

Autumn Term		Spring Term		Summer Term	
<b>Marvellous Me</b>	<b>Lights, Camera, Action</b>	<b>Tell Me A Story</b>	<b>Animals in Art</b>	<b>Growing Gardens</b>	<b>Ready, Steady, Go</b>
To be able to join in with dancing and ring games.  To be able to respond to sound with body movement. To be able to show attention to sounds and music.	To know and identify percussion instruments e.g., drums, woodblocks, triangles, bells.  To be able to begin to build an awareness of sound being loud or soft.  To be able to explore their voices and enjoy making sounds.	To be able to achieve one or two lines from a familiar song.  To be able to recognise rhythmic changes for skipping, marching, hopping, jumping.	To be able to begin to build up and act out a repertoire of different role play experiences e.g., shop, vet, doctors.  To be able to s sounds by banging, shaking, tapping or blowing. To be able to explore sound through singing, movement and instrumental work.	To know an initial repertoire of simple songs.  To be able to play a short percussion piece with a rhythmic feel.  To be able to move to music with a rhythmic feel.	To be able to explore a range of sound-makers and instruments and play them in different ways

**Link to Whole School Music Scheme**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
This is Me	Let's Be Friends	I've Got Feelings	Animal Tea Party	Let's Jam!	Travel and Movement

Using voices	Playing Instruments	Listening and Concentrating	Experimenting with sound	Response, discussion and evaluation	Dance using simple movement patterns.	Adapt, create and sustain a range of roles	Improvise, devise and script drama
Explore their voices and enjoy making sounds.  Join in with songs and rhymes, making some sounds.  Enjoy and take part in action songs, such as Twinkle, Twinkle Little Star	Make rhythmical and repetitive sounds.  Explore a range of sound makers and instruments and play them in different ways.  Explore loud and quiet.	Show interest in playing with and joining in with sounds, songs and rhymes.  Pay attention to sounds and music.	Make rhythmical and repetitive sounds.  Experiment with voice sounds.  Explore the sounds things make in their environment, e.g. twigs on railings.	Begin to describe sounds and music imaginatively, e.g. scary music.  Respond emotionally and physically to music when it changes, using their bodies and facial expressions.	Create movement in response to music.  Use movement to express feelings.	Notice what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously.  Talk about different characters they know.  Begin to take part in simple pretend play, e.g. family members in domestic role play.	Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to their ear and pretends it's a phone.  Enact some experiences from home, e.g. making food in role play / mud kitchen.  Begin to assign imaginative meaning to their small world play.

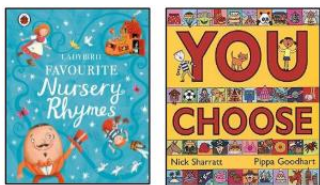
**Prompting Questions for deeper thinking**

<p>How many different sounds can you make with your voice?</p> <p>What would be a good sound to use here?</p> <p>What actions can you think of to go with this song?</p>	<p>How many ways can you show me to play this instrument?</p> <p>Can you tell me about the different sounds this instrument can make?</p> <p>Can you show me how to play loudly / quietly?</p>	<p>Tell me, which sounds can you hear in our classroom / outside today?</p> <p>What is your favourite sound in our song / story today?</p>	<p>Tell me, which sounds can you hear in our classroom / outside today?</p> <p>What different sounds can you make with the xxx on the xxx?</p> <p>Can you use your voice to make a sound like a ...?</p>	<p>What does this music sound like?</p> <p>Why do you like this music?</p> <p>Show me how you feel about this music using your body / face.</p>	<p>What movement can we do to show what is happening in this music / song / action song?</p> <p>How can we move our bodies to show that we are sad / happy / angry / excited?</p>	<p>Tell me, what do you know about xxx?</p> <p>Who do you like best: Humpty Dumpty or Incy Wincy Spider? Why?</p> <p>What shall we have for breakfast today (role play)? How shall we make it?</p>	<p>Can you lay the table? What are you making for dinner? Can I help? What shall I do?</p> <p>Tell me ... what is this here? (point)</p> <p>Tell me ... what is happening in this part?</p>
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**Key Vocabulary**

voice, song, sing, sound, action	loud, quiet, bang, tap, shake	sound, music, listen, hear (and simple words to describe sounds: bang, tap, shake, loud, quiet)	shake, tap, ring, bang, explore	loud, quiet, scary, happy, fast, slow	stop, move, listen, actions, music	notice, copy, talk, pretend	pretend, listen, tell, built, made
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**Stories that could unlock this learning include:**



**Five ideas for enhancements**

- Play simple rain shakers and stamp feet to the beat to accompany Incy Wincy Spider.
- Perform Humpty Dumpty using actions. Create a marching dance for all the King's horses and all the King's men.
- Role play tent / camping – what will you take with you?
- Use small world to make the big city / one of the homes from You Choose. 5. Order instruments from quietest to loudest.

*Learning For Life*