

Reception Curriculum

Communication & Language		
Autumn	Spring	Summer
<p><u>Listening, attention and understanding</u></p> <ul style="list-style-type: none"> - Enjoys listening to longer stories and can remember much of what happens. - Pays attention to more than one thing at a time. - Uses a wider range of vocabulary. - Understands a question or instructions that has two parts. - Understands 'why' questions. - Understands how to listen carefully and why listening is important. - Learns new vocabulary - Listens carefully to rhymes and songs <p><u>Speaking</u></p> <ul style="list-style-type: none"> - Can talk about what is happening in stories. - Sings a large repertoire of songs. - Knows many rhymes. - Can talk about familiar books and be able to tell a long story. - Uses longer sentences of four to six words. - Can express a point of view. - Can debate when they disagree with a friend or adult, using words as well as actions. - Starts a conversation with an adult or friend and can continue it for many turns. - Uses talk to organise themselves and their play. - Joins simple sentences with 'because', 'or', 'and'. - Begin to use a range of tenses. - Uses new vocabulary through the day. - Engages in storytimes. - Retells stories once they've developed familiarity with the text. - Asks questions to find out more and to check they understand what has been said to them - Develops social phrases. 	<p><u>Listening, attention and understanding</u></p> <ul style="list-style-type: none"> - Understands how to listen carefully and why listening is important. - Learns new vocabulary - Listens carefully to rhymes and songs, paying attention to how they sound - Engages in non-fiction books - Uses new vocabulary through the day. <p><u>Speaking</u></p> <ul style="list-style-type: none"> - Engages in storytimes. - Articulates their ideas and thoughts into well-formed sentences. - Connects one idea or action to another using a range of connectives. - Describes events in some detail. - Uses talk to help work out problems and organise thinking and activities. - Uses problem-solving words and phrases e.g. 'so that...', 'because...', 'I think it is...', 'you could...', 'it might be...' - Uses talk to explain how things work. - Uses talk to explain why things might happen. - Retells stories once they've developed familiarity with the text. - Listens to and talks about stories to build familiarity and understanding. - 	<p><u>Listening, attention and understanding</u></p> <ul style="list-style-type: none"> - Understands how to listen carefully and why listening is important. - Learns new vocabulary <p><u>Speaking</u></p> <ul style="list-style-type: none"> - Engages in storytimes. - Listens carefully to rhymes and songs, paying attention to how they sound. - Retells stories once they've developed familiarity with the text. - Listens to and talks about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. - Uses new vocabulary in different contexts. - Learns poems. - Engages in non-fiction books.

Key:

