

Music coverage in Nursery						
Topics	Marvellous me	Come outside	Prince and princess	Mini beasts	Transport	Amazing animals
Objectives from development matters	Sing a large repertoire of songs. (C+L 3-4) <ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. (PD 3-4) – to play instruments • Listen with increased attention to sounds. (EA+D 3-4) • Respond to what they have heard, expressing their thoughts and feelings. (EA+D 3-4) • Remember and sing entire songs. (EA+D 3-4) • Sing the pitch of a tone sung by another person ('pitch match'). (EA+D 3-4) • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. (EA+D 3-4) • Create their own songs, or improvise a song around one they know. (EA+D 3-4) • Play instruments with increasing control to express their feelings and ideas. (EA+D 3-4) 					
Key experiences	Sing familiar nursery rhymes. Explore different instruments during song time.	Sing familiar nursery rhymes. Explore different instruments during song time.	Explore pitch and dynamics (high/low/loud/quiet) Explore different instruments during song time.	Explore tempo (fast/flow/long/short) Explore different instruments during song time.	Follow a steady beat. Explore different instruments during song time.	Compose simple songs. Explore different instruments during song time.
Key learning	Children will engage in daily singing of nursery rhymes and other songs. They will learn Christmas songs and perform them as a class in the EYFS Christmas show for parents. They will take part in music sessions where they can explore different instruments and focus on pitch, dynamics and tempo. Children will focus on Phase 1 Phonics throughout the year which also provides lots of opportunities to develop musical skills – particularly during Aspects 2 (Instrumental Sounds), 3 (Body Percussion), 4 (Rhythm and Rhyme) a 6 (Voice Sounds). Children will also be exposed to music from other cultures where opportunities arise i.e. making ribbon stick to dance along to videos of Chinese New Year dragon dances, listening to music from around the world etc.					
Key vocabulary	Names of simple instruments (drum, triangle, shaker), fast, slow, loud, quiet, high, low					
What is this the foundation for?	In Reception, children will develop their ability to match the pulse, pitch and melody of music and songs. Through weekly music sessions using charanga, they will develop their skills in discussing their feelings and responses to music.					

Music coverage in Reception						
Topic	<i>It's good to be me</i>	<i>Out of this world.</i>	<i>Once upon a time</i>	<i>If you go down to the woods today</i>	<i>Ready, steady, go</i>	<i>On Safari</i>
<i>Objectives from development matters</i>	<p>Listen carefully to rhymes and songs, paying attention to how they sound. (C+L Rec)</p> <ul style="list-style-type: none"> • Learn rhymes, poems and songs. (C+L Rec) • Combine different movements with ease and fluency. (PD Rec) – to play instruments • Explore, use and refine a variety of artistic effects to express their ideas and feelings. (EA+D Rec) • Return to and build on their previous learning, refining ideas and developing their ability to represent them. (EA+D Rec) • Create collaboratively, sharing ideas, resources and skills. (EA+D Rec) • Listen attentively, move to and talk about music, expressing their feelings and responses. (EA+D Rec) • Sing in a group or on their own, increasingly matching the pitch and following the melody. (EA+D Rec) • Explore and engage in music making and dance, performing solo or in groups. (EA+D Rec) • Sing a range of well-known nursery rhymes and songs. (EA+D Being Imaginative and Expressive ELG) • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. (EA+D Being Imaginative and Expressive EL) 					
<i>Key learning and experiences</i>	<p>Children in Reception will follow the Charanga Music Scheme of Work. The units include musical activities that embed pulse, rhythm and pitch, explore voices and classroom instruments. Children will engage in daily singing of nursery rhymes and other songs. They will learn Christmas songs and perform them as a class in the EYFS Christmas show for parents. Children will also be exposed to music from other cultures where opportunities arise. They will use music to dance and move to as part of dance lessons in PE.</p>					
<i>Key vocab</i>	<p>Names of additional instruments (tambourine, maraca), pulse, beat, high, low ,fast, slow</p>					
<i>What are these foundations for?</i>	<p>In Year 1 children continue to use the Charanga Music Scheme of Work. They will consolidate knowledge of pulse and pitch and their ability to talk about and reflect on what they hear. They will begin to work on tempo and dynamics, recognising some band and orchestral instruments, and recognising and using some graphical notation/symbols to represent music.</p>					