



MUSIC & EYFS & Medium Term Plan
Unit 1: Music and Movement



Lesson	Learning Objective	Success Criteria	ELG Links	Vocabulary	Resources
One: Learning why songs can have actions and simple Makaton signs to accompany a song	To understand why songs have actions To learn some simple Makaton signs	- To explain why actions are made in some songs - To use simple Makaton signing - To suggest signing for a song	Personal Social and Emotional Development Expressive Arts and Design	Actions Action songs Sign language Makaton Deaf Communication Communicating Understand Lyrics Verse	
Two: Using body beats to look at moving in different ways	To explore beat through body movement	- Clap and tap to a steady beat - Move and follow a steady beat - Expression through dance	Personal Social and Emotional Development Playing and Exploring	Beat Music Heartbeat Pulse Steady Repeat Constant Drum	
Three: To explore tempo of music	To express feelings and emotions through movement to music	- To identify the tempo of music - Move in a way that represents an animal - Respond to tempo and move in time	Expressive Arts and Design Creating and thinking critically	Music Piece Composer Tempo Fast Moderate Medium Slow	
Four: Exploring tempo and pitch through dance	To explore pitch and tempo with scarf dancing To express feelings and emotions	- Identify the pitch of music and move scarves to show this - Respond to scarf dance and move in time to the music	Expressive Arts and Design Creating and thinking critically	Music Dance Scarf dance Pitch High Low	

	through moving to music	- Use tempo and beat when dancing		Sound Whistle Drum Triangle Bear Monkey Siren Cello Tempo	
Five: Performing music and movement songs and dances	To create a dance performance to a song	- To perform Makaton signing - Respond to music and dance in time - Create a performance for an audience	Expressive Arts and Design Creating and thinking critically	Music Dance Scarf dance Perform Performance Audience Actions Action songs Sign language Makaton	
Assessment: ELGs - Personal Social and Emotional Development, Playing and Exploring, Creating and thinking critically					



MUSIC s Reception s Medium Term Plan
Unit 2: Celebration Music



Lesson	Learning Objective	Success Criteria	ELG Links	Vocabulary	Resources
One Diwali Music	-To learn about music from another culture, particularly when related to the festival of Diwali -To respond to music with movement	Can the children: - Talk about what is celebrated at Diwali (music, dance and light)? - Move and respond to the music, making up their own movements to express how they feel? - Move in time to the music? - Have a go at joining in with the actions to the five days of Diwali song? - Express what they like or dislike about the Diwali music?	Understanding the world Recognise that people have different beliefs and celebrate special times in different ways. Expressive arts and design Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. <u>ELG: Being imaginative and expressive:</u> Perform songs, rhymes, poems and stories with others, and s when appropriate s try to move in time with music. Characteristics of Effective Learning Playing and exploring	Diwali Celebration Music Dance Traditional	CBBC s What is Diwali? 'Raghupati Raghav' on VideoLink
Two Hanukkah Music	-To learn about music from another culture, particularly when related to the festival of Hanukkah. -To learn the names of some traditional	Can the children: - Match any of the sounds correctly with the instruments? - Repeat the names of the traditional Jewish instruments and use them as they talk?	Understanding the world Recognise that people have different beliefs and celebrate special times in different ways. Expressive arts and design Listen attentively, move to and talk about music, expressing their feelings and responses.	Hanukkah Celebration Music Dance Traditional	How to dance the Hora Instrument flashcards

	Jewish musical instruments. -To play and move to traditional Jewish Hanukkah music.	- Play the tambourine or cymbals in time to the song, while joining in with the lyrics? - Do some of the basic steps to the Hora without music?	Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. <u>ELG: Being imaginative and expressive:</u> Perform songs, rhymes, poems and stories with others, and s when appropriate s try to move in time with music. Characteristics of Effective Learning Playing and exploring	Harp Jewish Drum Cymbals Tambourine	
Three Kwanzaa Music	-To learn about music from another culture, particularly when related to the festival of Kwanzaa -To take part in a traditional call and response song -To find classroom objects to use as drums and play in response to African music	- Can the children join in with the body percussion call and response? - Can they copy and repeat a simple rhythm? - Are they able to join in with the Toom-Bah-Ee-Lero? Can they listen and respond to the lyrics? - Are they able to use their imaginations and creativity to find classroom objects to use as drums? -	Understanding the world Recognise that people have different beliefs and celebrate special times in different ways. Expressive arts and design Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. <u>ELG: Being imaginative and expressive:</u> Perform songs, rhymes, poems and stories with others, and s when appropriate s try to move in time with music. Characteristics of Effective Learning Playing and exploring	Kwanzaa Africa African Culture Instrument Call Response Drum Rhythm Beat	Music links Drumming video Toom-bah-ee-lero link

