kapow – Celebration Music unit and exploring sound		

Home Corner, Let's Pretend  
 Three Little Pigs  
 Witch and Wizard's house  
 Camping/cave  
 Christmas Elf Factory and Santa's workshop  
 Christmas performance and singing

Creating with Materials

Being Imaginative

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Create collaboratively sharing ideas, resources and skills.

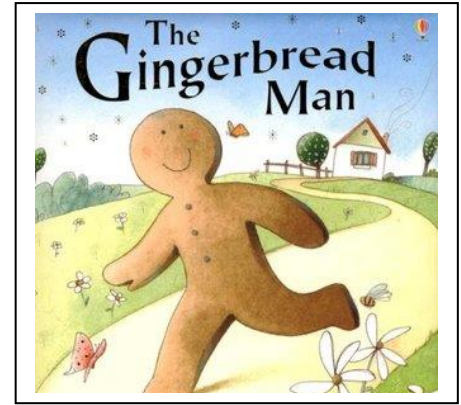
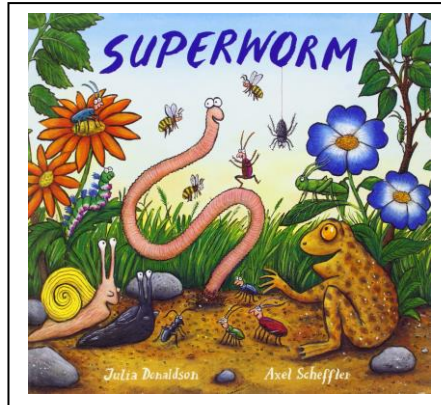
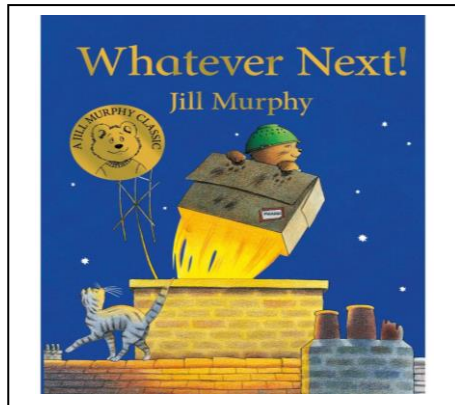
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.

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This term our Topic is - Changes  
 Spring 1 – Space and superheroes  
 Spring 2 – Materials through traditional tales

Communication and Language (Literacy)

Talking about my favourite story  
 Using story language  
 Following instructions  
 Asking questions



Listening, Attention and Understanding

Speaking

- Learn new vocabulary
- Use new vocabulary through the day
- Ask questions to find out more and to check they understand what has been said to them.

- Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.
- Develop social phrases
- Engage in story times.

<ul style="list-style-type: none"> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Learn rhymes, poems and songs.</li> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	
<b>Personal, Social and Emotional Development</b>		
Selecting resources, trying something new, talking about themselves (e.g. what I am good at, how I can improve) Growth mindset, listening effectively  <u><b>Ourselves:</b></u> Asking for help Listening effectively Likes and dislikes Knowing we are different		
<b>Self-regulation</b>	<b>Managing Self</b>	<b>Building Relationships</b>
<ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> </ul>	<ul style="list-style-type: none"> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Manage their own needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Build constructive and respectful relationships.</li> <li>• Think about the perspectives of others.</li> </ul>
<b>Physical Development</b>		
<b>Gross and fine motor skills intervention</b> Gymnastics Letter formation Chinese New Year dancing and movement  Gross and fine motor skills intervention Travelling in different ways, PE equipment safety		
<b>Gross Motor Skills</b>	<b>Fine Motor Skills</b>	
<ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</li> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>	

<ul style="list-style-type: none"> <li>• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>• Develop overall body-strength, balance, co-ordination and agility</li> <li>• Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</li> </ul>	
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**Literacy**

**Books:**  
 Albie – How to save a superhero, Superworm, 10 Little Superheros, Supertato, How to Save a Superhero, Super Daisy, Nat Fantastic  
 Zoom Rocket Zoom, Whatever Next, Q Pottle 5, Toys in Space, You Can't Eat a Princess, Look Up, A Journey Through Space, Alien's Love Underpants  
 Chinese New Year story  
 World Book Day (bring their own books in to read a selection), Charlie Cook's Favourite Book  
 The Gingerbread Man, The Three Little Pigs  
 Non-Fiction Spring book, Non-fiction Space books, Non-fiction Materials books  
 The Trouble with Tadpoles  
 The Easter Story

**Phonics**  
 Read, Write, Inc (Set 1 and 2) - Green Books

**Literacy:**  
 My favourite present  
 Speech bubbles  
 Gingerbread Man story writing  
 Mother's Day Cards  
 Easter card – why I'm special

Comprehension	Word Reading	Writing
<ul style="list-style-type: none"> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul>	<ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read a few common exception words matched to the school's phonic programme.</li> </ul>	<ul style="list-style-type: none"> <li>• Form lower-case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>• Re-read what they have written to check that it makes sense.</li> </ul>

- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.

