



Reception - Autumn 1- Theme: My Community

Literacy

We will be listening to a range of stories and begin to retell them. We will begin to learn the features of different types of books. We will start learning our phonics sounds using Read Write Inc scheme to help us with our reading and writing.

Mathematics

We will begin by focusing on matching and sorting. We will be using a wide selection of objects and learning how to sort and match them based on attributes such as colour, size and shape. We will then be making comparisons of sets of objects and amounts using the language of more and fewer. We will move onto comparing mass and capacity. We will then explore pattern, copying, continuing and creating patterns.

Physical Development

We will be experiment with how our bodies move. We will be using small and large apparatus to develop our gross motor skills. We will develop our fine motor skills through a range of activities including: threading, playdough, cutting and exploring anticlockwise movements. In preparation for writing we will learn to hold a pencil in a tripod grip.

Communication and Language

Children will learn to listen and follow instructions. They will build their vocabulary knowledge around the topic and will begin to work with their learning partner. We will record our observations from our visits and talk about them.



Personal, Social and Emotional Development

"Being Me in My World"

We will be learning the rules and routines of school. We will be learning about making friendships and how we can 'fix' a problem. We will look closely at our value of cooperation. We will learn to identify trusted adults in school. We will be learning that we are all different.

Expressive Arts and Design

Exploring media and materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

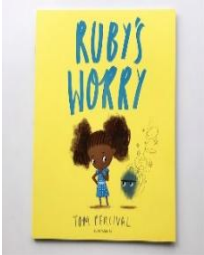
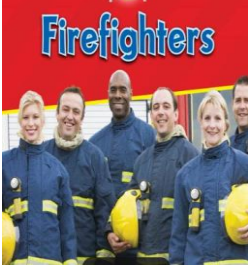
Being imaginative: We will experiment with different tools to draw or paint pictures of ourselves and our families. Using different techniques, the children will be taught how to make a photo frame for these images. We will use role play areas and small world toys to create friendships and explore our families.

Understanding the World

The world: We will learn that there are different types of communities including the family, school and local communities.

People and communities: We will visit places in Stony Stratford and learn how to describe them.

Technology: We will use technology to take photographs of our local area and record our observations.

Phonics	Read Write Inc Set 1 & 2	Read Write Inc Set 1 & 2	Read Write Inc Set 1 & 2	Read Write Inc Set 1 & 2	Read Write Inc Set 1 & 2	Read Write Inc Assessment Week
Literacy	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Contexts	Me and My Community The Colour Monster  Additional text: The Colour Monster Goes to School	Me and My Community Ruby's Worrry 	Me and My Community Firefighters 	Me and My Community The Police 	Me and My Community Don't Worry Little Crab 	Me and My Community The Little Red Hen 

Phonics:

Set 1

m - a - s - d - t - i - n - p - g - o - c - k - u - b - f - e - l - h - s h - r - j - v - y - w
- t h - z - c h - q u - x - n g - n k

Set 2

a y - e e - i g h - o w - o o - o o - a r - o r - a i r - i r - o u - o y

Set 3

a - e - e a - i - e - o - e - u - e - a w - a r e - u r - e r - o w - a i - o a - e w - i r e - e a r - u r e -
t i o u s - t i o n

