

Acorns Class EYFS Reception Curriculum Mapping Overview - CYCLE B  
30/7/2025)

(last updated



	Autumn		Spring		Summer	
<b>Overarching Topic Title:</b>	<b>It's good to be me!</b>	<b>A dazzle and a sparkle!</b>	<b>To infinity and beyond!</b>	<b>Come Outside!</b>	<b>Are we nearly there yet?</b>	<b>Paws, claws and roars!</b>
<b>Themes:</b>	Starting school/ new beginnings. All about me! How have I changed? / Human Body. Harvest- Food- How can I stay healthy? Diwali. How are we unique? Plant spring bulbs <b>Autumn</b>	Bonfire Night. Remembrance. Light & Dark. Christmas. Christmas around the world. <b>Winter</b>	People who help us! What makes me special? Space. Chinese New Year. Valentines Week. Plant broad beans <b>Winter</b>	Spring flowers & plants. Life Cycles Caterpillars in class Spring Animals. The Moon & the Sun. Nursery Rhymes! Plant runner beans <b>Spring</b>	Vehicles past and present. Where do you live? The World- Where have you been? Journeys. Maps <b>Spring/Summer</b>	Farm Animals. Sea Animals. Safari/Jungle Animals. Dinosaurs. Insects. Animals of the World- Where do they live? <b>Summer</b>
<b>Dates to Remember:</b>	Harvest Festival- October Black History Month (October) Diwali	Bonfire Night- 5 <sup>th</sup> November. Recycle Week- November Remembrance Sunday- November. World Kindness Day- November. World Nursery Rhyme Week- November. Road Safety Week- November. St Andrews Day- 30 <sup>th</sup> November. Hannukah- December/January	Big Garden Birdwatch- Safer Internet Day- February Chinese New Year- Year of the ?? Shrove Tuesday Ash Wednesday Valentines Day- 14 <sup>th</sup> February. Eid International Womens' day March	St Davids Day- 1 <sup>st</sup> March, World Wildlife Day March (Great Crested Newts & Badgers) World Book Day March. Mothering Sunday British Science Week: March St Patricks Day- 17 <sup>th</sup> March. Easter	Earth Day- 22 <sup>nd</sup> April. St George's Day- 23 <sup>rd</sup> April. International Dance Day April.	June Traveller Month

<p><b>Weekly Texts: (Super 6!)</b></p> <p>Other high-quality texts that cover themes of diversity are planned and readily accessible in provision.</p>	<p>The Colour Monster Goes to School. Super, Duper You! Little Red Hen. Oliver's Vegetables! The Best Diwali Ever. Our Class is a Family.</p>	<p>Under the Love Umbrella. How to Catch a Star. Little Glow. . Sunshine at Bedtime. The Nativity. The Elves and the Shoemaker.</p>	<p>Ruby's Chinese New Year. Zog and the Flying Doctors. Whatever Next! The Way Back Home. Love Grows Everywhere. Forever Star.</p>	<p>Jack and the beanstalk Jack and the Jellybean Stalk. The Woolly Bear Caterpillar. A Squash and a Squeeze. Handa's Surprise! Bloom.</p>	<p>Mr Grumpy's Motor Car! Mr Gumpy's boat Rosie's Walk. Little Red Riding Hood. Martha Maps it out! Coming to England. The Hundred Decker Bus by Mike Smith</p>	<p>Farmer Duck. What the Ladybird heard at the seaside. Spinderella. We all went on a Safari- Counting Journey through Tanzania. The Lion Inside</p>
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**Prime Areas of Learning**