3-4 year old statements

Reception statements

bold= developed throughout the year

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Personal, Social and Emotional Development		
Autumn	Spring	Summer
<p>Building relationships</p> <ul style="list-style-type: none"> - Show more confidence in new social situations. - Play with one or more other children, extending and elaborating play ideas. - Talk with others to solve conflicts <p>Build constructive and respectful relationships</p> <p>Managing Self</p> <ul style="list-style-type: none"> - Beginning to remember rules without needing an adult to remind them. - Talks about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. - Begins to understand how others may be feeling. - Be increasingly independent when dressing, undressing and meeting their own care needs - Make healthy choices about food, drink, activity and toothbrushing <p>Self-Regulation</p> <ul style="list-style-type: none"> - Become more outgoing with unfamiliar people in the setting. - Sees themselves as a valuable individual - Express their feelings - Consider the feelings of others <p>Jigsaw PSHE</p> <ul style="list-style-type: none"> - I understand how it feels to belong and that we are similar and different. - I can start to recognise and manage my feelings. - I enjoy working with others to make school a good place to be. - I understand why it is good to be kind and use gentle hands. - I am starting to understand children’s rights and this means we should all be allowed to learn and play. - I am learning what being responsible means. - I can identify something I am good at and understand everyone is good at different things. - I understand that being different makes us all special. - I know we are all different but the same in some ways. - I can tell you why I think my home is special to me. - I can tell you how to be a kind friend. - I know which words to use to stand up for myself when someone says or does something unkind. 	<p>Building relationships</p> <ul style="list-style-type: none"> - Build constructive and respectful relationships - Think about the perspectives of others <p>Managing Self</p> <ul style="list-style-type: none"> - Shows resilience and perseverance in the face of challenge. - Manages their own needs- personal hygiene - Knows and talks about the importance of regular physical activity, healthy eating and tooth brushing. <p>Self-Regulation</p> <ul style="list-style-type: none"> - Consider the feelings of others <p>Jigsaw PSHE</p> <ul style="list-style-type: none"> - I understand that if I persevere I can tackle challenges. - I can tell you about a time I didn’t give up until I achieved my goal. - I can set a goal and work towards it. - I can use kind words to encourage people. - I understand the link between what I learn now and the job I might like to do when I’m older. - I can say how I feel when I achieve a goal and know what it means to feel proud. - I understand that I need to exercise to keep my body health. - I understand how moving and resting are good for my body. - I know which foods are healthy and not so healthy and can make healthy eating choices. - I know how to help myself go to sleep and understand why sleep is good for me. - I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet. - I know who my safe adults are and how to stay safe if they are not close by me. 	<p>Building relationships</p> <ul style="list-style-type: none"> - Build constructive and respectful relationships <p>Managing Self</p> <ul style="list-style-type: none"> - Knows and talks about the importance of sensible amounts of ‘screen time’, having a good sleep routine and being a safe pedestrian. <p>Self-Regulation</p> <ul style="list-style-type: none"> - Consider the feelings of others <p>Jigsaw PSHE</p> <ul style="list-style-type: none"> - I can identify some of the jobs I do in my family and how I feel like I belong. - I know how to make friends to stop myself from feeling lonely. - I can think of ways to solve problems and stay friends. - I am starting to understand the impact of unkind words. - I can use Calm Me time to manage my feelings. - I know how to be a good friend. - I can name parts of the body. - I can tell you some things I can do and foods I can eat to be healthy. - I understand that we all grow from babies to adults. - I can express how I feel about moving to Year 1. - I can talk about my worries and/or the things I am looking forward to about being in Year 1. - I can share my memories of the best bits of this year in Reception.

Physical Development		
Autumn	Spring	Summer
<p>Gross Motor Skills</p> <ul style="list-style-type: none"> - Can use scooters, trikes or bikes. - Goes up steps/apparatus using alternate feet. 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> - Demonstrates the ability to roll, crawl, walk, jump, run, hop, skip and climb. 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> - Demonstrates the ability to roll, crawl, walk, jump, run, hop, skip and climb.