### Mathematics

Number to 10 – Counting to 6, 7 and 8. Counting to 9 and 10.

Comparing numbers within 10 – Comparing groups up to 10.

Addition to 10 – Combining 2 groups to find the whole number.

Measure – Length, height and distance. Weight.

Number bonds to 10 - Using a ten frame. The part-whole model to 10.

Subtraction – subtraction

Exploring Patterns – making simple patterns, exploring more complex patterns.

### Number and Numerical Patterns

- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value
- Count beyond ten.
- Compare numbers
- Understand the ‘one more than/one less than’ relationship between consecutive numbers.

- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0–10.
- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

### Understanding the World (Science, Geography, History, RE)

#### **Science**

Spring – Spring walk, sense walk, changes in the environment

Lifecycle – caterpillars/butterflies, tadpoles/frogs

Space – Learning about the planets/outer space through stories, Neil Armstrong

Materials – strength of materials (The Three Little Pigs), floating and sinking (Boat for the Gingerbread Man)

Changes – Pancake making/Shrove Tuesday

#### **RE**

Special places (RE) – Our house, our home, Space – compared to our home on Earth

Special times (RE) – Shrove Tuesday, Easter, Mothering Sunday

#### **History**

Chinese New Year – discuss different years/past events

Figures from the past – Neil Armstrong, Buzz Aldrin

Learning about Kandinsky

#### **Geography**

Winter – Winter soup, Winter walk, changes in the environment, ice – melting and freezing, What’s in the box

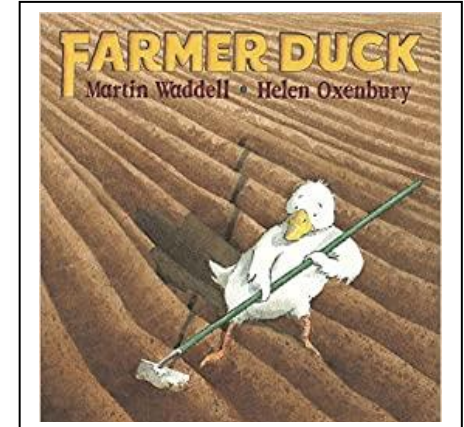
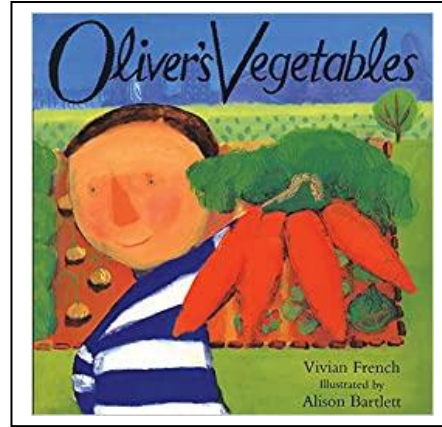
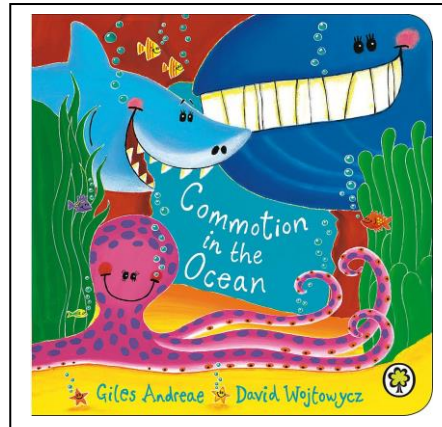
Spring – Spring walk, sense walk, changes in the environment



	Understanding the world around them – living on Earth and comparisons to Outer Space	
	Past and Present	People, Culture and Communities
	<ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>
	The Natural World	
	<ul style="list-style-type: none"> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul>	
	Expressive Arts and Design (Art, DT)	
	<p>Winter snowflake – watercolours and tape, Snowflake cutting          Chinese New Year – dragon handprint (counting link) or use dragon shapes          Design floating boat, make boat, test it – review          Kandinsky          Music Kapow – Music and Movement, Musical stories units.</p> <p>Igloo/Winter, superhero cave, building          Observe and Respond</p>	
	Creating with Materials	Being Imaginative
	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively sharing ideas, resources and skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> </ul>
S u m m	This term our topic is - Place	
	Summer 1 – Growing and farming	
	Summer 2 – Oceans and seaside	
	Communication and Language	