	Mathematics	Learning Intention and Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1	Getting to know the children	Say different parts of the day at school	Morning, lunch, snack, home time	Tell an adult key time of the day	We do different things in the morning, at lunch, during snack time.
2	Getting to know the children	Say where equipment belongs	In, on, classroom, shared area, outside	Put equipment away in the correct place	Equipment has a special place in the classroom. We can find things easily if we put things away in the right place.
3	Getting to know the children	Count	Count, one, two, three	Know how many children are allowed in each area of provision. Count how many children are in an area to see if there is space to join in.	Count children accurately.
4	Just Like Me! Matching and sorting objects.	Say why a set has been sorted in that way. I can: Match objects I can: Sort objects	same, different, sort, match,	Say what is the same and what is different about the sets. Sort objects into different groups, say why they have put them there.	Objects can be sorted into sets based on attributes such as colour, size or shape. Sorting shows us what is the same and what is different about the sets.
5	Just Like Me! Making Comparisons between groups.	Compare	Big, little, large, small, tall, long, short, heavy, light, equal,	Compare 2 objects saying which is bigger or smaller, lighter or heavier.	Objects can be compared and ordered according to their size, mass or capacity.
6	Just Like Me! Exploring Pattern	Say what the pattern is Continue a pattern Spot a mistake in a pattern	Copy, repeat	Copy a pattern someone else has done. Say what would come next in a pattern. Continue a pattern. Make a repeating pattern using 2 then 3 objects.	Repeating patterns can be copied, continued and created. Patterns can be found in a range of contexts including shapes, colours, sizes, actions and sounds. Start with AB patterns and repeat at least 3 times so that they recognise the pattern.

Week	Expressive Art & Design 	Learning Intention/ Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1	Being imaginative and expressive Display a range of nursery rhyme books and listen to a range of familiar nursery rhymes linked to the theme of families. Sing a variety of familiar nursery rhymes with the children.	Sing a range of well known nursery rhymes and songs.	rhyme verse melody	Be able to sing maintaining pitch	Be able to recite familiar nursery rhymes.
2	Expressive arts and design Show the children a range of different portraits and explain what a self-portrait is. Watch the video. Pupils then use the mirrors to look closely at their own faces and describe themselves before going on to create a portrait. Art and Design KS1 / KS2: How to draw a lifelike self-portrait or portrait - BBC Teach 	Identify features Look carefully Draw/paint what you see	observe feature portrait	Be able to represent people in drawings. Be able to use a variety of drawing tools.	Know what a self-portrait is and how to draw from observation.
3	Lets be friends Creating with materials Ask the children to choose a friend to work with and give each pair a large sheet of paper to decorate. Offer red, blue and yellow ready-mixed paint in pots and large brushes. Ask the children to choose a colour and use a brush to paint the palm of one hand. Ask them to think about what will happen if they hold hands with someone else who has a painted hand. Allow the children to hold 'painty' hands and see what happens. Children can print their handprints onto paper to make patterns. Challenge them to see if they can make all of the colours of the rainbow.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	colour design texture form function	Be able to alter colours by mixing. Be able to use and apply paints using a variety of methods.	Know what the primary colours are.
4	Emergency Vehicles Expressive arts and design  Watch the videos of people who help us. Add pictures of emergency vehicles the construction area and support the children to make their own vehicles to use in their play. Encourage them to look at the special features on the vehicles and find parts to represent them. Invite the	Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients.	features design stick join construct wheel axle vehicle machine	Be able to explore, build and play with a range of resources and construction kits using wheels and axles	Vehicles and machines have wheels and axles to help them move.

	children to talk about their designs and adapt them to make them even better.				
5	Teamwork Expressive arts and design Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients. Provide cardboard tubes, plastic tubes or guttering and small plastic balls, and encourage the children to work together to make a large ball run.	Work as a team.	model structure properties materials gutter tube contstruct upcycle	Be able to construct simple structures and models using a range of materials.	Different materials have different properties and can be used for different purposes.

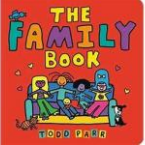
Week	Physical Development	Learning Intention/ Success Criteria	Key Vocabulary	Key Skills	Key Knowledge
					
