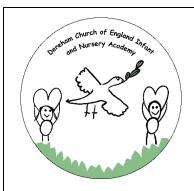
Dereham Church of England Infant and Nursery Academy- Music

Summer I





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	In Reception:
gained some confidence performing these songs in class.	Objectives taken from the Statutory Framework for the Early Years
Children have also listened to different types of music and developed	Foundation Stage:
understanding of the reed to lister and be quiet when listering to a piece	Sing a range of well-known nursery rhymes and
of music.	songs.
Children have explored playing 'pat-a-cake' games to keep to a steady beat.	Perform songs, rhymes, poems and stories with others, and when appropriate) try to move in time with music.
Children have explored playing un-tuned percussion instruments and	
keeping to a steady beat.	
Children have listened to different genres of music.	
Children have learned nursery rhymes and new songs.	

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 explore' on Purple Mash to select and combine sounds (both instrumental and non-		Teacher can record performances of	
instrumental) to create own compositions.		children performing songs.	
Key vocabulary			
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- Ju	lia Donaldson.	
Memorable first hand experiences	Opportunities for communicat	Opportunities for communication	
TBC		Learning new words when singing.	
Verbal responses to music listened to Commenting on their own compositions (purple mash activity			
		positions (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 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.	
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.