



# *Maestro*

## An Educational Music Programme for Early Years Foundation Stage, Key Stage 1 and Key Stage 2

Written, updated and reviewed by  
Jennifer Carnall, Sue Payet and Cate Madden

Supported using public funding by



**ARTS COUNCIL  
ENGLAND**





# *An Introduction to Maestro*

Welcome to Maestro. An educational music programme for Sefton Music Hub. The intention is that children will be engaged in music, feeling the music and being immersed in music.

This progressive scheme of work has been developed to meet the Early Years Foundation Stage, National Curriculum and the Model Music Curriculum objectives which include Singing, Listening, Composing and Performing.

Maestro is an accessible scheme which is inclusive and adaptive. Music should be a safe space for children to explore and develop skills. Each lesson plan has been written to ensure children with EAL and SEND can access the scheme.

There are opportunities for assessment including summative, formative and peer assessment built into the lesson plans. We also encourage children to appraise and evaluate their own work and that of others, ensuring a positive environment.



# *Maestro for Early Years Foundation Stage*

The new Maestro scheme for EYFS can be used alongside Birdy Beat.

It has been developed with the Early Years Foundation Stage, Learning and development requirements in mind including the 7 areas of learning and development; Communication and Language, Physical Development, Personal, Social and Emotional Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

Formative assessment can be used to observe children's development within these areas. This scheme will ensure the children have the knowledge and skills to progress to the next stage of musical learning in Key Stage 1.

Use the lesson plans which include hyperlinks to the Maestro Youtube Channel and also an instructional video for each unit.



# *EYFS Instructional Videos*

Supporting instructional videos with information on how to teach each unit for Maestro for EYFS are available on the Maestro Youtube channel (set to private and only available through these links)

Maestro Introduction

<https://youtu.be/b9hEoL1bqF8>

EYFS Introduction

[https://youtu.be/2\\_K61Qq3EBI](https://youtu.be/2_K61Qq3EBI)

EYFS Autumn 1 – All About Me

[https://youtu.be/79Vg\\_3XmeMk](https://youtu.be/79Vg_3XmeMk)

EYFS Autumn 2 – Light and Dark

<https://youtu.be/rwKnMqX9rrI>

EYFS Spring 1 – Sounds All Around

[https://youtu.be/\\_QfVZ4pba08](https://youtu.be/_QfVZ4pba08)

EYFS Spring 2 – Traditional Tales

<https://youtu.be/xZzQDggZjkw>

EYFS Summer 1 – Travelling Around

[https://youtu.be/v-Hij27I\\_ml](https://youtu.be/v-Hij27I_ml)

EYFS Summer 2 – Holidays and the Seaside

<https://youtu.be/bKBVknF18UA>



# *Disclaimer*

## *Content*

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“3 Little Pigs (pub. A&C Black) has been purchased and is provided as a supporting resource to this scheme of work.”

## *Curriculum Plan*

Music teachers must consider the use of this resource in the context of the overall curriculum plan for their school.

## *Eternal Links*

External youtube links used may be changed or removed without notice. Please consider alternative musical examples as per each lesson plan.

## *Extracts*

The extracts referred to in this resource have been chosen as they display examples of good practice in musical elements of popular music. Popular music often contains references to challenging subject matter, euphemism and innuendo. An effort has been made to avoid using inappropriate examples. Although the excerpts used have been deemed appropriate, some may find other parts of a song, or, for example, it's broader media such as a music video or use and meaning in popular culture, offensive. It is recommended that teachers consider their institution's safeguarding policy before using this resource to ensure no excerpt used may be considered inappropriate. Teachers may wish to find alternative extracts.