1	Safely negotiating space, children show good control and coordination in large and small movements. Learning the rules Taking off shoes and socks Using the hall safely Being able to listen to instructions, look for spaces and change direction Be able to run, side-step, skip, jump and hop in different directions.	Travel in different ways. Listen to the instructions Look for spaces Change directions	Moving, safety, control, coordination. Running, Side-stepping, Skipping, Jumping, Hopping	Running, Side-stepping, Skipping, Jumping, Hopping	Vocabulary for different ways of travelling.
2	Safely negotiating space, children show good control and coordination in large and small movements. Learning the rules Using the hall safely Taking off shoes and socks Introduce the pupils to the hall. Teach them how to find a space safely, take their shoes and socks off and listen to instructions. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. provide a variety of balls for the children to play with, for passing,	Travel in different ways. Listen to the instructions Look for spaces Change directions	Moving, safety, control, coordination. Running, Side-stepping, Skipping, Jumping, Hopping	Running, Side-stepping, Skipping, Jumping, Hopping	Vocabulary for different ways of travelling.
3	Safely negotiating space, children show good control and coordination in large and small movements. Learning the rules Using the hall safely Taking off shoes and socks Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. provide a variety of balls for the children to play with, for passing, throwing, kicking and target practice.	Travel in different ways. Listen to the instructions Look for spaces Change directions	Moving, safety, control, coordination. Running, Side-stepping, Skipping, Jumping, Hopping	Running, Side-stepping, Skipping, Jumping, Hopping	Vocabulary for different ways of travelling.

4	Safely negotiating space, children show good control and coordination in large and small movements. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. provide a variety of balls for the children to play with, for passing, throwing, kicking and target practice.	Travel in different ways. Listen to the instructions Look for spaces Change directions	Moving, safety, control, coordination. balance coordination equipment	Running, Side-stepping, Skipping, Jumping, Hopping	Understand the rules of different games and know associated vocabulary.
5	Safely negotiating space, children show good control and coordination in large and small movements. Using the large scale equipment including the balance beam, horse, ladder and cones. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. provide a variety of balls for the children to play with, for passing, throwing, kicking and target practice.	Listen to the instructions Take turns Move in different ways	Moving, safety, control, coordination. balance coordination equipment	Communicating, collaborating and competing, turn taking.	Understand the rules of different games and know associated vocabulary.
6	Safely negotiating space, children show good control and coordination in large and small movements. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. provide a variety of balls for the children to play with, for passing, throwing, kicking and target practice.	Listen to the instructions Take turns Move in different ways	Moving, safety, control, coordination. balance coordination equipment	Communicating, collaborating and competing, turn taking.	Understand the rules of different games and know associated vocabulary.
7	Safely negotiating space, children show good control and coordination in large and small movements. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. provide a variety of balls for the children to play with, for passing, throwing, kicking and target practice.	Listen to the instructions Take turns Move in different ways	Moving, safety, control, coordination. balance coordination equipment	Communicating, collaborating and competing, turn taking.	Understand the rules of different games and know associated vocabulary.
In addition, fine motor skills are taught and practised in EAD, English, Handwriting and specific activities available in continuous provision (inside & outside). Gross motor skills also developed daily, through use of the large outdoor equipment.					

Week	PSED: Being Me in My World 	Learning Intention/Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1	Aware of the boundaries set, and of behavioural expectations in the setting Being me in my world – piece 1 – Who...me? Introduce Jigsaw Jenie and share our names. Discuss how we are the same and how we are different. Begin to teach children who to take part in Calm Me time. Who...me? lesson plan link	I understand how it feels to belong and that we are similar and different. Share my name. Share my favourite toy and explain why I like it. Think about why I am unique.	Unique Same Different Reflect Calm	Listening Sharing Reflecting Following instructions	What does unique mean? Why is being unique important? How am I the same / different to my friend?
2	Children talk about how they and others show feelings Being me in my world – piece 2 – How am I feeling today? Discuss the different emotions children may have felt during their first week of school. Encourage children to share in a circle using sentence starters. Ask the children what we can do to change a negative emotion into a positive one. How am I feeling today? lesson plan link Recognise and manage our feelings. Introduce the Colour Monster- pupils need to be able to identify which colour monster they are each da 	I can start to recognise and manage my feelings. Recognise the feeling. Share my own feelings. Explain how I could change the feeling.	Recognise Feelings Emotions Positive Negative	Listening Speaking clearly Sharing ideas	What emotions do I feel? Can I talk in context about how I feel? Can I identify my emotions and seek help to change them?

