



## Reception Curriculum Overview

*The Development Matters statements are used throughout the year, working towards the Early Learning Goals.*

*This document outlines the order of the teaching sequence. Refer to individual subject plans for more detail.*

Theme	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	London – Let’s Explore	Heroes People who help us	What’s Inside? My family/Homes	Around the World	Grow, grow, grow	Splish Splosh!
	<u>Key Text:</u> • ‘Naughty Bus’ • Whole School theme book • ‘Amazing’ Steve Antony • Non-fiction theme homes/habitats	<u>Key Text:</u> • Rapunzel (Once Upon A World) • ‘Superpower Like Mine’ Dr Ranj • Non-fiction theme space and people who help us in our community	<u>Key Text:</u> • Gruffalo • ‘Home’ Carson Ellis • Non-fiction theme author research	<u>Key Text:</u> • Chapati Moon • Celebrations around the world • Non-fiction theme different cultures, food.	<u>Key Text:</u> • Hey you! Dapo Adeola • Nature Trail Benjamin Zephaniah • Non-fiction theme growing	<u>Key Text:</u> • Julian is a Mermaid by Jessica Love • Billy’s Bucket • Non-fiction on water habitats and animals
<b>Poetry</b>			Poems from Caribbean Poets- A Caribbean Dozen by John Agard and Grace Nichols			
<b>Author Focus</b>	<u>Jill Murphy</u>		<u>Tamara Pozzoli</u>		<u>Matt De La Pena</u>	
<b>Literacy</b>	<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> <li>• Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <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>				<b>Early Learning Goals</b> <b>Comprehension</b> <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> <b>Word Reading</b> <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> </ul>	

					<ul style="list-style-type: none"> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>Writing</b></p> <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>	
<b>Let's Talk English LTE</b>	Training children for LTE speaking, take turns	Training children for LTE speaking, take turns	Talk partner talk	Asking questions/listening and repeating in pairs	Asking questions/listening and repeating in groups of 3	Working in groups of 3
<b>Poetry</b>	Nursery Rhymes Recognising rhyming words		Nursery Rhymes Recognising rhyming words Learning & Performing a poem		Nursery Rhymes Recognising rhyming words Composing a poem	
<b>Phonics</b>	<p><b>Phase 2</b></p> <p>Week 1 s a t p</p> <p>Week 2 i n m d</p> <p>Week 3 g o c k is</p> <p>Week 4 c k e u r I</p> <p>Week 5 h b f l the</p>	<p><b>Phase 2</b></p> <p>Week 1 ff ll ss j put* pull* full* as</p> <p>Week 2 v w x y and has his her</p> <p>Week 3 z zz qu words with s /s/ added at the end (hats sits) ch</p> <p>go no to into</p> <p>Week 4 sh th ng nk she push* he of</p> <p>Week 5 • words with s /s/ added at the end (hats sits)</p> <ul style="list-style-type: none"> <li>• words ending s /z/ (his) and with s /z/ added at the end (bags)</li> </ul> <p>we me be</p>	<p><b>Phase 3</b></p> <p>Week 1 ai ee igh oa</p> <p>Week 2 oo oo ar or was you they</p> <p>Week 3 ur ow oi ear my by all</p> <p>Week 4 air er words with double letters: dd mm tt bb rr gg pp ff</p> <p>are sure pure</p> <p>Week 5 longer words</p>	<p><b>Review Phase 3</b></p> <p>Week 1: ai ee igh oa oo ar or ur oo ow oi ear Review all taught so far</p> <p>Secure spelling</p> <p>Week 2 review</p> <p>Phase 3: er air words with double letters longer words</p> <p>Week 3 words with two or more digraphs</p> <p>Week 4 longer words</p> <p>words ending in -ing</p> <p>compound words</p> <p>Week 5 longer words</p> <p>words with s in the middle /z/ s words ending -s</p>	<p><b>Phase 4</b></p> <p>Week 1 short vowels</p> <p><b>CVCC</b> said so have like</p> <p>Week 2 short vowels</p> <p><b>CVCC CCVC</b> some come love do</p> <p>Week 3 short vowels</p> <p><b>CCVCC CCCVC CCCVCC</b> longer words</p> <p>were here little says</p> <p>Week 4 longer words</p> <p>compound words</p> <p>there when what one</p> <p>Week 5 root words ending in:</p> <p>-ing, -ed /t/, -ed /id/ /ed/ -est</p> <p>out today</p>	<p><b>Phase 4 extended words</b></p> <p>Week 1 long vowel sounds <b>CVCC CCVC</b></p> <p>Review all taught so far</p> <p>Secure spelling</p> <p>Week 2 long vowel sounds</p> <p><b>CCVC CCCVC CCV CCVCC</b></p> <p>Week 3 <b>Phase 4</b> words ending -s /s/</p> <p>Phase 4 words ending -s /z/</p> <p>Phase 4 words ending -es</p> <p>longer words</p> <p>Week 4 root word ending in:</p> <p>-ing, -ed /t/, -ed /id/ /ed/, -ed /d/</p> <p>Week 5 root word ending in:</p> <p>-er, -est</p> <p>longer words</p>