Learning Objective/Intent	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
<p><b><u>LO: To Sing in a group and alone.</u></b>  <b><u>To be able to tap a rhythm/pattern</u></b>  <b><u>EYFS</u></b>  <b><u>Framework:</u></b>            Communication and Language – Vocal skills such as speech and diction, exploring the meaning and sounds of new words            Personal, Social and Emotional Development – Gaining confidence and trying new activities, awareness of feelings</p>	<p><b><u>Starter</u></b>            Gather the children on the floor in a circle and have a variety of small percussion instruments for the children to explore. Play a nursery rhyme in the background or any of the songs from this programme.            Activity – Have You Got Your Talking Voice.  <a href="https://youtu.be/-7cTy40qZA0">https://youtu.be/-7cTy40qZA0</a>            Ask the children if they have their talking voice, singing voice, whispering voice, quiet voice, loud voice, baby bear voice.</p> <p><b><u>Teaching Sequence</u></b>            Make a circle using the ‘Let’s Make a Circle’ Song and have the children sit down. <a href="https://youtu.be/jxr2EEbzsuE">https://youtu.be/jxr2EEbzsuE</a></p> <p>Hello Song  <a href="https://youtu.be/fnMx1QIIPeA">https://youtu.be/fnMx1QIIPeA</a>            Use the recorded song to begin then sing to the children and go around each child, encouraging the group to sing each child’s name.</p> <p>Hickety Tickety BumbleBee  <a href="https://youtu.be/qh5y2f27rTc">https://youtu.be/qh5y2f27rTc</a>            Can the children sing their names using the song. Encourage children to sing on the notes from the recording.</p> <p>Tommy Thumbs  <a href="https://youtu.be/XMYsGtyb8XM">https://youtu.be/XMYsGtyb8XM</a>            All children to sing along with the song and do the finger actions</p> <p>Can You Clap Your Name with Me  <a href="https://youtu.be/1CSIEvqMpGE">https://youtu.be/1CSIEvqMpGE</a></p>	<p>Youtube            Gathering percussion instruments            Small Drum  <b><u>Vocabulary</u></b>            Voices,            Instruments,            Percussion,            Drum</p>	<p>Who can sing along for the Goodbye song.            Listen and then join in when you can!</p>	<p><b><u>Activity:</u></b>            The Children can sing in a group. Some can sing alone.</p> <p><b><u>Challenge:</u></b>            Some children will sing alone and in pitch.</p> <p><b><u>SEN/EAL:</u></b>            Demonstrate all songs first using actions for when it is time for you to sing – pointing to yourself and pointing at the children when it is their turn.</p>



	<p>Use the song recording to clap out the rhythm pattern of a child's name e.g. Petra – clapping for each syllable. Children must then guess whose name the teacher has clapped.</p> <p>I Can Do Anything By Myself <a href="https://youtu.be/SKMO-3YqyGA">https://youtu.be/SKMO-3YqyGA</a> A great song for developing confidence. Encourage the children to stand and do the movements along with the recording.</p> <p>Goodbye Song <a href="https://youtu.be/IIKG35ORZqI">https://youtu.be/IIKG35ORZqI</a> Can the children sing this along with the recording?</p>			
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## Autumn Term 1 – All About Me

## Lesson 2

	Learning Objective/Intent	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
1	<p><b><u>LO: To Sing in a group and alone.</u></b></p> <p><b><u>To be able to play a drum/tap a steady beat</u></b></p> <p><b><u>EYFS Framework:</u></b></p> <p>Communication and Language – Conversation Skills, Vocal skills such as speech and diction, Interacting with others, Responding to songs and music</p> <p>Expressive Arts and Design – Musical ability such as vocal and instrument skills.</p>	<p><b><u>Starter</u></b> Gather the children on the floor in a circle and have a variety of small percussion instruments for the children to explore. Play a nursery rhyme in the background or any of the songs from this programme. Activity – Have You Got Your Talking Voice. <a href="https://youtu.be/-7cTy40qZA0">https://youtu.be/-7cTy40qZA0</a> Ask the children if they have their talking voice, singing voice, whispering voice, quiet voice, loud voice, baby bear voice.</p> <p><b><u>Teaching Sequence</u></b> Make a circle using the 'Let's Make a Circle' Song and have the children sit down. <a href="https://youtu.be/jxr2EEbzsuE">https://youtu.be/jxr2EEbzsuE</a></p> <p>Hello Song <a href="https://youtu.be/fnMx1QIIPeA">https://youtu.be/fnMx1QIIPeA</a> Use the recorded song to begin then sing to the children and go around each child, encouraging the group to sing each child's name.</p> <p>Listen Listen <a href="https://youtu.be/4IQsMH7ovrA">https://youtu.be/4IQsMH7ovrA</a> In a circle, children take it in turns to pat the drum to the pulse or the rhythm</p> <p>Teddy Bear <a href="https://youtu.be/o5kDVhGe3OM">https://youtu.be/o5kDVhGe3OM</a> Encourage children to perform actions to the pulse. Add teddy bears for props.</p> <p>Hey Hey Look At Me</p>	<p>Youtube</p> <p>Gathering percussion Instruments</p> <p>Small Drum</p> <p>Teddy Bear</p> <p><b><u>Vocabulary</u></b></p> <p>Voices, Instruments, Percussion, Drum, Pulse, Rhythm</p>	<p>Who can sing along for the Goodbye song. Listen and then join in when you can!</p>	<p><b><u>Activity:</u></b> The Children can sing in a group. Some can sing alone.</p> <p><b><u>Challenge:</u></b> Some children will sing alone and in pitch.</p> <p><b><u>SEN/EAL:</u></b> Demonstrate all songs first using actions for when it is time for you to sing – pointing to yourself and pointing at the children when it is their turn.</p>