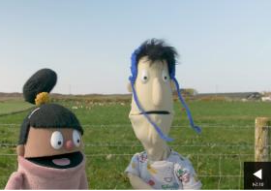
3	Children talk about how they and others show feelings. Being me in my world – piece 3 – Being at school Recognise how their own actions can affect other people. Discuss what it means to be part of Reception at RSS. Consider what we can do to ‘fix’ a problem in school. Being at school lesson plan link	I can work together with others and consider other people’s feelings. Listen to the situation. Think about how other people may be feeling. Work together to find a solution.	Solution Resolution Reflecting Feelings	Listening Sharing ideas Discussing the problem	How can I consider people’s feelings? Why should I think about how others feel? Why should we look after our classroom?
4	Beginning to be able to negotiate and solve problems without aggression. Being me in my world – piece 4 – Gentle hands Think about why using kind words and gentle hands is so important. Consider how other children may feel if we don’t do these things. Talk about what we can do if we see our friends not making the right choices. Gentle hands lesson plan link	I understand why it is good to be kind and use gentle hands. Understand why it is good to be kind and use gentle hands. Consider what may happen if we’re not kind friends.	Gentle Caring Friends Feelings	Listening Speaking clearly Discussing Sharing ideas	How do my actions make other people feel? How would I feel if that happened to me?
5	Aware of the boundaries set, and of behavioural expectations in the setting Being me in my world – piece 5 – Our rights Talk about taking other peoples things – is this ever ok? Talk about our right to feel safe and for our things to be respected. Discuss and understand our class rules and why it is important to follow them. Our rights lesson plan link	I am starting to understand children’s rights and this means we should all be allowed to learn and play. Understand what a ‘right’ is. Understand why having rights is so important. Reflect.	Rights Boundaries Important Feelings Respect	Listening Speaking clearly Discussing Reflection	What rights do you have? How does having rights make you feel? Why it is important to follow our rules in Reception? What would life be like without any rights?
6	Children are confident to speak in a familiar group. Being me in my world – piece 5 – Our responsibilities	I am learning what being responsible means. Understand what responsible means.	Responsibility Relationship Respect Feelings	Listening Speaking clearly Discussing Reflection	What am I responsible for? How does being responsible make me feel?

	Discuss the things we are responsible for and what this means. Understand why being happy and feeling safe is so important at school. Our responsibilities lesson plan link	Understand why being responsible is important. Reflect.			
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Week	Understanding the World	Learning Intention/ Success Criteria	Key Vocabulary	Key Skills	Key Knowledge
					
1	Our School Community Explain to the children that they are part of the school community. Explore together what the word community means. Go for a walk around the school so the children can meet people in the school community who are there to help them. Ask each person to introduce themselves and explain what they do. Ask them to show the children the space where they work and some of the important things they keep there. Take a photograph of each person for the children to remember. Before walking around, ask the children to choose a partner or friend to hold hands with.	Take photographs, draw simple picture maps and collect simple data during fieldwork activities	photograph diagram map save print community observe	Use simple equipment to observe. Gather and record simple data to help answer questions.	Photographs can be used to record our observations. Maps show us a diagram of where we live.
2	 Recycling week Talk about our community. Remind the children of how their community is our family, our school, our local area. How could we keep our areas clean and care for them?	Sort rubbish into recycling and non-recyclable.	recycle sort community	Knowing how to sort objects.	Recycling is part of keeping our community tidy.
3	Me and My family  Read the 'The Family' book. Show the children a picture of yourself as a baby. Who is this? Discuss then discuss how you have changed. How have they changed?	Discuss simple changes as they have grown from being a baby	change grow develop	Be able to observe and describe how humans change over time	People change as they grow and have changed since they were babies, both in their appearance and what they are able to do.