<p><b>Personal, Social and Emotional.</b></p>	<p><b>Building Relationships:</b> Special Relationships: (Kapow) My family; special people; sharing; I am unique; my interests; similarities and differences. Listening to others School rules &amp; values. Sharing interests &amp; hobbies</p> <p><b>Managing Self:</b> My Wellbeing: (Kapow) What is exercise? yoga and relaxation; looking after ourselves; being a safe pedestrian; eating healthily; a rainbow of food. Importance of exercise.</p> <p>Class rules &amp; Setting Goals</p> <p><b>Character Education (Self Regulation):</b> Autumn 1: Courage, Caring &amp; Helpfulness. Trying new things; caring hands; who helps you?  Autumn 2: Cooperation, Kindness &amp; Reflection. Working together and the alphabet of kindness.</p> <p><b>Wellbeing Wednesday</b> Discover: Try something new Give: Kind words</p>	<p><b>Managing Self-</b> Listening and Following Instructions: (Kapow) Simon says; listening to a story; pass the whisper; obstacle races; blindfold walk; treasure hunt. Confidence and independence. Oral hygiene.</p> <p><b>Self-Regulation:</b> My Feelings: (Kapow) Identifying my feelings; feeling jars; coping strategies; describing feelings; facial expressions. Effects of behaviour.</p> <p>Perseverance &amp; resilience</p> <p><b>Character Education (Managing Self):</b> Spring 1: Cleanliness, Fairness &amp; Friendliness. Let's wash our hands; it's not fair/ fair shares; saying hello to people in your classroom. Spring 2: Patience, Respect &amp; Reflection. Growing in the community; patience in my class; showing respect in the classroom. Making the right choices. Being a good friend.</p> <p><b>Wellbeing Wednesday</b> Connect: similarities and differences Take Notice: My surroundings</p>	<p><b>Building Relationships:</b> My Family and Friends: (Kapow) Festivals; sharing; what makes a good friend?; teamwork; celebrating friendships. Resolving conflicts. Having different opinions.</p> <p>Being unique. Road safety. Problem solving. Getting ready for Year 1.</p> <p><b>Managing self:</b> Taking on Challenges: (Kapow) Why do we have rules?; building towers; team den building; grounding; team races. Calming techniques- zones of regulation. Importance of sleep. Being safe in the sun. Sun safety, applying cream, skin cancer</p> <p><b>Character Education (Building Relationships):</b> Summer 1: Courtesy, Forgiveness, Determination &amp; Self-discipline. Good manners; saying sorry; the strength of a superhero; sitting still. Summer 2: Gratitude, Honesty &amp; Reflection. Picture journals; telling the truth.</p> <p><b>Wellbeing Wednesday</b> Move: Being Animals</p>
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<p><b>Communication and Language</b></p>	<p><b>Listening &amp; Attention &amp; Understanding</b> Listen carefully. Understand questions using ‘who, why, when, where and how’ Responds to ideas expressed by others in conversations.</p> <p><b>Speaking:</b> Introduce a story line and narrative into their play. Articulate ideas and thoughts in well formed sentences.</p>	<p><b>Listening &amp; Attention &amp; Understanding</b> Indicate two channelled attention- can both listen and do for a short period of time. Listen to and talk about stories to build familiarity and understanding: Engage in non-fiction books. Retell a story, once developed familiarity with text including repetition and some in own words. Follow a story without pictures and props.</p> <p><b>Speaking:</b> Ask ‘who, why, when, where, what and how’ questions to find out more of an interest. Connect ideas together using a range of connectives. Use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p><b>Listening &amp; Attention &amp; Understanding</b> Listen attentively and respond to what they hear with relevant questions 'who, why, when, where, what and how', comments and actions when being read to. Make comments about what they have heard and ask questions ‘who, why, when, where, what and how’ to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges.</p> <p><b>Speaking:</b> Participate in small group, class and one to one discussion offering ideas and new vocabulary. Offer explanations for why things might happen using new vocabulary from stories, rhymes and poems where appropriate. Express ideas and feelings about experiences using full sentences. Including use of past, present and future tenses and conjunctions to extend sentences.</p>
<p><b>Physical Development</b>  <b>(Including PE sessions)</b></p>	<p><b>Reception:</b> Fine motor: Develop skills to use fine toolers confidently and competently for example, pencils, paintbrushes, scissors and cutlery.</p> <p>Gross Motor: Use core muscle strength to sit with good posture at the table or on the carpet. Move fluently, with control and grace where required- rolling, crawling, walking, jumping, hopping, skipping and climbing.</p> <p><b>PE: FUNdamentals</b> Dribbling and ball skills Jabadeo</p>	<p><b>Reception:</b> Fine motor: Handle tools, objects and malleable materials safely and with increasing control and purpose. Holds a pencil correctly, in a tripod grip to form recognisable letters, most of which are correctly formed.</p> <p>Gross Motor: Jump off on object and land appropriately using hands, arms and body to stabilise and balance. Increasing control over of an object through pushing, patting, throwing, catching or kicking.</p> <p><b>PE: Dance &amp; Movement</b> Catching, throwing and rolling Jadadeo</p>	<p><b>Reception:</b> Fine Motor: Hold a pencil effectively, using tripod grip in all cases to write fluently. Use a range of small tools effectively and with purpose including scissors, paintbrushes, tweezers and cutlery. Begin to show accuracy with marks.</p> <p>Gross Motor: Negotiate space and obstacles safely with confidence. Demonstrate strength, balance and coordination when playing. Move energetically and in control such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>PE: Multi-skills</b> Athletics – running, hopping, jumping Jadabeo</p>
<p>Develop overall body strength, co-ordination, balance and agility needed to engage successfully with future physical sessions and disciplines, including: Jabedao, dance, gymnastics and sport.</p>			