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Talking about Easter diaries  
Show and tell  
Learning new vocabulary  
Answer how/why questions



**Listening, Attention and Understanding**

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

**Speaking**

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

**Personal, Social and Emotional Development**

Co-operative learning  
Working in pairs (assign pairs)  
Working in a group  
Listening to other's ideas  
Transition to Year 1

**Our World:**

Ourselves  
Being healthy  
Keeping clean  
Teeth  
Animals – looking after living things

Self-regulation

Managing Self

Building relationships

<ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>
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Physical Development

Healthy eating  
 Importance of exercise and diet  
 Importance of physical activity

Sport's Day  
 Animal movements  
 Farm to Fork  
 Animals and the food they provide

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

**Books:**

Growing Story, Being Healthy, Oliver's Fruit Salad, Oliver's Vegetables, Farmer Duck, Enormous Turnip  
 Commotion in the Ocean, The Fish who could wish, One Fish, Two Fish, Red Fish, Blue Fish, Dear Mr Polar Bear, Winnie at the Seaside, Tiddler, Sharing a Shell  
 Pirates in Pyjamas, Dear Mermaid, Dougle Deep Sea Diary, Penguin in Peril, The Problem with Penguins, Be Brave Little Penguin, There's a Shark in the Bath  
 The Little Red Hen, Handa's Surprise, Handa's Hen  
 Summer – seasonal non-fiction book, Winnie at the Seaside

**Phonics**

Read, Write, Inc (Set 2 and 3) – Green, Purple, Pink, Yellow Books

**Literacy:**

Captions and sentences (e.g I can... I am good at...)

Lists

Sentence writing

Instructions

Write about times of the day

What can you see...

Handa's Surprise – describing fruits and animals

Comprehension	Word Reading	Writing
<ul style="list-style-type: none"><li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li><li>• Anticipate (where appropriate) key events in stories.</li><li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li></ul>	<ul style="list-style-type: none"><li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li><li>• Read words consistent with their phonic knowledge by sound-blending.</li><li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li></ul>	<ul style="list-style-type: none"><li>• Write recognisable letters, most of which are correctly formed.</li><li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li><li>• Write simple phrases and sentences that can be read by others.</li></ul>

**Mathematics**

Counting on and counting back – Adding by counting on. Taking away by counting back.

Numbers to 20 – Counting to and from 20.

Numerical patterns – Doubling. Halving and sharing. Odds and evens.

Shape – Composing and decomposing shapes

Measure - Volume and capacity.

Sorting – Sorting into 2 groups

Time – My day

**Number and Numerical Patterns**

<ul style="list-style-type: none"><li>• Have a deep understanding of number to 10, including the composition of each number.</li><li>• Subitise (recognise quantities without counting) up to 5.</li></ul>	<ul style="list-style-type: none"><li>• Verbally count beyond 20, recognising the pattern of the counting system.</li><li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other Quantity`.</li></ul>
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<ul style="list-style-type: none"> <li>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul>	Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally	
Understanding the World (Science, Geography, History, RE)		
<u>Science</u> Being healthy – Fruit kebabs, vegetable pizzas, bread making Growing – Farming: animals and their young, animals and their produce Plants – parts of a plant	<u>RE</u> Belonging (RE) – to our class, to our family. Special world (RE) – Poppleton village, York, UK (make comparisons to other countries)	
<u>History</u> Farmer visit – talk about their life and role in society Farming – vehicles and machinery used over time, from past to present Seaside holidays – past and present (compare parents/grandparents’ holidays to those we have now) Understand the past through settings, characters and events encountered in books read in class and storytelling.	<u>Geography</u> Spring – Spring walk, sense walk, changes in the environment Summer – Summer walk, changes to flowers and plants in the natural world Farming – our world, animals and their young, animals and their produce Our local environment – Poppleton village, comparing our village and country to those in Africa (link to Handa’s Surprise)	
Past and Present	People, Culture and Communities	
<ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</li> </ul>	<u>The Natural World</u> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> </ul>
Expressive Arts and Design (Art, DT)		
Vegetable printing, observational drawings of fruit or daffodils Sewing (with parents) Paintings of animals (embellish) POPFEST Kapow Music – Big Band unit  Smoothie/café, Pizza shop, Garden Centre, Vets and Pets, Hairdressers		

	(Observe and Respond)	
	Creating with Materials	Being Imaginative
	<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and song</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>

NB: Autumn and Spring – Reception objectives, Summer – ELG objectives