4	Community Helpers. Ask the children to identify people who help us in our community. Think about doctors, nurses, police officers and firefighters. Explain that their local community is the place where they live. Talk about the people who live and work in their community who are there to help them. Watch the video clip about going to the doctors. Provide pictures or books about the emergency services for the children to look at and respond to by writing, drawing and through role play. 	Identify people who help us. Police visit, parent visit.	police fire brigade doctor nurse dentist	Talk about the different occupations that familiar adults and members of their community have.	There are people in our school and wider community who help us.
5	Messy Maps Watch the video and explain what a map is.  Display aerial pictures, photographs of popular landmarks and maps of the local area. Encourage the children to explore the pictures and talk about places they recognise. Ask questions to support the children to talk about places they like to visit in their community and those they live near to or walk past on their way to school. Show the children how to draw a messy map of a journey from school to a local place of interest. Talk about all the places you go past on the way and point them out. Provide the children with large sheets of paper and felt tip pens. Ask them to draw a map of their journey to school and add all the places they go past on the way. Encourage the children to add labels to	Describe my local environment.	map street house school road	Name and talk about man-made features in the local environment, including shops, houses, streets and parks.	Our local area has some human and physical features.

	their map to help describe the journey. Once finished, invite the children to talk through their route.				
6	Tidy Team Talk to the children about everyday jobs that need doing in the classroom. These might include tidying the reading area or sweeping up the sand. Ask them to think about which job they would like to do to help. Invite the children to explain which resources they will need to do their job. Introduce a class jobs board and allocate responsibilities according to the children's preferences.	Know ways to care for their local environment.	tidy clean environment litter	Describe how they can look after their environment.	We need to work together to keep our local environment tidy.
7	Diwali  Talk to the class about festivals and celebrations. Ask the children- what have you celebrated before? Listen to the children's ideas and then read them the story of Diwali. Pupils to create images of themselves at a celebration.	Know some similarities and differences between different religious communities.	celebration Diwali Hindu	Identify different celebrations.	There are different types of celebrations.

White Rose Science to be taught throughout the term					
Autumn	Theme	Vocabulary	Key questions	Adult led	Continuous provision:
Week 1	Me and my small world Farm Animals 	Animal, farm, horse, pig, cow, sheep, body, head, arms, hands, mouth, teeth, legs, feet, field, sty, barn	What is this body part? What is this animal? Where does this animal live?	Describe a farm animal and the children have to guess what it is. Reveal at the end. Talk about where they would find this animal living. Sing the song Head, Shoulders, Knees and Toes and prompt children to join in with the actions. Then play a game where children have to point to the body part that you name.	Set up a farm in the small world. Ask children to bring in photos of their family to share with the class. Encourage them to talk about their families and any similarities and differences they can see. Prompt them to point to key features Bring in baby photos
Week 2	What's in my basket? The food groups 	Fruit, vegetable size, big, little large, small rough, spiky smooth, colour, seed, heavy, light	What is this fruit/vegetable called? What do you notice? Which is the smallest fruit/vegetable?	Read the story 'Handa's Surprise' and bring in a selection of fruits and vegetables to show the children. Talk about how you could sort them in different ways using colour, size etc.	Make fruit kebabs, pupils discuss their choices. Use old fruit and veg in the mud kitchen Bring in seasonal fruits such as pumpkins, cut them open and look at the seeds inside. Provide children with different tools for them to explore the different ways they can remove the seeds. What do they need to use?
Week 3	Senses What are the senses?	Smell, touch, see, hear, taste nose, skin, eyes, ears,	Where is your _____? Which sense are you using to _____?	Go on a senses walk around school grounds.	Make dough with children and add in essential oils to scent the dough. The dough