Use their core muscle strength to achieve a good posture when sitting at a table or on the floor.  
 Develop their fine motor skills so that they can use a range of tools competently, safely and confidently including: pencils, paintbrushes, scissors and cutlery.

**Specific Areas of Learning**

<p><b>Literacy</b> <b>Writing:</b></p>	<p>Writing words and captions using Phase 2 words known.</p>		<p>Writing words, captions, labels and sentences using Phase 2 and 3 words known.</p>		<p>Writing words, captions, labels and sentences using Phase 2 and 3 words known.</p>	
<p><b>Literacy</b> <b>Reading:</b></p>	<p>Read some letter groups that each represent one sound and say sounds for them- Phase 2.          Read individual letters by saying the sound for them- Phase 2.</p>		<p>Blend sounds into words so that they can read short words made up of known letter-sound correspondences- Phase 2&amp;3.          Begin to read simple phrases and sentences made up of words with known letter-sound correspondences and where necessary, a few exception words- Phase 2 &amp; 3.</p>		<p>Re-read books to build up their confidence in word reading, fluency, understanding and enjoyment- Phase 2,3 &amp; 4.          Re-read what they have read to check it makes sense.          Read words consistent with their phonic knowledge by sound blending- Phase 2,3 &amp; 4.          Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	
<p><b>Phonics</b></p>	<p>Little Wandle, Letters and Sounds, Phase 2.</p>		<p>Little Wandle, Letters and Sounds, Phase 3.</p>		<p>Little Wandle, Letters and Sounds, Phase 4.</p>	
<p><b>Mathematics</b></p>	<p>Counting out loud.          Counting in correspondence.          Matching and Sorting.          Comparing amounts.          Representing, comparing and composition of 1,2 &amp; 3.          Representing numbers to 5.          One more and one less.          Comparing size, mass and capacity.          Exploring pattern.          Circles, Triangles, shapes with 4 sides.          Positional language.          Time.</p>		<p>Introducing zero.          Counting patterns within 10.          Comparing numbers to 10.          Composition of/bonds of numbers to 10.          Combining 2 amounts.          Compare mass &amp; capacity.          Length and height.          3D Shapes.          Spatial awareness.          Patterns.</p>		<p>Counting patterns beyond 10 (to 20)          Composition of numbers beyond 10 (to 20)          Adding more &amp; taking away.          Doubling.          Sharing &amp; Grouping.          Odd &amp; even numbers.          Spatial thinking- match, rotate, manipulate, visualise and build and mapping.</p>	
<p><b>Knowledge and Understanding of the World:</b> <b>People, culture and Communities:</b></p>	<p>Make sense of their own life story and family's history.          Talk about members of their immediate family and community.</p>	<p>Recognises and explores special times and events for them and others, understanding that people have difference beliefs and celebrate special times in different ways.</p>	<p>Explore and show an interest in different occupations.   <b>People who help us.</b></p>	<p>Explore and show an interest in different occupations- people who help us.           Recognises and explores how people influence and protect the environment in different occupations- name and describe people who are familiar to them.</p>	<p>Enjoys joining in with other people but understands people have different likes/dislikes and the link this has with special times and events for them and others among</p>	