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<ul style="list-style-type: none"> - Can skip, hop and stand on one leg. - Can hold a pose like a statue. - Can use large-muscle movements e.g. wave a flag or streamers. - Takes part in some group activities which they make up for themselves or in teams. - Can remember sequences and patterns of movement related to music and rhythm - They can decide how they travel along apparatus based on their developing physical skills. - Can choose appropriate resources to carry out a plan. - Works with others to manage large items e.g. carrying a plank with a friend. - Demonstrates the ability to roll, crawl, walk, jump, run, hop, skip and climb. - Use their core muscle strength to achieve a good posture when sitting at a table or on the floor. - Develop the overall body strength, co-ordination, balance and agility - Develop a range of ball skills including throwing and catching <u>Fine Motor Skills</u> - Uses one-handed tools and equipment - Uses a comfortable grip with good control for holding pens/pencils. - Start to eat independently and learning how to use a knife and fork - Shows a preference for a dominant hand. - Becomes more independent as they get dressed/undressed. - Can use a range of tools competently, safely and confidently <u>Get Set 4 P.E</u> - Move around safely and with control. - Have an awareness of others and items in the teaching space. - Take turns when instructed. - Understand that I can make different shapes with my body. - Know that I should be still when holding a balance. - Know that I can change my body shape to help me to roll - Know that bending my knees will help me to land safely - Know that if I hold a shape and count to five people will see it clearly 	<ul style="list-style-type: none"> - Use their core muscle strength to achieve a good posture when sitting at a table or on the floor. - Develop the overall body strength, co-ordination, balance and agility - Begins to move with control and grace. - Can describe movement and directionality using vocabulary. - Can confidently and safely use a range of large and small apparatus both inside and outside. - Develop a range of ball skills including throwing and catching <p><u>Fine Motor Skills</u></p> <ul style="list-style-type: none"> - Can use a range of tools competently, safely and confidently. - Writes using print letter formation which is fast, accurate and efficient. - Is able to use a knife safely to cut fruit <p><u>Get Set 4 P.E</u></p> <ul style="list-style-type: none"> - Understand that I can move my body in different ways to create interesting actions. - Understand that I can change my action to show an idea. - Know that if I move into space it will help to keep me and others safe. - Know that when watching others I sit quietly and clap at the end. - Know that if I use lots of space, it helps to make my dance look interesting - Know to look at the target when sending a ball. - Know to have hands out ready to catch. - Know to watch the ball as it comes towards me and scoop it with two hands. - Know that keeping the ball close will help with control. 	<ul style="list-style-type: none"> - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - Develop the overall body strength, co-ordination, balance and agility - Begins to move fluently with control and grace - Continue to develop and refine a range of ball skills including throwing and catching - Develops confidence, competence, precision and accuracy when engaging in activities that involve a ball <p><u>Fine Motor Skills</u></p> <ul style="list-style-type: none"> - Can use a range of tools competently, safely and confidently. - Writes using print letter formation which is fast, accurate and efficient. <p><u>Get Set 4 P.E</u></p> <ul style="list-style-type: none"> - Know to look at the target when sending a ball and watch the ball to receive it. - Know that keeping the ball close will help with control. - Know that being in a space gives me room to play. - Know that there are different roles in games. - Make simple decisions in response to a task. Rules: know that rules help us to stay safe. - Know to point my hand/object at my target when hitting a ball. - Know to look at the target when sending a ball and watch the ball to receive it. - Know to use big steps to run and small steps to stop. - Make simple decisions in response to a task. Rules: know that rules help us to stay safe. - Know that I use big steps to run and small steps to stop. - Know that moving into space away from others helps to keep me safe. - Know that I can hold my arms out to help me to balance. - Know that bending my knees will help me to land safely. - Understand that I use one foot to hop
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Literacy

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Autumn	Spring	Summer
<p>Comprehension</p> <ul style="list-style-type: none"> - Understands that print has meaning. - Understands that print has different purposes e.g. to warn. - Knows that we read English from left to right and top to bottom. - Can name the different parts of a book. - Knows that pages are sequenced. - Engages in extended conversations about stories. - Discusses vocabulary in texts. - Re-reads books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <p>Word Reading</p> <ul style="list-style-type: none"> - Can spot and suggest rhymes. - Counts or claps syllables in words. - Recognises words that have the same initial sound. - Reads individual letters by saying the sounds for them. - Blends sounds into words so they can read short words. - Reads some digraphs. - Read a few CEWs matched to Monster Phonics - Reads simple phrases and sentences. <p>Writing</p> <ul style="list-style-type: none"> - Uses some print and letter knowledge in their early writing e.g. writing a shopping list that starts at the top of the page or writing 'm' for mummy. - Writes some or all of their name. - Writes some letters accurately. - Form lower-case letters correctly. 	<p>Comprehension</p> <ul style="list-style-type: none"> - Re-reads books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <p>Word Reading</p> <ul style="list-style-type: none"> - Reads some digraphs and trigraphs - Reads some CEWs matched to Monster Phonics - Recognises sounds and reads words in line with what has been taught in Monster Phonics <p>Writing</p> <ul style="list-style-type: none"> - Form lower-case and capital letters correctly. - Spells words by identifying the sounds and then writing the sounds with letters. 	<p>Word Reading</p> <ul style="list-style-type: none"> - Re-reads books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <p>Word Reading</p> <ul style="list-style-type: none"> - Recognises sounds and reads words in line with what has been taught in Monster Phonics <p>Writing</p> <ul style="list-style-type: none"> - Form lower-case and capital letters correctly. - Writes short sentences with words with known sounds using a capital letter and full stop. - Re-reads what they have written to check that it makes sense.