		mouth tongue, hands, face, head, feel sound sight, sense.	What does it feel/smell/sound/taste/look like?	What can you hear, see, smell.	area could be enhanced further by adding a variety of herbs and spices for children to independently mix in to their dough. Encourage children to explore the different smells. Which is their favourite?
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	Communication and Language 	Learning Intention and Success Criteria	Key Vocabulary 	Key skills 	Key Knowledge 
1	Listening, attention and understanding. Make comments about what they have heard and ask questions to clarify their understanding. Speaking Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. What makes a good listener? Sit the children in a circle and ask them who their friends are. Focus on magnet eyes, looking, listening, thinking and concentrating. Use Read, Write inc hand signals.	Listen carefully	Magnet eyes, Talk, chat, observe who, what, when, where, how, did	Be able to listen to the views and responses of peers.	To listen carefully we need to use our magnet eyes and take turns.
2	Remembering our experience Listening, attention and understanding. Make comments about what they have heard and ask questions to clarify their understanding. Speaking Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Create a bank of photographs of children from throughout their time at school and their visit around school. Explain that this is our community. Display the pictures and ask the children for captions to go with each picture.	Ask questions We can find out more by asking questions.	Look, listen, magnet eyes, ask, answer, who, what, when, where, how, did	Be able to give simple reasons for their answers or opinions. Listen attentively and engage with the speaker, making relevant observations.	Experiences can be remembered and recorded in different ways, including talking, taking photographs, drawing and writing.
3	Families Listening, attention and understanding. Make comments about what they have heard and ask questions to clarify their understanding. Watch the clip about different types of families. Children talk about their families and draw a picture. 	I can: Listen carefully Talk about my family	Look, listen, magnet eyes, ask, answer	During small group or one to one discussion be able to, ask questions to find out more and understand what has been said to them.	All families are special and unique.

4	Listening, Attention and Understanding Make comments about what they have heard and ask questions to clarify their understanding. Speaking Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate. Share your own All About Me! board with the children. Explain that an All About Me! board can show other people the things that are special to them. Show how the board has different sections to complete. Link to the learning last week about families and children create a picture of who is important to them in their world.	I can: Talk to my friends	Look, listen, magnet eyes, ask, answer	Talk to the class about a matter of personal interest. Speak clearly to an audience. Listen attentively and engage with a speaker. Ask simple questions to clarify.	How to ask questions. How to explain what your interests are.
5	Who's Who?- Link to I safe. Listening, Attention and Understanding Make comments about what they have heard and ask questions to clarify their understanding. Speaking Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Spread photographs of people who help us in the community across a table top. These can include photographs of people at school. Ask the children to choose a photo and say who it is and how they help. Provide drawing resources for the children to draw their favourite people. Add children's quotes to their work using the	I can: Identity people who help us.	safe, helpful. Kind, work, job, school.	During small group or one to one discussion, ask questions to find out more and understand what has been said to them.	There are adults in our community who help us. The emergency services help us. The emergency services include the fire service, the police and paramedics. To call the emergency services, dial 999. Other people who help us are doctors, nurses, teachers and postal workers.

British Sign Language

	1	2	3	4	5	6
Autumn 1	<u>Why sign?</u> <u>Communicating with BSL</u>	The Colour Monster 	Hickory Dickory Dock 	Incy Wincy Spider 	 HELLO Wave hand near side of head. <u>Hello</u>	 GOODBYE Wave hand near side of head. <u>Goodbye</u>

During the Autumn 1 half term, children are introduced to British Sign Language, are taught the reasons we sign and explore some familiar stories and nursery rhymes that are shared used British Sign Language. They then begin to learn some of the signs that they can use within their environment.

British Sign Language

Modern Foreign Languages – French

This half term, the children are introduced to the country France and the French language. They explore familiar stories read aloud in French.

	1	2	3	4	5	6	7
Autumn 1	Introduction to France and the French language	The Three Little Pigs <u>Les Trois Petits Cochons</u>	Goldilocks and the Three Bears <u>Boucles d'or et les trois ours</u>	Brown Bear Brown Bear What Do You See? <u>Ours brun, dis-moi</u>	Jack and the Beanstalk <u>Jacques et les haricots magiques</u>	Little Red Riding Hood <u>Petit Chaperon Rouge</u>	https://vimeo.com/637541545/63a43fd56d

Music (Sparkyard scheme)