		<p><a href="https://youtu.be/ZOUfBIVmflc">https://youtu.be/ZOUfBIVmflc</a></p> <p>Change clapping to stomping, tapping etc. Choose a child to choose the action and group repeats. Add instruments, tapping, shaking, scraping etc.</p> <p>Goodbye Song</p> <p><a href="https://youtu.be/IIKG35ORZqI">https://youtu.be/IIKG35ORZqI</a></p>			
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## Autumn Term 1 – All About Me

## Lesson 3

	Learning Objective/Intent	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
1	<p><b><u>LO: To Sing in a group and alone.</u></b></p> <p><b><u>To be able to sequence two actions/sounds</u></b></p> <p><b><u>EYFS Framework:</u></b></p> <p>Expressive Arts and Design – To show expression and emotion through music. Sing simple songs and patterns from memory.</p> <p>Physical Development – Develop fine and gross motor skills.</p>	<p><b><u>Starter</u></b></p> <p>Gather the children on the floor in a circle and have a variety of small percussion instruments for the children to explore. Play a nursery rhyme in the background or any of the songs from this programme.</p> <p><b><u>Teaching Sequence</u></b></p> <p>Make a circle using the 'Let's Make a Circle' Song and have the children sit down. <a href="https://youtu.be/jxr2EEbzsuE">https://youtu.be/jxr2EEbzsuE</a></p> <p>Hello Song <a href="https://youtu.be/fnMx1QIIPeA">https://youtu.be/fnMx1QIIPeA</a></p> <p>Use the recorded song to begin then sing to the children and go around each child, encouraging the group to sing each child's name.</p> <p>Hey Hey Look At Me <a href="https://youtu.be/ZOUfBIVmflc">https://youtu.be/ZOUfBIVmflc</a></p> <p>Change clapping to stomping, tapping etc. Choose a child to choose the action and group repeats. Add instruments, tapping, shaking, scraping etc.</p> <p>Stamp Your Feet and Shake Your Hands <a href="https://youtu.be/PIjAV3JA_F8">https://youtu.be/PIjAV3JA_F8</a></p> <p>Change the words to match the children's actions – tap your knees, wiggle your fingers, blink your eyes!</p> <p>Can You Make Up a Pattern <a href="https://youtu.be/kpZcmZeLaDY">https://youtu.be/kpZcmZeLaDY</a></p> <p>Use the recording to guide children to make up a pattern using percussion instruments such as egg shakers or claves. – Song X on Youtube</p>	<p>Youtube</p> <p>Gathering percussion Instruments</p> <p>Small Drum</p> <p>Teddy Bear</p> <p><b><u>Vocabulary</u></b></p> <p>Voices, Instruments, Percussion, Drum, Pulse, Rhythm</p>	<p>Who can sing along for the Goodbye song.</p> <p>Listen and then join in when you can!</p>	<p><b><u>Activity:</u></b></p> <p>The Children can sing in a group. Some can sing alone.</p> <p><b><u>Challenge:</u></b></p> <p>Some children will sing alone and in pitch.</p> <p><b><u>SEN/EAL:</u></b></p> <p>Demonstrate all songs first using actions for when it is time for you to sing – pointing to yourself and pointing at the children when it is their turn. Guide in movement</p>



Autumn Term 1 – All About Me

Lesson 3

		<p>Goodbye Song</p> <p><a href="https://youtu.be/IIKG35ORZqI">https://youtu.be/IIKG35ORZqI</a></p>			<p>activities, by allowing children to scaffold movements.</p>
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## Autumn Term 1 – All About Me

## Lesson 4

	Learning Objective/Intent	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
1	<p><b><u>LO: To Sing in a group and alone.</u></b></p> <p><b><u>To be able to sequence two actions/sounds</u></b></p> <p><b><u>EYFS Framework:</u></b></p> <p><b>Expressive Arts and Design – To show expression and emotion through music. Sing simple songs and patterns from memory.</b></p> <p><b>Physical Development – Develop fine and gross motor skills.</b></p>	<p><b><u>Starter</u></b> Gather the children on the floor in a circle and have a variety of small percussion instruments for the children to explore. Play a nursery rhyme in the background or any of the songs from this programme.</p> <p><b><u>Teaching Sequence</u></b> Make a circle using the 'Let's Make a Circle' Song and have the children sit down. <a href="https://youtu.be/jxr2EEbzsuE">https://youtu.be/jxr2EEbzsuE</a></p> <p>Hello Song <a href="https://youtu.be/fnMx1QIIPeA">https://youtu.be/fnMx1QIIPeA</a> Use the recorded song to begin then sing to the children and go around each child, encouraging the group to sing each child's name.</p> <p>There's a Spider On The Floor <a href="https://youtu.be/7kdT8dKTRQA">https://youtu.be/7kdT8dKTRQA</a> Use this video to encourage children to show emotion during singing of the song using facial expressions.</p> <p>Can You Dance Santa Maloney <a href="https://youtu.be/h9sLLVIEY_A">https://youtu.be/h9sLLVIEY_A</a> Encourage the children to dance along with the actions</p> <p>Tony Chestnut <a href="https://www.youtube.com/watch?v=e1aYOPINZxE">https://www.youtube.com/watch?v=e1aYOPINZxE</a> Use the video to guide children in this action song</p> <p>Goodbye Song</p>	<p>Youtube</p> <p>Gathering percussion Instruments</p> <p>Small Drum</p> <p>Teddy Bear</p> <p><b><u>Vocabulary</u></b></p> <p>Voices, Instruments, Percussion, Drum, Pulse, Rhythm</p>	<p>Who can sing along for the Goodbye song.</p> <p>Listen and then join in when you can!</p>	<p><b><u>Activity:</u></b> The Children can sing in a group. Some can sing alone.</p> <p><b><u>Challenge:</u></b> Some children will sing alone and in pitch.</p> <p><b><u>SEN/EAL:</u></b> Demonstrate all songs first using actions for when it is time for you to sing – pointing to yourself and pointing at the children when it is their turn. Make sure actions are</p>



