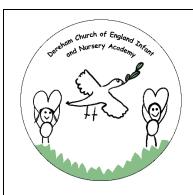
Dereham Church of England Infant and Nursery Academy- Music

Summer 2





Year group: Nursery

Area/topic: Creating, improvising and composing.

Listening and Understanding

(objectives from NC/ELG/Development matters)

Creating, Improvising and Composing

- > Can sing to self when playing.
- Explore making sounds on untured and tured percussion instruments.
- > Combine and create own compositions using un-tuned instruments.

Listening and Understanding

- > Lister to short songs, nursery rhymes, melodies and pieces of music, knowing that we need to be quiet when listering to music.
- > Lister to sounds in the local environment, using simple words to describe what they can hear.
- Know that instruments make different sounds.
- Respond to what they have heard, expressing their thoughts and feelings.

Prior learning	Future learning
Children have learned new songs, chants and rhymes. Children will have gained some confidence performing these songs in class. 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. Children have explored playing 'pat-a-cake' games to keep to a steady beat. Children have explored playing un-tuned percussion instruments and keeping to a steady beat. Children have listened to different genres of music. Children have listened to different genres and new songs. Children have used '2 explore' to create and combine different sound to create own compositions	In Reception: Objectives taken from the Statutory Framework for the Early Years Foundation Stage: Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and when appropriate) try to move in time with music.

What pupils need to know or do to be secure			
Key knowledge and skills		Possible evidence	
Children will continue to learn and perform nursery rhymes and new songs.		Teacher can use own judgement to	
Children will continue to listen to different genres of music.		observe when children are listening and	
Children will continue to experiment playing a range of un-tuned instruments.		paying attention to music.	
Children will use '2 sequence' and 'Busy Beats' to continue selecting and combining sounds to create own			
composition.		Teacher can record performances of	
Key vocabulary		children performing songs.	
Instrument, listen, music, song			
		Teacher can make Tapestry observations	
		of children using purple mash.	
Common misconceptions	Books linking to this area		
What the Ladybird Heard on		loliday- Julia Donaldson.	
Memorable first hand experiences	Opportunities for communication		
TBC	Learning new words when singing.		
	Verbal responses to music listened to.		
	Commenting on their own compositions (purple mash activity).		

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Reasonable adjustments for pupils with $\ensuremath{\mathsf{SEND}}$

Communication and Interaction	Cognition and Learning	
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. Children do not have to verbally comment on music or sounds they hear, they can point to a picture or symbol instead.	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.	
Social, Emotional and Mental health	Sensory and Physical	
Children do not have to listen to the duration of a song if it is too difficult to sustain attention.	Children can wear ear defenders if music is too loud.	