<b>(Religious Education links)</b>		Understand that some places are special to members of their community. Bonfire Night, Diwali, Hannukah, Christmas around the world.			families, communities and traditions.  Likes/dislikes and memories they've had. Comparison of their memories and others.	
<b>Sustainability</b>	How and why should humans look after the world?	Climate change  Sun v ice	Caring for the planet  Plastics/waste	Caring for the environment  (Great Crested Newts)  Plants and trees	Pollution  (Fumes/saving energy)	Caring for the animals  Seas/beaches
<b>Religious Education: ODBE 2023:</b>	<b>Who am I and where do I belong?</b>  <b>(Christianity)</b>  Explore the different groups that people belong to, including the religious ones. Find out about Christian signs of belonging.	How is the birthday of Jesus celebrated in Church and Society?  <b>Incarnation (UF2)</b>	<b>What is the church and who goes there?</b>  <b>(Christianity)</b>  Variety of church buildings and the things that happen in a church. Find out about vicars and bishops. Look at Sundays, seasons, and festivals.	Why do Christians put a cross in an Easter Garden?  <b>Salvation (UF3)</b>	<b>What do people celebrate and why?</b>  <b>(World Views)</b>  Multi-religious and multi-secular perspective.	What does the Bible say about animal welfare.  Bible stories linked to animals
<b>Celebrations</b>	Harvest	Christmas Diwali Hanukkah	Chinese New Year Mothering Sunday	Easter Passover Ramadan	Ascension/Pentecost.	Trinity Sunday Eid

<p><b>World Faith stories linked to topic or RE</b></p>	<p>Story of Joseph Mary Mother of Jesus Disciples of Jesus</p>	<p>Joseph and his Technicolor dream coat The story of the wise men – Gold, Frankincense and myrrh Parable of the hidden treasure &amp; the pearl</p>	<p>Story of creation, Genesis</p>	<p>Explore school vision I am the vine. Explore The tree of Life Garden of Eden Adam &amp; Eve Jesus in the Garden of Gethsemane Garden of the empty tomb</p>	<p>Characters in the Bible who travelled Abraham King David Paul Jesus The parable of the Talents</p>	<p>Noah's - Raven &amp; Dove Balaam and his Donkey Jesus and the donkey Jesus and the pigs</p>
<p><b>Knowledge and Understanding of the World:</b></p> <p><b>The Natural World</b></p> <p><b>(Computing, Science &amp; Geography links)</b></p>	<p>Explores How things work- Understands growth and changes over time.</p> <p>Animal Adventures (Humans Kapow) Recognises their body parts and can begin to explore their senses.</p>	<p>Talk about the differences properties between materials and the changes they notice. Describe what they hear and feel whilst outside.</p> <p>Understands and explores similarities between places, objects and materials.</p> <p>I am a scientist (Kapow) Materials</p>	<p>Understands and explores similarities between places, objects and materials.</p> <p>Changing Seasons (Kapow) Light &amp; Dark, Space.</p>	<p>Talk about and observe living things and plants and talk about growth/changes and similarities/differences.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Our beautiful planet (Kapow) Plants, mini-beasts and insects.</p> <p>Lifecycles.</p>	<p>Knows and identifies similarities and differences between places and how environments compare to one another.</p> <p>Recognise some similarities and differences between life in this country and in other countries.</p> <p>Maps – draw information from and for maps</p> <p>Forces/materials/water.</p> <p>United Kingdom and other countries.</p>	<p>Talk about and observe living things and plants and talk about changes and similarities/differences.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things. Recognise some environments that are different to the one in which they live.</p> <p>Animal Adventures (Kapow) Animals and dinosaurs etc.</p>
<p><b>Outdoor Adventures</b></p> <p>Using the senses to explore and describe the natural world around them while outside; understanding the effect of the changing seasons. (Kapow)</p>		<p><b>Around the world</b></p> <p>Exploring diverse global environments, comparing them to local ones through activities using digital map exploration, books and role play to enhance the understanding of geography and cultural differences. (Kapow)</p>		<p><b>Exploring Maps</b></p> <p>Exploring maps through discussion, story-telling, games and creative activity. (Kapow)</p>		

