|  |  |  |  |
| --- | --- | --- | --- |
| Year: CY1 2022-23  **EYFS MUSIC Medium Term Plan** | Term: Spring A: **Once Upon A Time**  Bi-weekly - 25 minutes + singing assembly | **Subject: MUSIC**  For our EYFS pupils, the **3 most important qualities of the curriculum are:**   * **Playing and exploring** * **Creating and thinking critically** * **Active Learning** | |
| Key Vocabulary:  Story  Sound  Character  Names of Percussion instruments | Key Questions:  What sound could represent….?  What instrument is this?  What sounds does the story mention? | Resources:  Out of the Ark Hansel and Gretel  CD pLayer  Pocketful of songs book  Peace at Last book  Percussion instruments | Cross-curricular links:  Literacy  Drama |
| Progression of Skills (EYFS)  **Use voices expressively and creatively**  **Communication and language/ Literacy/** **Maths/ Being Imaginative and Expressive**  Learn nursery rhymes, simple songs (inc numbers) and action songs  Exploring noise and sounds  Exploring and understanding unfamiliar musical vocabulary.  **Personal, social and emotional development**  Children grow in confidence and begin to join in with chants, nursery rhymes and singing.  **Physical Development**  Develop gross motor skills when adding movement and action to the songs.  **Understanding the World**  Develop understanding of nursery rhymes.  **Play tuned and untuned instruments**  **Literacy**  Demonstrate an understanding of the story by suggesting sounds to represent events/ characters.  **Being Imaginative and Expressive**  Perform vocal and body sounds.  **Building Relationships**  Work cooperatively and take turns, show sensitivity to their own and others’ needs  **-Self Regulation**  Follow instructions involving several ideas/ actions  Work towards simple goals.  **Managing self**  Knowing right from wrong when and how to play the instruments, resisting temptation.  **Physical Development**  Develop fine motor skills through holding beaters.  **Communication and language**  Listen attentively and respond to what they hear, make comments and ask questions, in small groups offer their own ideas  **Being Imaginative and Expressive**  Create sounds using instruments to represent events/ characters in a story  **Personal, social and emotional development – Self regulation**  Set and work towards simple goals  **Building Relationships**  Work cooperatively and take turns, show sensitivity to their own and others’ needs  **Understanding the World**  Exploring where sounds come from and how we may create sounds.  **Listen with concentration and understanding**  **Listening, Attention and Understanding**  Listen attentively and respond to what they hear with questions and comments.  **Speaking**  Offer explanations and ideas about what they hear or heard.  **Gross motor skills/Being Imaginative and Expressive**  Move to the music.  **Evaluate and appraise their own work**  **Managing self**  Be confident to try new activities  **Speaking**  Make comments about what they have heard.  Express their ideas and feelings in full sentences.  **Create, select and combine sounds using the inter-related dimensions of music**  **Building relationships**  Work cooperatively and take turns with others.  Show sensitivity to own and others’ needs.  **Being Imaginative and Expressive**  Perform with others.  **Creating with Materials**  Use musical instruments safely.  Choose sounds to represent events/characters in a story.  Share their music and explain it | | | |
| **Planned Learning Experiences:** | | **Assessment Opportunities and Learning Outcomes:** | |
| 6/01/23 FRENCH (also Pocketful of Songs J Donaldson) | |  | |
| Session 1 13/01/23 | |  | |
| **Learning Objective**:  **To**  Read Peace at Last discuss and add sound effects to represent the story.  Use percussion instruments to add sounds to illustrate the story.  Make up a simple story together – use a storyboard (3 parts) eg. It was a rainy day; Acorns class went out to play and splashed in the puddles; Eventually the sun came out. Create sounds to represent the story. | | I can listen carefully.  I can understand what is happening in a story.  I can make sounds using percussion instruments to represent different events in a story.  I can choose sounds carefully thinking about how long/short they are; how loud or quiet they are; how fast or slow they are.  I can suggest parts for a simple story and discuss sounds that would match it. | |
| 20/01/23 FRENCH (also Pocketful of Songs J Donaldson) | |  | |
| Session 2 27/01/23 | |  | |
| **Learning Objective**: **To**  Use music to tell a traditional story Hansel and Gretel Out of the Ark. Learn songs and add percussion sound effects | | I can listen carefully.  I can sing songs that tell a story.  I can play instruments carefully to represent parts of a story.  I can copy simple rhythms.  I can retell a story in my own words. | |
| 3/02/22 FRENCH (also Pocketful of Songs J Donaldson) | |  | |
| Session 3 10/2/23 OAK TREES TO YOUNG VOICES – No lesson | |  | |