

ABBAY HULTON PRIMARY SCHOOL

EYFS MUSIC LTP

NURSERY

	Development Matters			Activities and Resources
	HEARING AND LISTENING	VOCALISING AND SINGING	EXPLORING AND PLAYING	
Autumn 1 Nursery Rhymes 16-26 m 22-36 m	<ul style="list-style-type: none"> Listen to a variety of Nursery Rhymes Musical preferences are developed 	<ul style="list-style-type: none"> Joins in familiar songs and Nursery rhymes Repeats phrase of songs Sings and chants with and to others Sings to and with toys, props and resources Sings an entire song 	<ul style="list-style-type: none"> Uses instruments in a range of ways eg tapping, rubbing, scraping, shaking 	<ul style="list-style-type: none"> Rhyme of the week Nursery Rhymes CDs IWB Baby Bum Nursery Rhymes BBC Teach School Radio EYFS Interactive Music Area
Autumn 2 Traditional Tales	<ul style="list-style-type: none"> Expose children to Music from different cultures and celebrations (Diwali/Christmas) Musical preferences are developed 	<ul style="list-style-type: none"> Joins in familiar songs and Nursery rhymes Repeats phrase of songs Sings and chants with and to others Sings to and with toys, props and resources Can often sing an entire song Sings in their dramatic role play 	<ul style="list-style-type: none"> Uses instruments in a range of ways eg tapping, rubbing, scraping, shaking Adds sound effects to stories (eg claves, trip trap) 	<ul style="list-style-type: none"> Tambourine Silver bells Maraca Drum Chime bars Claves Triangle Guero Castanets
Spring 1 30-50 m People who Help us	<ul style="list-style-type: none"> Can identify and match an instrumental sound Describes the sounds of instruments eg soft sounds 	<ul style="list-style-type: none"> Create sound effects for toys in their pretend play Teaching children to use their 'singing voice' using notes within their range (eg Cherry Pie, Rain Rain) 	<ul style="list-style-type: none"> Shows control in holding and playing instruments Adds sound effects to stories (eg sirens) 	
Spring 2 22-36 m My Senses	<ul style="list-style-type: none"> Describes Music eg scary music, angry music, happy music Can identify specific sounds in the environment eg cars, running water 	<ul style="list-style-type: none"> Has strong preferences for songs Can sing an entire song 	<ul style="list-style-type: none"> Experiments with ways of playing instruments eg volume, speed etc Plays instruments with control to play loud, quiet, fast, slow Making own sound makers 	

	<ul style="list-style-type: none"> Anticipates changes in familiar music eg louder quieter 			
Summer 1	<ul style="list-style-type: none"> Matches Music to pictures/visual resources Listen to the pulse in a variety of songs and join in using body percussion 	<ul style="list-style-type: none"> Has strong preferences for songs Has built up a repertoire of familiar songs 	<ul style="list-style-type: none"> Taps rhythms to accompany words eg tapping the syllable to farm animal names 	
Summer 2	<ul style="list-style-type: none"> Listen to the pulse in a variety of songs and join in using body percussion 	<ul style="list-style-type: none"> Enjoys performing in a group Sings entire songs from a repertoire of songs 	<ul style="list-style-type: none"> Taps rhythms to accompany words eg tapping the syllable to farm animal names 	

RECEPTION

	Development Matters			Activities and Resources
	HEARING AND LISTENING	VOCALISING AND SINGING	EXPLORING AND PLAYING	
Autumn 1	<ul style="list-style-type: none"> Matches music to pictures/visual resources Describes the sound of instruments eg scratchy, soft sound 	<ul style="list-style-type: none"> Creates sounds in vocal sound games 	<ul style="list-style-type: none"> Operates equipment Shows control to hold and play instruments to produce a musical sound 	<ul style="list-style-type: none"> Recapping on instruments previously learnt in nursery to refresh children. Group singing nursery rhymes and songs using instruments, asking children to listen and respond to what they hear. Area dedicated to music and pictures as a refresher
Autumn 2	<ul style="list-style-type: none"> Creates visual representation of sounds, instruments and pieces of music, eg mark making to specific 	<ul style="list-style-type: none"> Merges elements of familiar songs with improvised singing. 	<ul style="list-style-type: none"> Creates own patterns in music making Leads or is led by other children in their music making ie. Being led by a conductor. 	<ul style="list-style-type: none"> Easy songs for children to learn a beat to. Make marks as a class to show children when to use instruments. Charanga session for beats. Music for stories

	<p>sounds or pieces of music.</p> <ul style="list-style-type: none"> • Thinks abstractly about music and expresses this physically or verbally. • Associates genres of music characters and stories 		<ul style="list-style-type: none"> • Listens and responds to others in pair/group music making. 	
Spring 1	<ul style="list-style-type: none"> • Distinguishes and describes changes in music and compares pieces of music eg. This music became slow 	<ul style="list-style-type: none"> • Changes some or all of the words of a song • Creates their own songs often with a sense of structure. 	<ul style="list-style-type: none"> • Plays instruments to match structure of the music. • May play along to the beat of the song they are singing or music being listened to. 	
Spring 2	<ul style="list-style-type: none"> • Distinguishes and describes changes in music and compares pieces of music eg. This music became slow 		<ul style="list-style-type: none"> • Keeps a steady beat whilst playing instruments- his or her own steady beat in his or her creative music making. 	
Summer 1	<ul style="list-style-type: none"> • Accurately anticipates changes in in music eg. When its going to get faster/slower 	<ul style="list-style-type: none"> • Pitch matches • Able to sing the melodic shape of familiar songs (up and down) 	<ul style="list-style-type: none"> • Finds and records sounds using recording devices. • Play along with rhythm 	
Summer 2	<ul style="list-style-type: none"> • Accurately anticipates changes in in music eg. When its going to get faster/slower 	<ul style="list-style-type: none"> • Internalises music. 	<ul style="list-style-type: none"> • Creates music based on a theme. • Creates rhythm using body parts and percussion. 	