



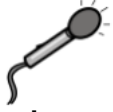


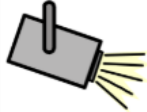


Music
EYFS - Reception



Unit	Bounce Into Action	Rainbow Magic	Happy Talk	Amazing Animals	Number Fun	Beep Beep, Toot Toot
National Curriculum	<p align="center">Aims</p> <p>The national curriculum for music aims to ensure that all pupils: The EYFS (Early Years Foundation Stage) music curriculum focuses on developing listening, responding, and expressive skills through singing, movement, and playing instruments, aligning with the Expressive Arts and Design Early Learning Goal (ELG) to build foundations for literacy and creativity, emphasizing enjoyment, exploring sounds (pitch, rhythm, tempo), joining in songs, and expressing feelings, with clear links to building core skills for the National Curriculum in Key Stage 1 (KS1). Key activities involve action songs, body percussion, simple patterns, and experimenting with tuned/untuned instruments to foster confidence, coordination, and understanding of musical elements like beat and pulse.</p> <p align="center">EYFS</p> <p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p align="center">Pupils should be taught to:</p> <ul style="list-style-type: none"> • Play, perform, and enjoy music to a range of audiences • Listen to and evaluate music from a wide variety of historical periods and genres • Understand and explore how music is created, produced, and communicated <ul style="list-style-type: none"> • Confidently explain and use vocabulary related to music • Experience playing an instrument 					
	Unit Link	<p>Bounce Into Action</p> <p>I'm A Little Teapot, Getting Dressed, Days Of The Week,...</p>	<p>Rainbow Magic</p> <p>Rainbows, Sparkle, Twinkle Twinkle Little Star and Ring 'O Roses</p>	<p>Happy Talk</p> <p>If You're Happy And You Know It and Name Song</p>	<p>Amazing Animals</p> <p>Boing, Old Macdonald and Incy Wincy Spider</p>	<p>Number Fun</p> <p>Alice The Camel, Five Little Ducks, 1, 2, 3, 4, 5 and Five Fine Bumble Bees</p> <hr/>

<p>Style</p>	<p>Rhymes Rhyming is a repetition of words that sound the same or have a similar ending sound, like 'cat' and 'mat'.</p>	<p>Lullaby sub-genre or form within a variety of broader musical genres, including children's music, classical, folk, and ambient music.</p>	<p>Rhymes Rhyming is a repetition of words that sound the same or have a similar ending sound, like 'cat' and 'mat'.</p>	<p>Rhymes Rhyming is a repetition of words that sound the same or have a similar ending sound, like 'cat' and 'mat'.</p>	<p>Action songs / melodies. Often characterized by simple, repetitive melodies, lullabies, and, in some cases, 1950s–1970s light-hearted, playful tunes (e.g., "Puff the Magic Dragon", "The Teddy Bears' Picnic")</p>	<p>Rhymes Rhyming is a repetition of words that sound the same or have a similar ending sound, like 'cat' and 'mat'.</p>
<p>Musician</p>						
<p>Unit Outcome</p>						
<p>Knowledge</p>	<p>Lesson 1 - Lesson 2 – Lesson 3 – l Lesson 4-i. Lesson 5 – l.</p>	<p>Lesson 1 – l Lesson 2- Lesson 3 – l. Lesson 4 – Lesson 5 -</p>	<p>Lesson 1 – Lesson 2 – Lesson 3 – Lesson 4 – Lesson 5-</p>	<p>Lesson 1 – Lesson 2 – l Lesson 3 – Lesson 4 – Lesson 5 –</p>	<p>Lesson 1- Lesson 2 – . Lesson 3- Lesson 4 – .</p>	<p>Lesson 1 – Lesson 2 – Lesson 3- Lesson 4 – Lesson 5 –</p>

					Lesson 5 – .	
Skills	<p>Lesson 1 –</p> <p>Lesson 2 –</p> <p>Lesson 3 – I</p> <p>Lesson 4 –</p> <p>Lesson 5 –</p>	<p>Lesson 1 –</p> <p>Lesson 2- I</p> <p>Lesson 3- I can perform movements to represent different animals accurately most of the time.</p> <p>Lesson 4- I can sing a chorus accurately in a performance.</p> <p>Lesson 5- I can respond in time with the music.</p>	<p>Lesson 1- I can tell you how many beats are in a word, I can think of my own lyrics.</p> <p>Lesson 2- I can use simple sign language in my singing; I can identify and instrument my hearing it play</p> <p>Lesson 3- I can combine singing and movements at the same time. I can use simple sign language whilst I perform</p> <p>Lesson 4- I can play an instrument neatly to a piece of music</p> <p>Lesson 5 – I can say how a piece of music makes me feel, I can evaluate my performance</p>	<p>Lesson 1- Listen and respond, move, loud and quiet, sing</p> <p>Lesson 2 – I can match my voice to the melody shape.</p> <p>Lesson 3- I can use body percussion to create a pattern to a song.</p> <p>Lesson 4 – . I can pitch match my voice accurately to the melody.</p> <p>Lesson 5 – I can warm up my voice and body to complete a performance.</p>	<p>Lesson 1 – I can label emotions linking to a piece of music.</p> <p>Lesson 2 – I can be a leader, and I can follow a leader.</p> <p>Lesson 3 – I can use actions to represent words when I sing.</p> <p>Lesson 4 - I can compose a simple piece of music representing a calm sea. –</p> <p>Lesson 5 – I can create verse for a song.</p>	<p>Lesson 1 – I know why warming up my voice is important, I can tap the pulse</p> <p>Lesson 2 – I can clap a pattern, I can warm my voice up in different ways</p> <p>Lesson 3 - I can order the cards to make a pattern, I can sing with controlled energy</p> <p>Lesson 4- I can share thoughts about a song, I can think about an action to match a word</p> <p>Lesson 5- I can learn new verse, I can link actions to the song lyrics</p>
Perform and share	Consolidate understanding that there are different	Create and perform patterns as a group	During whole class singing can the pupils pitch match accurately?	Through whole class performance can the children sing with expression?	Class discussion, talk about big emotions, gather pupil voice.	As a whole class sing songs rhythmically record

