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| Year: CY1 2022-23  **EYFS MUSIC Medium Term Plan** | Term: Spring B: **Is There Anybody Out there?**  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:  Space  Beat  Rhythm  Percussion  Glockenspiel | Key Questions:  What do you think is happening?  What tune is this?  How could we move to show….? | Resources:  Dance Space theme by Madmusik  Computer  Twinkle twinkle sheets  Percussion instruments inc glockenspiels | Cross-curricular links:  Literacy  Dance |
| 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:** | |
| Session 1 24/02/23 | |  | |
| **Learning Objective**:  **To explore space themes through music and movement.**  Sing 5 Little Men in a Flying Saucer  Movement to music Madmusik Space themes – what do they imagine?  Tell what is happening and what to act out.  Zoom Zoom Zoom We’re Going to the Moon (Kiboomers)  Mission Control game with percussion instruments ‘ Roger’ how Neil Armstrong answered Mission control when he received a message. | | I can listen carefully.  I can imagine what a piece of music represents and explain to others.  I can move to music.  I can copy sounds using percussion instruments.  I can hold a musical instrument carefully.  I can sing songs using numbers and actions. | |
| 3/03/23 FRENCH | |  | |
| Session 2 10/03/23 | |  | |
| **Learning Objective**: **To**  Sing 5 Little Men in a Flying Saucer  Mission Control game with clapping - ‘ Roger’ how Neil Armstrong answered Mission control when he received a message.  Twinkle Twinkle song + glockenspiels.  Zoom Zoom Zoom We’re Going to the Moon | | I can sing songs using numbers and actions.  I can play instruments carefully and follow a graphic score.  I can copy simple rhythms.  I can recognise a melody by ear. | |
| 17/03/22 FRENCH French cafe | |  | |
| Session 3 24/03/23 (Fire Safety day?) | |  | |
| **Learning Objective**: **To**  Sing 5 Little Men in a Flying Saucer  Movement to music Madmusik Space themes – what do they imagine?  Tell what is happening and what to act out.  Twinkle Twinkle song + glockenspiels.  Zoom Zoom Zoom We’re Going to the Moon | | I can sing songs using numbers and actions.  I can play instruments carefully and follow a graphic score.  I can imagine what a piece of music represents and explain to others.  I can move to music. | |
| 31/03/23 Easter Concert/ French | |  | |
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