Four Traditional Christmas Music	-To learn about traditional Christmas music -To take part in a group song involving singing, voice sounds and playing instruments -To sing and move to a Christmas song	- Can the children make voice sound suggestions to represent the reindeer hooves? - Are the children able to join in with Jingle Bells? - Can they sing and/or play their instruments while keeping in time with the rest of the group? - Are the children able to join in with the lyrics and actions for 'We Wish You a Merry Christmas'?	Understanding the world Recognise that people have different beliefs and celebrate special times in different ways. Expressive arts and design Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. <u>ELG: Being imaginative and expressive:</u> Perform songs, rhymes, poems and stories with others, and s when appropriate s try to move in time with music. Characteristics of Effective Learning Playing and exploring	Christmas Christian Tradition Culture Celebration Sleigh bells Actions Voice sounds Body Percussion	Carol lyrics
Five Christmas Action Songs	-To suggest appropriate actions to match song lyrics -To sing and move to Christmas songs	- Can the children suggest appropriate actions to match the lyrics for 'When Santa got Stuck up the Chimney'? - Are the children able to join in with the lyrics and actions for 'When Santa got Stuck up the Chimney' and 'The Reindeer Cokey'? - Can the children name any of their favourite Christmas songs?	Understanding the world Recognise that people have different beliefs and celebrate special times in different ways. Expressive arts and design Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody.	Christmas Christian Tradition Culture Celebration Actions Action songs	When Santa Got Stuck lyrics and song Reindeer Cokey

		-	Explore and engage in music making and dance, performing solo or in groups. Sing a range of well-known nursery rhymes and songs. <u>ELG: Being imaginative and expressive:</u> Perform songs, rhymes, poems and stories with others, and s when appropriate s try to move in time with music. Characteristics of Effective Learning		
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MUSIC s Reception s Medium Term Plan
Unit 3: Musical Stories



Lesson	Learning Objective	Success Criteria	ELG Links	Vocabulary	Resources
One	-To listen to the lyrics and melody:	- Was the tempo fast or slow?	Communication and language	Classical music	Teddy Bears' Picnic song

Moving to Music	"Teddy Bear's Picnic" by John Walter Bratton and Jimmy Kennedy and recall part of the story. -To move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece. -To talk about how a piece of music makes you feel.	- Was the pitch high or low? - Was the dynamic loud or quiet? - Do you like the song? How does it make you feel? - Can the children respond to the music in an appropriate way? - Are they able to identify how they were feeling when they were dancing to the music? - Are any of the children able to recall the story behind the song? - Do any of the children attempt to describe the tempo, pitch or dynamic of the song in an age-appropriate way?	Learn new vocabulary. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Expressive arts and design Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. <u>ELG: Being imaginative and expressive:</u> Perform songs, rhymes, poems and stories with others, and s when appropriate s try to move in time with music. Characteristics of Effective Learning Playing and exploring Creating and thinking critically	Dynamic Loud Quiet Musical Lyrics Melody	
Two Storytelling with actions	-To use actions to retell a story to music -To sing and perform a group song	- Do the children join in with the actions and try to sing the lyrics? - Are they able to move in time to the music, responding appropriately to changes in tempo? - Are children able to sing along to the song,	Communication and language Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	Character Song Lyrics Tempo	Sleeping Princess There was a princess long ago

		changing volume when necessary? - Are any of the children able to recall the story behind the song? -	Expressive arts and design Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. <u>ELG: Being imaginative and expressive:</u> Perform songs, rhymes, poems and stories with others, and s when appropriate s try to move in time with music. Characteristics of Effective Learning Playing and exploring	Fast Slow Dynamic Loud Quiet Musical story	
Three	-To learn how instruments can represent a certain mood, character or action -To experiment with the sounds of different instruments	- Do the children join in with the actions and try to sing the lyrics? - Are they able to move in time to the music, responding appropriately to changes in tempo? - Are children able to sing along to the song, changing volume when necessary? - Are any of the children able to recall the story behind the song?	Communication and language Listen to and talk about stories to build familiarity and understanding. Expressive arts and design Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses.	High Low Tempo Fast Slow Dynamic Loud	Percussion instruments We're Going on a Bear Hunt

		-	Explore and engage in music making and dance, performing solo or in groups. <u>ELG: Being imaginative and expressive:</u> Perform songs, rhymes, poems and stories with others, and s when appropriate s try to move in time with music. Characteristics of Effective Learning Playing and exploring	Quiet Musical percussion Story	
Four Musical Story Composition	-To create a musical story based upon a familiar routine -To use instruments to represent moods or actions -To play an instrument as part of a group story	- Are the children able to suggest ideas for the morning routine and sequence them correctly? - Can they work together to use and test out the instruments? - Are the children able to make suggestions about which sounds might suit certain parts of the story? - Can they suggest how the instruments might need to be played? - Are the children able to use correct musical vocabulary: pitch, tempo, dynamic etc.?	Expressive arts and design Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. <u>ELG: Being imaginative and expressive:</u> Perform songs, rhymes, poems and stories with others, and s when appropriate s try to move in time with music. Characteristics of Effective Learning Playing and exploring Creating and thinking critically	Compose Instrument Pitch Dynamic Loud Quiet Musical story Percussion Names of instruments	Percussion instruments
Five	-To create a musical story based upon a familiar routine	- Are the children able to make suggestions about which actions might suit certain parts of the story?	Expressive arts and design Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Slow Dynamic	Instruments Musical story composition

Musical Story Performance	-To use movement to express moods or actions within a musical story -To play an instrument as part of a musical story and perform as a group	- Are they able to use correct musical vocabulary: pitch, tempo, dynamic etc.? - Can the children play their instruments or act in the way that has been decided for their part of the story? - Do the children enjoy performing for others?	Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. <u>ELG: Being imaginative and expressive:</u> Perform songs, rhymes, poems and stories with others, and s when appropriate s try to move in time with music. Characteristics of Effective Learning Playing and exploring Active learning Creating and thinking critically	Loud Quiet Musical story Compose Instrument Pitch High Low	
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