				words with –es at end /z/		
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Count objects, actions and sounds.</li> <li>Subitise.</li> <li>Link the number symbol (numeral) with its cardinal number value.</li> <li>Count beyond ten.</li> <li>Compare numbers.</li> <li>Understand the ‘one more than/one less than’ relationship between consecutive numbers.</li> <li>Explore the composition of numbers to 10.</li> <li>Automatically recall number bonds for numbers 0-5 and some to 10.</li> <li>Select, rotate and manipulate shapes 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> <li>Continue, copy and create repeating patterns.</li> <li>Compare length, weight and capacity.</li> </ul>				<p><b>Early Learning Goals</b></p> <p><b>Number</b></p> <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> <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> <p><b>Numerical Patterns</b></p> <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> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	
	<p><b>Mastering Number</b></p> <p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p><b>Number Patterns</b></p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p>	<p><b>Mastering Number</b></p> <p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <p><b>Number Patterns</b></p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>	<p><b>Mastering Number</b></p> <p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p><b>Number Patterns</b></p> <p>Continue, copy and create patterns. Compare length, weight and capacity.</p>			
	<p><b>Shape, Space and Measure</b></p> <ul style="list-style-type: none"> <li>Pupils can select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> <li>Pupils can continue, copy and create repeating patterns (AB and ABB patterns).</li> <li>Pupils can make their own ABBC pattern.</li> </ul>	<p><b>Shape, Space and Measure</b></p> <ul style="list-style-type: none"> <li>Pupils can understand and use the language: next to, between, below, above, under, in front, behind, close to, far away.</li> <li>Pupils can understand and use the language: forwards, backwards,</li> </ul>	<p><b>Shape, Space and Measure</b></p> <ul style="list-style-type: none"> <li>Pupils can find 2D shapes within 3D shapes.</li> <li>Pupils can identify straight and curved sides on 2D shapes and flat and curved faces on 3D shapes.</li> <li>Pupils can identify and name 3D shapes (cylinder, cube, cuboid, sphere) and talk about their properties.</li> </ul>			

	<ul style="list-style-type: none"> <li>-Pupils can understand morning, afternoon, day and night.</li> <li>-Pupils can recite days of the week.</li> <li>-Pupils are beginning to understand yesterday, today, tomorrow.</li> <li>-Pupils can order a simple sequence of events.</li> </ul>	<ul style="list-style-type: none"> <li>sideways, through, above, below, opposite.</li> <li>-Pupils can understand and use the words: near, far, direction, left, right, towards, fast, slow, nearest, furthest.</li> <li>-Pupils can make a direct comparison using tall and short.</li> </ul>	<ul style="list-style-type: none"> <li>-Pupils can use language and make direct comparisons of capacity.</li> <li>-Pupils can use language and make direct comparisons of weight.</li> </ul>
<b>Communication &amp; Language</b>	<ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary through the day.</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</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> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• Develop social phrases.</li> <li>• Engage in story times.</li> <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>• Listen carefully to rhymes and songs, paying attention to how they sound.</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>		<p><b>Early Learning Goals</b>  <b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.</li> <li>• 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.</li> </ul>
<b>Personal, Social &amp; Emotional Development</b>	<ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> <li>• Manage their own needs. <ul style="list-style-type: none"> <li>- Personal hygiene</li> </ul> </li> <li>• Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> <li>- regular physical activity - sensible amounts of ‘screen time’</li> <li>- healthy eating - having a good sleep routine</li> </ul> </li> </ul>		<p><b>Early Learning Goals</b>  <b>Self-Regulation</b></p> <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> <p><b>Managing Self</b></p>