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Mathematics		
Autumn	Spring	Summer
<p><u>Number</u></p> <ul style="list-style-type: none"> - Develops fast recognition of up to 3 objects, without having to count them individually (subitising) - Recites numbers past 5. - Says one number for each item in order. - Knows that the last number reached when counting tells how many in total (cardinal principles). - Show ‘finger numbers’ up to 5. - Experiments with their own symbols and marks as well as numerals. - Solve real world mathematical problems with numbers up to 5. - Count objects, actions and sounds 1-5. - Can automatically recall number bonds to 1-5. - Understands one more than/one less than 1-5. - Link the number symbol (numeral) with its cardinal number value 1-5. - Represent numbers 1-5. - Subitise numbers 1-5. - Compare numbers 1-5. - Explore the composition of numbers 1-5. - Automatically recall number bonds for numbers 1-5. - Can match two objects together e.g. a pair of socks. - Able to see that objects are the same. - Can identify when things are the same and put them together. - Can create rules to sort objects by. - Can sort objects by type. - Spots patterns in the environment, beginning to identify the pattern “rule”. - Compares two small groups of up to five objects, saying when there are the same number of objects in each group. <p><u>Shape, Space & Measure</u></p> <ul style="list-style-type: none"> - Compare quantities using ‘more than’ and ‘fewer than’. - Talk about and explore ‘2D’ shapes using informal and mathematical language e.g. sides, corners, straight, flat, round. - Understand position through words and without pointing. - Can describe a familiar route. - Discuss routes and locations using words like ‘in front’ and ‘behind’. - Make comparisons between objects relation - Compare length, weight and capacity. - Compare the size, mass and capacity of objects and use mathematical language to describe them. - Explore simple patterns. - Continue, copy and create repeating patterns. - Identify and name circles and triangles. 	<p><u>Number</u></p> <ul style="list-style-type: none"> - Count objects, actions and sounds up to 10 - Can subitise first and then count to check - Understands one more than/one less than up to 10 - Explore the composition of numbers to 10. - Can automatically recall number bonds to 10. - Compare numbers up to 10. - Links the number symbol (numeral) with its cardinal number value 1-10. - Introduce zero. - Find numbers to 10. - Explore conceptual subitising to 10 - Represent numbers to 10. - Explore odd and even numbers. - Find and make doubles to 10. - Combine 2 groups to find the total. <p><u>Shape, Space & Measure</u></p> <ul style="list-style-type: none"> - Make comparisons between objects relating to size, length, weight and capacity. - Talk about and explore ‘3D’ shapes using informal and mathematical language e.g. sides, corners, straight, flat, round. - Can notice and correct an error in a repeating pattern. - Can extend and create ABAB patterns. - Can explore and compare length, mass, weight, height and capacity. - Find a balance. - Talk about, order and sequence time. - Find 2D shapes within 3D shapes. - Use 3D shapes. - Identify more complex patterns. - Is able to continue, copy and create repeating patterns. - Observe patterns in the environment. 	<p><u>Number</u></p> <ul style="list-style-type: none"> - Count objects, actions and sounds beginning to go beyond 10 - Can count beyond 20. <p><u>Shape, Space & Measure</u></p> <ul style="list-style-type: none"> - Begins to describe a sequence of events (real and fictional) using first, then, after, before. - Is able to select, rotate and manipulate shapes. - Can compose and decompose shapes. <p>*White Rose to be looked at when released</p>

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<ul style="list-style-type: none"> - Compare circles and triangles. - Identify shapes in the environment. - Describe position. - Identify and name shapes with 4 sides. 		
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Understanding The World		
Autumn	Spring	Summer
<p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> - Shows an interest in different occupations - Develops positive attitudes about the differences between people 	<p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> - Recognise that people have different beliefs and celebrate special times in different ways. - Draw information from a simple map. - Learn about Chinese New Year 	<p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> - Recognise that people have different beliefs and celebrate special times in different ways. - Draw information from a simple map