	<p>ways to use their voice musically.</p> <p>Build confidence through collaboration and performance that chants use the spoken voice rhythmically and musically.</p> <p>Record and play back for pupils to see and assess</p>	<p>Learn new songs for a whole class performance</p> <p>Through performance move creatively and expressively with control</p> <p>Perform and share with parents / carers</p>	<p>Through class discussion assess pupil knowledge of a 2–3 pattern of beats in music with five beats</p> <p>As a group sing and sign a song confidently</p>	<p>Whole class and groups can the children hear draw and sing melody shapes.</p> <p>Record and play back for pupils to see and assess fo</p>	<p>Perform as a class and watch a recording to gather pupil feedback on whether pupils responded correctly when they had to be loud or quiet.</p>	<p>and watch back as a class to discuss</p> <p>In groups celebrate musical knowledge through collaboration and completion of a shared picture.</p>
Vocabulary	Beat, pulse, rhythm, pitch, high and low sounds, rap, sing, instrument, melody, perform, glockenspiel, drum, bells, woodblock.	Beat, pulse, rhythm, pitch, high and low sounds, rap, sing, instrument, melody, perform, glockenspiel, drum, bells, woodblock.	Beat, pulse, rhythm, pitch, high and low sounds, rap, sing, instrument, melody, perform, glockenspiel, drum, bells, woodblock.	Beat, pulse, rhythm, pitch, high and low sounds, rap, sing, instrument, melody, perform, glockenspiel, drum, bells, woodblock.	Beat, pulse, rhythm, pitch, high and low sounds, rap, sing, instrument, melody, perform, glockenspiel, drum, bells, woodblock.	Beat, pulse, rhythm, pitch, high and low sounds, rap, sing, instrument, melody, perform, glockenspiel, drum, bells, woodblock.
Career Links	<p>Singer</p>  <p>Place: stage, classroom</p> <p>Qualities: brave, expressive, clear voice</p>	<p>Drummer</p>  <p>Place: practice room</p> <p>Qualities: steady, coordinated, patient</p>	<p>Instrument Player</p>  <p>Place: classroom, hall</p> <p>Qualities: careful, committed, brave</p>	<p>Performer</p>  <p>Place: stage</p> <p>Qualities: confident, expressive, reliable</p>	<p>Musician</p>  <p>Place: community centre, school hall</p> <p>Qualities: creative, confident, joyful</p>	<p>Dancer</p>  <p>Place: studio, hall</p> <p>Qualities: energetic, coordinated, rhythmic</p>
Assessment	<p>By the end of the year in Reception pupils should be able to:</p> <ul style="list-style-type: none"> • Play, perform, and enjoy music to a range of audiences • Listen to and evaluate music from a wide variety of historical periods and genres • Understand and explore how music is created, produced, and communicated <ul style="list-style-type: none"> • Confidently explain and use vocabulary related to music 					

- Experienced playing an instrument

EYFS Progression

Listen and respond	<p>Listen attentively, move to and talk about music. Follow and respond to a leader.</p>
Sing and Chant	<p>Sing well-known songs in a group or on their own, increasingly matching the pitch and following the melody. Read words consistent with their phonic knowledge by sound-blending. Know that a chant uses speaking voices musically.</p>
Play Instruments	<p>Demonstrate coordination when playing untuned percussion.</p>
Move and Dance	<p>Move expressively and energetically. Negotiate space and obstacles safely. Choreograph their own dance moves.</p>
Class Discussion	<p>Hold conversations and participate in discussions offering explanations. Express ideas and feelings. Make comments and ask questions to support understanding.</p>
Create and Compose	<p>Write simple phrases and sentences that can be read by others. Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song.</p>
Perform	<p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. Make use of props and materials when role-playing characters in narratives and stories. Share their creations, explaining the process they have used.</p>
Arts and Crafts	<p>Explore materials, tools and techniques, experimenting with colour, design, texture, form and function. Draw pictures of animals and plants. Begin to show accuracy and care when drawing. Share their creations, explaining the process they have used.</p>