	- tooth brushing - being a safe pedestrian				<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> <p><b>Building Relationships</b></p> <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>	
<b>RSHE</b>	<b>BM (Being Me in My World)</b> 'Who am I and how do I fit?'	<b>CD (Celebrating Difference)</b> Respect for similarity and difference. Anti-bullying and being unique	<b>DG (Dreams and Goals)</b> Aspirations, how to achieve goals and understanding the emotions that go with this	<b>HM (Healthy Me)</b> Being and keeping safe and healthy	<b>RL (Relationships)</b> Building positive, healthy relationships	<b>CM (Changing Me)</b> Coping positively with change
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> <li>- rolling - walking - running - skipping</li> <li>- crawling - jumping - hopping - climbing</li> </ul> </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>• 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>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Combine different movements with ease and fluency.</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 and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>• Develop the foundations of a handwriting style, which is fast, accurate and efficient.</li> <li>• Further develop the skills they need to manage the school day successfully:</li> </ul>				<p><b>Early Learning Goals</b></p> <p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing</li> </ul>	

	<ul style="list-style-type: none"> <li>- lining up and queuing</li> <li>- mealtimes</li> </ul>					
<b>P.E.</b>	<b>Transition into PE</b>  <b>Additional daily activities:</b> 5-a-day.TV Time-2-chill (7 minutes per day movement)	<b>Locomotion: Walking</b> <ul style="list-style-type: none"> <li>• Explore/develop walking</li> <li>• Explore walking in different pathways</li> <li>• Sustain walking</li> <li>• Explore marching</li> <li>• Apply walking into a game</li> </ul>	<b>Locomotion: Jumping</b> <ul style="list-style-type: none"> <li>• Explore/develop jumping</li> <li>• Apply jumping into a game</li> <li>• Jumping for distance</li> <li>• Explore jumping high</li> <li>• Explore hopping</li> </ul>	<b>Ball Skills Hands 1</b> <ul style="list-style-type: none"> <li>• Explore pushing</li> <li>• Explore rolling</li> <li>• Explore bouncing</li> <li>• Explore bouncing into space</li> <li>• Combine pushing and rolling</li> <li>• Combine rolling, pushing and bouncing</li> </ul>	<b>Ball Skills Feet</b> <ul style="list-style-type: none"> <li>• Explore moving with a ball using our feet</li> <li>• Develop moving with a ball using our feet</li> <li>• Understand dribbling</li> <li>• Develop dribbling against an opponent</li> </ul>	<b>Ball Skills Hands 2</b> <ul style="list-style-type: none"> <li>• Explore throwing overarm</li> <li>• Explore throwing underarm</li> <li>• Explore rolling</li> <li>• Explore stopping a ball</li> <li>• Explore catching</li> </ul>
<b>Understanding the World</b>	<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> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> <li>• Draw information from a simple map.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <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>				<b>Early Learning Goals Past and Present</b> <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> <b>People, Culture and Communities</b> <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, non-fiction texts and (when appropriate) maps.</li> </ul> <b>The Natural World</b>	

