

	<p>Year group: Nursery</p>	<p>Area/topic: Rhythm and pulse- percussion instruments</p>
	<p><b>Objectives:</b></p> <p><b>Listening and understanding</b></p> <ul style="list-style-type: none"> <li>• Listen to songs, nursery rhymes and different genres of music, knowing that we need to be quiet when listening to music.</li> </ul> <p><b>Rhythm and Pulse</b></p> <ul style="list-style-type: none"> <li>• Copy actions when following/keeping to a steady beat.</li> <li>• Engage in pat-a-cake clapping games.</li> <li>• Practice and perform a well-known chant in a group, starting and finishing at the same time and keeping to a steady pulse.</li> <li>• Keep to a steady pulse using un-tuned percussion instruments.</li> </ul>	

Prior learning	Future learning
<p>In Spring 1 ...</p> <p>Children have continued to learn new songs, chants and rhymes. Children will have gained some confidence performing these songs in class.</p> <p>Children have also listened to different types of music and developed understanding of the need to listen and be quiet when listening to a piece of music.</p>	<p>In Reception...</p> <p>Objectives taken from the Statutory Framework for the Early Years Foundation Stage:</p> <ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and, when appropriate, try to move in time with music.</li> </ul>

<p>Children have used body percussion to keep steady pulse when listening to music or performing.</p>	<p>Objectives taken from Active Music</p> <ul style="list-style-type: none"> <li>• To consolidate the feeling of pulse through singing games and activities.</li> <li>• To engage in music making and sing simple songs from memory.</li> <li>• To copy actions and make up own actions when following/keeping a steady beat. To respond to cue words.</li> <li>• ☑ To engage in pat-a-cake clapping games.</li> <li>• ☑ To chant rhymes from memory.</li> <li>• ☑ To subconsciously internalise the rhythm of the words of the rhyme through chanting, clapping and thinking.</li> <li>• ☑ To play to the words of a given rhyme on un-tuned percussion instruments.</li> <li>• ☑ To chant, clap and use thinking voices as part of the learning process.</li> <li>• ☑ To practice and perform a well-known chant in a group, starting and finishing at the same time and keeping to a steady pulse.</li> </ul>
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What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p>Children will continue to be able to hear and join in with a steady beat, using different types of body percussion to maintain a steady beat in a piece of music they are listening to or performing.</p> <p>Children will continue to listen attentively to different types of music.</p> <p>Children will be able to use a variety of un-tuned percussion instruments to maintain a steady beat in a piece of music they are listening to or performing.</p>	<p>Teacher can use own judgement to observe when children are listening and paying attention to music.</p> <p>Teacher can record performances of children performing songs.</p>
Key vocabulary	
<p>Song/ singing, music, beat, pulse</p>	

Common misconceptions	Books linking to this area
Children may find it hard to hear a beat and maintain a steady pulse. They may confuse keeping pulse as just dancing to music. Children may find it hard to listen and follow instructions when performing with percussion instruments.	The Pirate Mums- Jodie Lancet- Grant
Memorable first hand experiences	Opportunities for communication
Easter service.	Learning new words when singing.

DCINS Reasonable adjustments for pupils with SEND

Communication and Interaction	Cognition and Learning
<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>Children do not have to verbally comment on music or sounds they hear, they can point to a picture or symbol instead.</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>

Social, Emotional and Mental health

Children do not have to listen to the duration of a song if it is too difficult to sustain attention.

Children can go on sound walk with 1:1

Sensory and Physical

Children can wear ear defenders if music is too loud.

Children can take any sensory items when going on sound walk outside.