|  |  |  |
| --- | --- | --- |
|  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: SpaceBeatRhythmPercussionGlockenspiel | Key Questions: What do you think is happening?What tune is this?How could we move to show….? | Resources:Dance Space theme by MadmusikComputerTwinkle twinkle sheetsPercussion instruments inc glockenspiels | Cross-curricular links:LiteracyDance |
| 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/ actionsWork 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 SaucerMovement 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 SaucerMission 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 SaucerMovement 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 |  |
|  |  |