					<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>	
<b>Expressive Arts &amp; Design</b>	<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> <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> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Develop storylines in their pretend play.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>				<p><b>Early Learning Goals</b></p> <p><b>Creating with Materials</b></p> <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> <p><b>Being Imaginative and Expressive</b></p> <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 songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</li> </ul>	
<b>Music</b>	<b>I've got a grumpy face</b>	<b>Witch Witch</b>	<b>Cuckoo Polka</b>	<b>Up and Down</b>	<b>Down There Under the Sea</b>	<b>Slap, Clap, Clap</b>
<b>Sing Up (3 week units)</b>	Focus: Timbre, beat, pitch contour Objectives: • Make up new words and actions about different emotions and feelings. • Explore making sound with voices and percussion instruments to create different feelings and moods. • Sing with a sense of pitch, following	Focus: Call-and-response, pitch (la-so-mi-do), timbre. Objectives: • Make up a simple accompaniment using percussion instruments. • Use the voice to adopt different roles and characters. •	Focus: Active listening, beat, pitch (so-mi), vocal play. Objectives: • Explore the range and capabilities of voices through vocal play. • Develop a sense of beat by performing actions to music. • Develop active listening skills by recognising the 'cuckoo call' in a piece	Focus: Pitch contour rising and falling, classical music. Objectives: • Make up new lyrics and accompanying actions. • Sing and play a rising and falling melody, following the shape with voices and on tuned percussion. • Use appropriate hand actions to mark a changing pitch.	Focus: Timbre, structure, active listening, tune moving in step (stepping notes), soundscape. Objectives: • Develop a song by composing new words and adding movements and props. • Sing a song using a call-and-response structure. • Play sea sound effects on percussion instruments. • With some support, play a call-and-response phrase comprising a short,	Focus: Music in 3-time, beat, composing and playing. Objectives: • Compose a three-beat body percussion pattern and perform it to a steady beat. • Sing a melody in waltz time and perform the actions. • Transfer actions to sounds played on percussion instruments. • Listen

	the shape of the melody with voices. • Mark the beat of the song with actions.	Match the pitch of a four-note (la-so-mi-do) call-and-response song.	of music (so-mi). • Enjoy moving freely and expressively to music.		stepping tune (C-D-E). • Listen to a range of sea-related pieces of music and respond with movement.	actively to music in 3/4 time. • Find the beat and perform a clapping game with a partner.
	<b>The sorcerer's apprentice</b>	<b>Row, Row, Row your boat</b>	<b>Shake My Sillies Out</b>	<b>Five Fine bumblebees</b>	<b>It's Oh So Quiet</b>	<b>Bow, Bow, Bow, Belinda</b>
	Focus: Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre. Objectives: • Explore storytelling elements in the music and create a class story inspired by the piece. • Identify and describe contrasts in tempo and dynamics. • Begin to use musical terms (louder/quieter, faster/slower, higher/lower). • Respond to music in a range of ways e.g. movement, talking, writing.	Focus: Beat, pitch (step/leap), timbre. Objectives: • Make up new lyrics and vocal sounds for different kinds of transport. • Sing a tune with 'stepping' and 'leaping' notes. • Play a steady beat on percussion instruments.	Focus: Timbre, pitch (higher/lower), tempo (faster/slower), beat. Objectives: • Create a sound story using instruments to represent different animal sounds/movements. • Sing an action song with changes in speed. • Play along with percussion instruments. • Perform the story as a class. • Listen to music and show the beat with actions.	Focus: Timbre, tempo, structure (call-and-response), active listening. Objectives: • Improvise a vocal/physical soundscape about minibeasts. • Sing in call-and-response and change voices to make a buzzing sound. • Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo. • Listen to a piece of classical music and respond through dance.	Focus: Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments. Objectives: • Improvise music with different instruments, following a conductor. • Compose music based on characters and stories developed through listening to Beethoven's 5th symphony. • Play different instruments with control. • Explore dynamics with voices and instruments. • Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles.	Focus: Beat, active listening, instrumental accompaniment. Objectives: • Invent and perform actions for new verses. • Sing a song while performing a sequence of dance steps. • Play a two-note accompaniment, playing the beat, on tuned or untuned percussion. • Listen to and talk about folk songs from North America.