


Dereham Church Infant and Nursery School- Music

Reception Autumn 1 MTP

	Year group: Reception	Area/topic: Listening and understanding. Singing
	<p>Listening and understanding</p> <ul style="list-style-type: none"> • Listen attentively to short songs and nursery rhymes, knowing that we need to be quiet when listening to music. • Make comments about the music they have listened to, commenting on: <ul style="list-style-type: none"> • <i>Their opinion of the music and how it makes them feel.</i> <p>Singing</p> <ul style="list-style-type: none"> • Join in with singing when performing nursery rhymes, new songs and rhymes using simple actions. 	

Prior learning	Future learning
<p>Children may have listened to and joined in with singing nursery rhymes either at home or in pre-school setting.</p> <p>Children may have talked about whether they enjoyed a piece of music or not.</p>	<p>In Year 1...</p> <p>Key Stage 1 National Curriculum Objectives:</p> <ul style="list-style-type: none"> • Listen with concentration and understanding to a range of high-quality live and recorded music. • Make comments about the music they have listened to, commenting on: <ul style="list-style-type: none"> • <i>Their opinion of the music and how it makes them feel</i> • <i>Associations, e.g. 'it makes me think of waves in the sea',</i> • <i>When they would listen to it- appropriate occasions.</i> • <i>How music may match its content, or a character in a story, e.g. scary music with a monster.'</i> • Respond appropriately to music, in different ways.

What pupils need to know or do to be secure	
<p style="text-align: center;">Key knowledge and skills</p> <p>Children will listen attentively to short songs and nursery rhymes, knowing we need to be quiet when asked to listen to music.</p> <p>Children will look at and respond to teacher when joining in with singing short songs and nursery rhymes.</p> <p>Children will be able to say whether they enjoyed a piece of music, and may be able to explain why. Children will be able to state in one word, how a piece of music made them feel.</p>	<p style="text-align: center;">Possible evidence</p> <p>Teacher can use own judgement to observe when children are listening and paying attention to music.</p>
<p style="text-align: center;">Key vocabulary</p> <p>Song, sing/ singing, nursery rhymes, listen,</p>	<p>Teacher can record performances of children singing songs.</p>
Common misconceptions	Books linking to this area
<p>Children may shout instead of sing.</p> <p>Children may not understand the need to listen to music- they may have only had experience singing along, dancing to music and generally making lots of noise when music is playing (e.g. at a birthday party).</p> <p>Children may confuse their personal opinion of a piece of music, with the quality of music. E.g. they may find slow music 'boring' and decide it's not of high quality.</p>	<p>Once Upon an Ordinary School Day- Colin McNaughton</p>
Memorable first hand experiences	Opportunities for communication
<p>Harvest Festival.</p> <p>Collective Worship performances.</p>	<p>Learning new words when singing.</p> <p>Learning new songs for routine songs, and changing words, e.g. have you got your hat on.</p> <p>Explaining whether they enjoyed a piece of music and how it made them feel.</p>

DCINS Reasonable adjustments for pupils with SEND

<p>Communication and Interaction</p> <p>Children do not have to sing all words in a song- they can sing just the chorus, or first verse of something, for example. They could just sing 'la' for example.</p>	<p>Cognition and Learning</p> <p>Children do not have to sing all words in a song- they can sing just the chorus, or first verse of something, for example. They could just sing 'la' for example.</p>
<p>Social, Emotional and Mental health</p> <p>Children do not have to listen to the duration of a song if it is too difficult to sustain attention.</p>	<p>Sensory and Physical</p> <p>Children can wear ear defenders if music is too loud.</p>