

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics (linked activities)		Instrumental Sounds	Body Percussion Rhythm and Rhyme	Alliteration and Voice Sounds		
Music Focus (for small group teacher-led sessions)	Singing Focus (Introduce singing songs and nursery rhymes. These activities will continue throughout the year.)	Explore Instruments (including percussion, video/ audio recordings of musical instruments not in school, all resources with sound making possibilities such as pots and pans, wooden spoons)	Body Percussion and Rhythm.	Voice Sounds: pitch, volume,	Ring Games and Dance Focus	Composition Focus

	Hearing and Listening	Vocalising and Singing	Moving and Dancing	Exploring and Playing
Continuous Provision	Music for Genre of the week played and listened to.	Daily songs and nursery rhymes.	Music recordings used during free-choice time.	Sound making resources available. Flash cards made available for children to use to help them to make up music or conduct others.
Vocabulary	Pulse/beat: like a heartbeat, a steady beat underlying the music Rhythm: pattern of sound Pitch: high sounds, low sounds Structure: how a piece of music/song is built up, eg verse-chorus-verse-chorus Dynamics: loud, quiet, getting louder, getting quieter Timbre: the character of a sound, eg smooth sound, spikey sound, scratchy sound Texture: layers in the music, eg one sound or several sounds Tempo: speed Melodic shape: this is a little like the outline of the song or piece of music, picture a line that goes up steeply when the melody suddenly jumps to a much higher sound, or that goes down slowly when the melody gently falls. This "line" gives the contour or shape Names of percussion instruments			

	Statements from Development Matters 2021	
Communication and Language	Sing a large repertoire of songs.	Consider which core books, songs and rhymes you want children to become familiar with and grow to love.
Physical Development	Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	Model the vocabulary of movement and encourage children to use it. Also model the vocabulary of instruction - 'follow', 'lead', 'copy' - and encourage children to use it.
Expressive Arts and Design	Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.	Help children to develop their listening skills through a range of active listening activities. Notice 'how' children listen well, for example: listening whilst painting or drawing, or whilst moving. Play, share and perform a wide variety of music and songs from different cultures and historical periods. Play sound-matching games.
	Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know.	When teaching songs to children be aware of your own pitch (high/low). Children's voices are higher than adult voices. When supporting children to develop their singing voice use a limited pitch range. For example, 'Rain rain' uses a smaller pitch (high/low) range than many traditional nursery rhymes. Children's singing voices and their ability to control them is developing. Encourage them to use their 'singing' voice: when asked to sing loudly, children often shout. Sing slowly, so that children clearly hear the words and the melody of the song. Use songs with and without words - children may pitch-match more easily without words. Try using one-syllable sounds such as 'ba'. Clap or tap to the pulse of songs or music and encourage children to do this.
	Play instruments with increasing control to express their feelings and ideas.	Offer children a wide range of different instruments, from a range of cultures. This might also include electronic keyboards and musical apps on tablets. Encourage children to experiment with different ways of playing instruments. Listen carefully to their music making and value it. Suggestion: record children's pieces, play the pieces back to the children and include them in your repertoire of music played in the setting.