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<ul style="list-style-type: none">- Knows that there are different countries around the world and that we live in England.- Recognise that people have different beliefs and celebrate special times in different ways.- Understands that some places are special to their community.- Knows there are different types of families- <p><u>The Natural World</u></p> <ul style="list-style-type: none">- Explores natural materials.- Talks about collections of natural materials.- Can talk about what they see using a wide vocabulary.- Explores how things work.- Explore and talk about different forces- Talk about the differences in materials and the changes they notice.- Explore the natural world around them.- Knows the name of the road the school is to and which town the school is in.- Can draw a map of their immediate environment. <p><u>Past and Present</u></p> <ul style="list-style-type: none">- Beginning to understand their own life-story and family's history.- Can talk about the features of the current season.- Comment on images, stories, artefacts and accounts from the past.- Is able to organise events using basic chronology using words linked to the passage of time.- Can talk about members of their family.- Knows that there are different types of families.- Can name and describe people who are familiar to them.- Understands how to explore the world around them.- Able to recognise that things happened before they were born.- Learn about Remembrance Day. <p><u>Guildford Diocese</u></p> <ul style="list-style-type: none">- Know that every person is special and unique.- Know that some people believe that God made them this way.- Learn how new babies are welcomed.- Knows that people belong together in different ways.- Know that people have different ways of showing they 'belong' together (religious and non-religious).- Learn about special people in different religions (e.g., Jesus/Prophet/Muhammad/Moses)- Understand that celebrations are joyful times- Learn that celebrations are often a time to say 'thank you'- Know that each person has a 'birth-day', and this is celebrated on the day he/she was born- Learn that Christians celebrate special times e.g., Harvest, Christmas, Easter- Learn that other religions have different festivals	<ul style="list-style-type: none">- Learn about Shrove Tuesday- Learn about Lent- Learn about Easter- Learn about Mothers Day <p><u>The Natural World</u></p> <ul style="list-style-type: none">- Is able to plant seeds and care for growing plants.- Understands the key features of a life-cycle of a plant and an animal.- Can talk about the features of the current season.- Recognise some environments are different from the one in which they live.- Can describe what they see, hear and feel whilst outside.- Can recognise buildings, open spaces and roads from an aerial view of around school.- Can draw a map from imaginary story settings. <p><u>Past and Present</u></p> <ul style="list-style-type: none">- Comment on images, stories, artefacts and accounts from the past.- Is able to organise events using basic chronology using words linked to the passage of time.- Comment on images of familiar situations in the past.- Can compare and contrast characters from stories from the past vs now. <p><u>Guildford Diocese</u></p> <ul style="list-style-type: none">- Know that some people have spaces that are special to them and there are special buildings where some people go to think and learn about God- Know that some people feel close to God anywhere or in their own special places.- Understand that people can have favourite stories- Know that through stories people share ideas and values about how to live- Learn about books that are special to religious groups, e.g., Bible (Christians), Torah (Jews), Qur'an (Muslims)- Learn about some stories are about special people e.g., Jesus, Prophet Muhammad, Moses	<ul style="list-style-type: none">- Recognise some similarities and differences between life in this country and life in other counties. <p><u>The Natural World</u></p> <ul style="list-style-type: none">- Understands the need to respect and care for the natural environment and all living things- Can talk about the features of the current season.- Talk about ways to talk about our immediate environment including talking about picking up litter and recycling.- Can draw a map from imaginary story settings.- <p><u>Past and Present</u></p> <ul style="list-style-type: none">- Comment on images, stories, artefacts and accounts from the past.- Is able to organise events using basic chronology using words linked to the passage of time.- Comment on images of familiar situations in the past.- Can compare and contrast characters from stories from the past vs now.- Is able to talk about characters from a range of cultures.- Can talk about their experiences around themes from stories e.g. bravery, difficult choices and kindness. <p><u>Guildford Diocese</u></p> <ul style="list-style-type: none">- Know that different things are special to people for different reasons.- Learn how to look after and respect things that are special to others.- Learn that people can use objects to help them remember special times and places.- Know that some objects are 'religious' objects and help people to think about God.- Know that memories can be special.- Learn that our world is a place of wonder & we should look after it.- Know that people are naturally 'creative'- Understand that some people believe our world was created by God and that this is an important story in their special books.
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- Talk about school-based celebrations		
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Expressive Arts and Design		
Autumn	Spring	Summer
