

	AUTUMN TERM	SPRING TERM		SUMMER TERM		EYFS/NC statements
N	Singing - find our singing voice, explore vocal sounds, experiencing a range of songs that immerse children in different rhythm, meter, structure, varied pitch					EYFS Exploring and Using Media and Materials <i>Shows an interest in the way musical instruments sound (22-36)</i> <i>Enjoys joining in with dancing and ring games. (30-50)</i> <ul style="list-style-type: none"> Beginning to move rhythmically (30-50) Sings a few familiar songs (30-50) <ul style="list-style-type: none"> Imitates movement in response to music (30-50)
	Engagement- children enjoy the session, join in with actions, follow instructions, call and response with limited vocal range					
	Listening - opportunities to listen to live and recorded music , games to develop listening skills and to learn to respond physically					
	Pulse/Rhythm - children explore pulse in their body through movement, actions, listening and singing and responding to music					
	Instruments- children handle and control small percussion to start stop, play loud, soft, fast, slow. Develop a steady pulse , rhythm of the words					
	Watching, Listening & Participating	Snowmen and Penguins	Puppets & Lycra	Playing The Game	What's in the Bag	Road to Rio
Additional music experiences planned by class teacher	Carpet session - Featuring instruments - listening to sounds, guessing games , singing daily , playing instruments to songs, singing with recordings and videos and listening to a range of recorded music , opportunities for older children to play for the nursery					<ul style="list-style-type: none"> Plays out simple repeated rhythms (30-50) Explores and learns how sounds can be changed (30-50)
	Provision - Music area to include instruments readily available - set up with a story book , theatre area , in role play situations , outside and inside					
R	Singing -Controlling voice to sing loud soft, increasing control of pitch , using soh mi hand signs, solos singing in kodaly repertoire, increased song range					<ul style="list-style-type: none"> Begins to build a repertoire of songs and dances (40-60) Explores the different sounds of instruments (40-60)
	Engagement - focussed and engaged and joining in with confidence, active in singing games , turn taking, following directions					
	Listening - listening to each other singing and play, beginning to describe in words what they can hear					
	Reading Recording - following signs and symbols to sing loud , quiet, using head , voice. Picture instrument cards to follow directions					
	Pulse/Rhythm - repeating 4 beat rhythm patterns , increasing fluency in keeping pulse, use rhythm phrases to clap rhythm patterns, accelerate and decelerate in pulse					
	Watching Listening and Participating	Snowmen and Polar Bears	The Sound of Music	Picture the Scene	Come to the Carnival	Road to Rio
Additional music experiences planned by class teacher	Carpet session - Featuring instruments - listening to sounds, guessing games , singing daily , playing instruments to songs, singing with recordings and videos and listening to a range of recorded music , opportunities for older children to play for Reception					<i>Children sing songs, make music and dance, and experiment with ways of changing them</i> ELG
	Provision - Music area to include instruments readily available - set up with a story book , theatre area , in role play situations , outside and inside					
Yr 1	Singing - singing with increased control and range. Able to pitch match and respond to direction to improve, increase variety on songs , so mi la hand signs (NC a)					Key stage 1 Music National Curriculum <i>Pupils should be taught to:</i> - use their voices expressively and creatively by singing songs and speaking chants and rhymes (NC A) - play tuned and untuned instruments musically (NC B) - listen with concentration and understanding to a range of high-quality live and recorded music (NC C) - experiment with, create, select and combine sounds using the inter-related dimensions of music (NC D)
	Reading Rhythm patterns on insect cards - creating rhythm phrases, using graphemes to represent sounds , use graphemes to record musical ideas					
	Independent learning - children beginning to work at directed tasks in pairs and groups, increased ability to follow directions and able to arrange instrument sounds for songs (NC d)					
	Listening - active listening for specific elements in music , able to describe in terms of dynamics, pitch, timbre, mood, tempo (NC c)					
	Rhythm pulse- learn rhythmic phrases, compare rhythm and pulse, creating 4 beat rhythms , maintaining a pulse with increased accuracy (NC d)					
	Rhyme and Rhythm Repertoire	Show Time Performance	The Beat Goes On	Sounds We Hear	Are You Sitting Comfortably	Around the World in 80 days
Yr 2	Singing - secure pitch match and singing a wider range of songs. S m l re do hand signs , scerie singing in 2 parts rounds and partners songs (NC a)					Key stage 1 Music National Curriculum <i>Pupils should be taught to:</i> - use their voices expressively and creatively by singing songs and speaking chants and rhymes (NC A) - play tuned and untuned instruments musically (NC B) - listen with concentration and understanding to a range of high-quality live and recorded music (NC C) - experiment with, create, select and combine sounds using the inter-related dimensions of music (NC D)
	Reading /notating rhythm and pulse- stick rhythm notation cards , counters beads lolly sticks to represent beats and rhythms, reading and recording patterns , creating graphic scores and playing from scores					
	Rhythm, Pulse - introducing 3 beat patterns , securing pulse, combining rhythms and puls in 2 to 3 parts , insect names for duration , snail worm ant spider caterpillar dung beetle dragonfly . Dotted rhythms (NC d)					
	Instruments - good control , able to choose and select sounds and explore texture and timbre in compositions , introduction to xylophone and djembe (NC b)					
	Independent Group work - children work independantly and directed tasks involving selecting and organising songs in response to a stimulus (NC d)					
	Sound of a Story	Show time Performance	Metal and Wood	How do we do it ?	Djembe	African Tale
KS1 Singing Assembly	Engagement -children join in and focus on participation with actions					london bridge , ram sam , please pudding, old woman, seagulls, I like the flowers , Paddle boat song, si mama ka, che che kule fireflies, mouse, doggy, ding dong, chest chest , we want to sing , please and thankyou , you can do it , living and learning , I'd like to teach the world to sing , drunken sailor , did you ever , superhero blues , down by the bay, oo a lay le, mr clickety cane , zum gali , hello bonjour, who stole my chickens, bella mama, nanuma , Tongo , down in the jungle, lean on me
	Vocal quality developing head voice , chest voice , dynamic control					
	Technical skill - - partners songs and rounds, ostinato					
	Singing songs from memory and in a range of languages					
	CORE ASSEMBLY SINGING MATERIAL					
	Kodaly	Xmas Performance	Assembly songs and songs for reflection , fun and games (Jane Sebba)	Partner Songs & Rounds Including minor tonality , playground songs	Songs for a Story / Show or Cantata	Review Repertoire-Piano and recorder repertoire , minor and pentatonic tonality, assembly songs