TERM 1, STEP 1: Hear My Voice

ACTIVITY	Here I Am! Ideal for a single session	My Voice Can... Ideal for a single session	Singing Puppets Ideal for a single session
WHAT'S ACHIEVABLE	★ To sing a welcome song as a group ★ To add actions and movement to a song ★ To share responses to songs and music	★ To experiment with using different voices ★ To sing songs as a group and suggest simple actions ★ To respond to simple musical instructions ★ To copy simple sound and movement patterns	★ To experiment with using different voices ★ To sing songs as a group ★ To respond to musical cues
SONG CHOICE	Hello, Hello Hello, Hello, Good Morning	Hello, Hello Hello, Hello, Good Morning Can You? Look What I Can Do Spider Goodnight I'll Sing This Song	Make A Face One, Two, Three, Four, Five Head, Shoulders, Knees And Toes Incey Wincey Spider Row, Row, Row Your Boat Twinkle, Twinkle Little Star Wind The Bobbin Up
WHAT YOU NEED	A puppet or soft toy	Objects for voice play (e.g. walkie-talkies, phones, funnels, tubes, pipes)	Props/costumes for nursery rhymes; wooden spoons; felt-tip pens; hand puppet with moving mouth
INTER-RELATED DIMENSIONS OF MUSIC	Pulse	Dynamics Pitch Timbre	Dynamics Pitch Rhythm Timbre
MUSICAL SKILLS Click here for the full Musical Skills document	Singing & Voice Play: 1, 2, 6, 7 Listening: 5 Movement & Imagination: 3	Singing & Voice Play: 1, 2, 3, 4 Listening: 1, 4, 6 Movement & Imagination: 3, 4	Singing & Voice Play: 1, 2, 4, 6 Listening: 4, 5 Movement & Imagination: 1, 4, 7
LISTEN/LOOK	Funga Alafia - West African dance song	The song of a lyrebird	Aaa, Kotki Dwa - Polish lullaby Enroulet Le Fil
LESSON FEATURES	 GET PLAYFUL  GET OUTDOORS  TAKE IT HOME	 GET PLAYFUL	 GET PLAYFUL  TAKE IT HOME
EYFS EARLY LEARNING GOALS	Communication & language Physical development Personal, social & emotional development Literacy Mathematics Understanding the world Expressive arts & design		

KEY EYFS EARLY LEARNING GOALS	 Communication & language	 Physical development	 Personal, social & emotional development
	 Literacy	 Mathematics	 Understanding the world

TERM 1, STEP 2: What's The Music Saying?

ACTIVITY	Stretch, Flop, Jig And Rock Ideal for a single session	Sound And Silence Ideal for a single session	Jack-In-The-Box Ideal for a single session
WHAT'S ACHIEVABLE	★ To explore creative movement when singing and playing ★ To move to the pulse of the music	★ To respond to musical instructions ★ To discriminate between sounds ★ To play musical patterns using sound and silence	★ To match movements to music ★ To listen to and follow musical instructions, responding through movement ★ To sing songs as a group
SONG CHOICE	Teddy-Bear Rock There's A Bear In The Fridge	Head, Shoulders, Knees and Toes Put Your Coat On Spider Goodnight	Can You? Look What I Can Do! Head, Shoulders, Knees and Toes Mr Jack-In-A-Box I'm A Scarecrow Spider Goodnight The Animal Train Sleeping Bunnies
WHAT YOU NEED	Teddy bears; a variety of musical instruments including small, hand-held percussion; props to create a stage area; parachute	Teddy bear; collection of percussion instruments; plastic eggs or small containers filled with different materials (e.g. beads, rice, pasta)	Swanee whistle or glockenspiel; number cards (0-10)
INTER-RELATED DIMENSIONS OF MUSIC	Pulse Rhythm Timbre	Dynamics Pitch Structure Timbre	Dynamics Pitch Tempo Timbre
MUSICAL SKILLS Click here for the full Musical Skills document	Listening: 4, 5 Singing & Voice Play: 1, 3, 6, 7 Playing & Exploring: 1 Movement & Imagination: 3, 4, 6, 7	Singing & Voice Play: 1, 2 Listening: 1, 2, 4, 6 Movement & Imagination: 1, 3, 4 Composing & Notating: 5, 6, 8 Playing & Exploring: 1, 2, 9	Singing & Voice Play: 1, 2 Listening: 1, 4, 6 Movement & Imagination: 1, 2, 4, 6, 7
LISTEN/LOOK	Shake, Rattle and Roll or Rock-A-Beatin' Boogie by Bill Haley and His Comets		The Nutcracker by Tchaikovsky 'Doll On A Music Box' and 'Truly Scrumptious' from Chitty Chitty Bang Bang by Richard and Robert Sherman
LESSON FEATURES	 GET PLAYFUL	 GET PLAYFUL	 LEARNING LINK
EYFS EARLY LEARNING GOALS			