<p><b>Programming: All about Instructions</b></p> <p>The children learn to receive and give instructions and understand the importance of precise instructions (Kapow)</p>	<p><b>Data handling</b></p> <p>Children sort and categorise data and are introduced to branching databases and pictograms</p> <p>(Kapow)</p>	<p><b>Programming Bee bots</b></p> <p>Children learn about directions, experiment with programming a Bee-bot/Blue-bot and tinker with hardware (Kapow)</p>		<p><b>Computing systems:</b> Using a computer and Exploring hardware (Kapow) Getting ready for IT in KS1</p> <p>Learning about the main parts of a computer and how to use the keyboard and mouse. Logging in and out</p> <p>Tinkering and exploring with different computer hardware and learning to operate a camera (Kapow)</p>							
<p>Continually through weekly/seasonal focuses from Hygge in the Early Years: Explore the natural world around them. Understanding the effect of changing seasons on the natural world around them.</p>											
<p><b>Knowledge and Understanding of the World:</b></p> <p><b>Past and Present: (History links)</b></p>	<p>Comment on images of familiar situations in the past.</p> <p>Pictures of them when younger/celebrations- How have I, my friends and my family changed? How else will we change as we continue to grow? Peek into the past: Memories and experiences from their own past. (Kapow lessons 1-5)</p>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>People who help us.</p> <p>Adventures through time: To understand that the environment around us changes as time passes (Kapow lesson 1-4)</p>		<p>Comment on images of familiar situations in the past. Understand the past from drawing on their experiences and what has been read in class.</p> <p>Vehicles.</p> <p>Own experiences of journeys in the past. Adventures through time: To compare modes of transport of the past with the present (Kapow lesson 5)</p>							
<p><b>Expressive Art and Design:</b></p> <p><b>Design Technology links</b></p>	<p>Safely use and explore a variety of materials, tools and techniques with colour, texture, design, form and function.</p>		<p>Safely use and explore a variety of materials, tools and techniques with colour, texture, design, form and function.</p>		<p>Safely use and explore a variety of materials, tools and techniques with colour, texture, design, form and function.</p>						
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	wreaths using natural objects; exploring colour and pattern to create individual designs.  (Kapow)	create a Christmas decoration.  (Kapow)	Making pipe-cleaner snowflakes; applying skills with threading; choosing colours and shapes to create patterns.  (Kapow)	and colours; creating hanging Easter decorations.  (Kapow)	Learning about the patterns, colours and symbolism of mandalas to create a suncatcher version using collected leaves and petals.  (Kapow)	and texture; describing the processes they have used.  (Kapow)
<b>Expressive Art and Design Music, movement and drama links</b>	Develop storylines in their pretend play. Sing in a group or on their own, increasingly matching the pitch and following the melody. Make use of props when role playing characters in narratives and stories. Sing a range of well-known nursery rhymes and songs.		Return and build on their previous learning, refining ideas and developing their ability to represent them.  Create collaboratively sharing ideas, resources and skills. Make use of props when role playing characters in narratives and stories. Sing a range of well-known nursery rhymes and songs.		Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance, performance art, expressing their feelings and emotions. Make use of props when role playing characters in narratives and stories. Sing a range of well-known nursery rhymes and songs.	
	<b>Exploring Sound</b> Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment.  (Kapow)	<b>Celebration Music</b> Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.  (Kapow)	<b>Music and Movement</b> Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music.  (Kapow)	<b>Musical Stories</b> A unit based on traditional children's tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters.  (Kapow)	<b>Transport</b> Using their voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.  (Kapow)	<b>Big Band</b> Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.  (Kapow)

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