<p>Creating with Materials</p> <ul style="list-style-type: none"> - Can use an object to represent something else. - Begins to develop complex stories using small world equipment. - Makes imaginative and complex small worlds using blocks and construction kits. - Decides how to use different materials. - Develop their own ideas and decide which materials to use. - Joins different materials. - Explores the use of different textures. - Create closed shapes with continuous lines and begin to use these shapes to represent objects. - Draws with increasing complexity and detail e.g. a face with details. - Use drawing to represent ideas such as movement or loud noises. - Shows different emotions in their drawings/paintings. - Explore colour and colour mixing. - Explore a variety of artistic effects to express their ideas and feelings. - Knows how to mix colours successfully. - Use different painting techniques including bubble painting, splatter painting, printing. - Is able to represent different parts of the human body from observation, imagination or memory with attention to some detail. - Uses clay to make a pinch pot - Understands how to use the woodwork bench safely. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> - Listens attentively to sounds. - Responds to what they have heard. - Can sing entire songs. - Is able to match the pitch of a tone sung by another person. - Can create their own songs. - Listen attentively, move to and talk about music expressing their feelings and responses. - Can develop storylines in their pretend play. <p>Charanga Music:</p> <ul style="list-style-type: none"> - Listening and responding to different styles of music - Embedding foundations of the interrelated dimensions of music - Learning to sing or sing along with nursery rhymes and action songs - Improvising leading to playing classroom instruments - Share and perform the learning that has taken place 	<p>Creating with Materials</p> <ul style="list-style-type: none"> - Understands how to use the woodwork bench safely. - Refine a variety of artistic effects to express their ideas and feelings. - Create collaboratively sharing ideas, resources and skills. - Use clay and playdough to make a coil pot. - Discusses and draws what they want to make. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> - Can play instruments with increasing control. - Plays instruments to express their feelings and ideas. - Can develop storylines in their pretend play. <p>Charanga Music:</p> <ul style="list-style-type: none"> - Listening and responding to different styles of music. - Embedding foundations of the interrelated dimensions of music. - Learning to sing or sing along with nursery rhymes and action songs. - Improvising leading to playing classroom instruments. - Singing and learning to play instruments within a song. - Share and perform the learning that has taken place. - Enjoy listening to the music and responding to music through dancing or other movement. - Enjoy listening to the music and responding to different speeds through dancing or other movement. - Find the pulse in different ways and show this through actions eg marching, jumping, moving. - Copy back the rhythms of phrases in the song - Copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds. - Play a 1-note pattern in time with the pulse. - Learn to sing or rap the songs in unison with support. - Add actions or substitute a word in some sections. - Learn to sing songs in unison with support. - Perform songs with actions. 	<p>Creating with Materials</p> <ul style="list-style-type: none"> - Understands how to use the woodwork bench safely. - Return to and build on their previous learning, refining their ideas and developing their ability to represent them. - Can discuss the work of artists, talking about what they like or dislike. - Can use the work of an artist as inspiration for their own work. - Explores making moving vehicles using wheels and axles. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> - Can develop storylines in their pretend play. - Is able to sing in a group or on their own increasingly matching the pitch and following the melody. - Watch and talk about dance and performance art, expressing their feelings and responses. - Creates their own music. - Replicates choreographed dances. - Can choreograph their own dances. <p>Charanga Music:</p> <ul style="list-style-type: none"> - Listening and appraising Funk music - Embedding foundations of the interrelated dimensions of music using voices and instruments - Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs - Playing instruments within the song - Improvisation using voices and instruments - Riff-based composition - Share and perform the learning that has taken place - Enjoy listening and dancing to funk music. - Find the pulse in different ways and show this through actions eg funky monkey, funky chicken or funky bear. - Copy back the rhythm of words from the video. - Clap the rhythm of words from the song. - Play the pulse with a pitched note or untuned percussion instrument. - Add one pitched sound to the rhythm of words and short phrases from the song. - Learn to sing the songs in unison with support. - Add actions or substitute a word in some sections. - Perform songs with actions. - Listen and appraise. - Continue to embed the foundations of the interrelated dimensions of music using voices and instruments. - Sing and revisit nursery rhymes and action songs. - Play instruments within the song. - Improvisation using voices and instruments.

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<ul style="list-style-type: none">- Enjoy listening to the music and respond through dancing or other movement.- Recognise and name some of the characters and stories in the songs.- Find the pulse in different ways and show this through actions eg marching, jumping, moving like a character from the song.- Copy back the rhythm of their name.- Copy back the rhythm from the words of the song.- Copy sounds and phrases they can hear to distinguish high-pitched sounds from low-pitched sounds.- Learn to sing the song in unison with support.- Add actions or substitute a word in some sections.- Perform songs with actions.		<ul style="list-style-type: none">- Riff-based composition.- Share and perform the learning that has taken place.
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