KEY EYFS EARLY LEARNING GOALS	Communication & language	Physical development	Personal, social & emotional development
	Literacy	Mathematics	Understanding the world

RECEPTION MUSIC CURRICULUM – MUSICAL SKILLS

LISTENING	SINGING & VOICE PLAY	PLAYING & EXPLORING	MOVEMENT & IMAGINATION	COMPOSING & NOTATING
1 Describe sounds and music using simple language (e.g. loud/quiet/fast/slow/scary). 2 Identify sounds in the environment and match instruments to sounds. 3 Describe and compare sounds created by instruments and voices. 4 Listen and respond to simple musical instructions (e.g. performing correct action, stopping when the music stops, responding to changes in dynamics or tempo). 5 Listen to music and respond with simple ideas 'the music makes me think of...' 6 Listen and remember a sequence of sounds (e.g. high, low, high).	1 Join in with familiar songs as part of the class or small group. 2 Build a bank of familiar songs and rhymes (e.g. counting songs, nursery rhymes, routine songs) and talk about them with others. 3 Use singing voice in play activities (e.g. in role play, playing in sand). 4 Experiment with voice sounds (long, short, high, low sliding, humming) and understand the difference between a 'speaking' and a 'singing' voice. 5 Copy simple phrases showing an awareness of pitch and rhythm. 6 Respond to the structure or mood of a song or rhyme (e.g. anticipating a chorus, adding appropriate actions or changing voice). 7 Show an awareness of others when singing and performing (e.g. taking turns in musical games, working with a partner, showing awareness of audience).	1 Experiment with different ways to create sound in both play and teacher-led activities (e.g. using instruments, sound-makers, body percussion). 2 Handle instruments and sound-makers with increasing control (e.g. tapping claves together), using simple dynamics (loud, quiet) and tempo (e.g. fast, slow). 3 Name instruments and sort them by their material (e.g. wood, metal) or how they are played (e.g. shake, tap). 4 Improvise instrumental and vocal sounds in response to a stimulus (e.g. loud sounds for lion, squelchy sounds for 'mud'). 5 Use instruments to accompany a simple song (e.g. tapping the pulse or adding simple tuned accompaniment). 6 Play simple rhythms and melodies from songs (e.g. tapping syllables). 7 Explore the effect of combining sounds. 8 Respond to simple musical cues (e.g. knowing when to start and stop, simple dynamics). 9 Experiment with simple musical patterns (e.g. tap, shake, tap, shake; high, low, high).	1 Move to the pulse of the music when singing. 2 Tap pulse and/or simple rhythms 3 Explore a range of expressive movements to match sounds (e.g. actions, body percussion, dance). 4 Respond to agreed musical cues (e.g. adding appropriate action, stretching tall as the music gets higher). 5 Listen and copy simple sound and movement sequences. 6 Invent movements in response to musical cues (e.g. circling dance ribbon slowly to match slow music; mark-making to music). 7 Respond freely to songs and music, exploring ideas and following own paths of interest.	1 Choose sounds for a purpose, trying out and adjusting musical ideas. 2 Choose descriptive sounds to match characters or objects (e.g. bells for twinkly stars). 3 Play with the structure of a simple song to create new versions (e.g. replacing words, adding actions). 4 Create simple musical patterns (e.g. play/stop/play/stop; saucepan/sieve/saucepan; loud/quiet/loud/quiet). 5 Follow simple notation (e.g. picture cards). 6 Use a variety of notations to represent musical ideas (e.g. pictorial, natural objects, storyboards). 7 Create music from non-musical starting points (e.g. artwork, movement, nature). 8 Reflect on music-making (e.g. what worked well/what could we change?).

