

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Musical Explorers <i>Voices, instruments and circle games</i>	Christmas Singing	Musical Bodies <i>Body percussion, moving to music</i>	Musical Animals <i>Loud, quiet, fast, slow, long, short, high and low</i>	Rhymes & Rhythms <i>Counting beats, copying rhythms, playing the pulse</i>	Conductors and Instruments <i>Leading music, percussive instrument handling</i>
Brief synopsis:	Children learn to sing welcome song each lesson – ‘Together’/‘Welcome Welcome everyone’. They play turn taking circle games to get to know each other and practice waiting their turn, joining in and sharing their ideas. Children begin to use untuned percussion and claves to practice keeping the beat. They listen to music and play along and also play along to their own singing. Children practice controlling their instruments to make	Children learn new songs and actions for their Christmas performance. They learn to remember words, remember actions, sing in tune and follow and copy simple melodies with their voices. They perform to their families.	Children learn to sing the penguin song and practice using their bodies to make musical sounds to accompany. They sing ‘This is the way we clap our hands...’ etc to explore the different sounds our bodies can make. Children play circle games to explore how to control the sounds their bodies make – e.g loud/quiet etc They listen to March past of the Kitchen Utensils and move their bodies to follow	Children learn to sing and add actions to The Bear Went Over the Mountain (and variations) to introduce our school music animals. They practice singing this song in different ways: fast, slow, quiet, loud, long notes, short notes, high, low. They play whole class circle games to help learn about pitch and practice recognising and describing high and low sounds.	Children sing I hear thunder and learn actions. They use body percussion and claves to keep the pulse of the song. Children explore the difference between beat and rhythm, the practice clapping the beat and then the rhythm of I hear Thunder. Children play circle games to practice copying different simple rhythm patterns. They invent their own rhythm patterns individually and with partners and practice playing them	Children revisit the musical animals and how to change sound by changing the tempo, dynamics, duration and pitch. They learn ‘conductors hand signals’ to signify these changes and practice following them to play instruments and using them to direct music. They learn to sing What do we do when we go to music/I am the music man to help them learn the names of percussion instruments and how to play them.

	quiet, loud, fast and slow sounds.		the pulse. They practice active listening – e.g jump every time you hear the cymbal crash. Change your movements when the music gets faster/slower etc.		on untuned percussion.	
Skills and knowledge focus:	I can join in with some of the words and actions of songs I try to pitch the melodies of songs I play and sing with an awareness of others I enjoy playing the classroom instruments I can sort and play instruments using timbre and duration I can create sounds and play along to songs and stories I can move and play to the beat I can recognise changes in sound	I can join in with some of the words and actions of songs I try to pitch the melodies of songs I play and sing with an awareness of others I can recognise changes in sound according to tempo, pitch and dynamics	I can create sounds and play along to songs and stories I can move and play to the beat I can recognise changes in sound according to tempo, pitch and dynamics I listen and respond through movement to a variety of music I play and sing with an awareness of others	I can join in with some of the words and actions of songs I try to pitch the melodies of songs I play and sing with an awareness of others I enjoy playing the classroom instruments I can sort and play instruments using timbre and duration I can create sounds and play along to songs and stories I can move and play to the beat I can recognise changes in sound according to tempo, pitch and dynamics	I can join in with some of the words and actions of songs I try to pitch the melodies of songs I play and sing with an awareness of others I enjoy playing the classroom instruments I can sort and play instruments using timbre and duration I can create sounds and play along to songs and stories I can move and play to the beat I can recognise changes in sound according to tempo, pitch and dynamics	I can join in with some of the words and actions of songs I try to pitch the melodies of songs I play and sing with an awareness of others I enjoy playing the classroom instruments I can sort and play instruments using timbre and duration I can create sounds and play along to songs and stories I can move and play to the beat I can recognise changes in sound according to tempo, pitch and dynamics

	according to tempo, pitch and dynamics I listen and respond through movement to a variety of music			I listen and respond through movement to a variety of music	I listen and respond through movement to a variety of music	I listen and respond through movement to a variety of music
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