		<a href="https://youtu.be/IIKG35ORZqI">https://youtu.be/IIKG35ORZqI</a>			clear and in time with the pulse.
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## Autumn Term 1 – All About Me

## Lesson 5

	Learning Objective/Intent	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
1	<p><b><u>LO: To Sing in a group and alone.</u></b></p> <p><b><u>To be able to sequence two actions/sounds</u></b></p> <p><b><u>EYFS Framework:</u></b></p> <p><b>Communication and Language – Vocal skills (speech and diction), Listening and Hearing, Interacting with others.</b></p> <p><b>Physical Development – Develop spatial awareness.</b></p>	<p><b><u>Starter</u></b> Gather the children on the floor in a circle and have a variety of small percussion instruments for the children to explore. Play a nursery rhyme in the background or any of the songs from this programme.</p> <p><b><u>Teaching Sequence</u></b> Make a circle using the 'Let's Make a Circle' Song and have the children sit down. <a href="https://youtu.be/jxr2EEbzsue">https://youtu.be/jxr2EEbzsue</a></p> <p>Hello Song <a href="https://youtu.be/fnMx1QIIPeA">https://youtu.be/fnMx1QIIPeA</a> Use the recorded song to begin then sing to the children and go around each child, encouraging the group to sing each child's name.</p> <p>I Can Do Anything <a href="https://youtu.be/h9sLLVIEY_A">https://youtu.be/h9sLLVIEY_A</a> Encourage actions and join in with the singing from the recording</p> <p>Ickle Ockle Blue Bottle <a href="https://youtu.be/ZmHrD5-6aPQ">https://youtu.be/ZmHrD5-6aPQ</a> The children stand in a circle with one child walking around the circle to choose a partner. The second time, children can clap a simple pattern together. Alternatively, use a parachute or blanket to gather and form a central island for the whole class to walk around. Floating up and down inbetween verses.</p> <p>Oliver Twist You Can't Do This <a href="https://youtu.be/3P7Bw-ufFsl">https://youtu.be/3P7Bw-ufFsl</a></p>	<p>Youtube</p> <p>Gathering percussion Instruments</p> <p>Parachute or blanket</p> <p>Small Ball</p> <p><b><u>Vocabulary</u></b></p> <p>Voices, Instruments, Percussion, Drum, Pulse, Rhythm</p>	<p>Who can sing along for the Goodbye song.</p> <p>Listen and then join in when you can!</p>	<p><b><u>Activity:</u></b> The Children can sing in a group. Some can sing alone.</p> <p><b><u>Challenge:</u></b> Some children will sing alone and in pitch.</p> <p><b><u>SEN/EAL:</u></b> Demonstrate all songs first using actions for when it is time for you to sing – pointing to yourself and pointing at the children when it is their turn.</p>



## Autumn Term 1 – All About Me

## Lesson 5

		<p>Encourage movement to this song</p> <p>Hokey Cokey <a href="https://youtu.be/9HbJeEJM5f0">https://youtu.be/9HbJeEJM5f0</a> Join in with this well loved action song!</p> <p>Goodbye Song <a href="https://youtu.be/IIKG35ORZqI">https://youtu.be/IIKG35ORZqI</a></p>			
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## Autumn Term 2 – Light & Dark

## Lesson 1

	Learning Objective/Intent	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
1	<p><b><u>LO: To Sing in a group and alone.</u></b></p> <p><b><u>To develop listening skills</u></b></p> <p><b><u>EYFS Framework:</u></b></p> <p><b>Communication and Language – Listening and Hearing, Responding to stories, songs and music</b></p> <p><b>Personal, Social and Emotional Development – Social behaviour (sharing, playing, taking turns and control)</b></p>	<p><b><u>Starter</u></b> Gather the children on the floor in a circle and have a variety of small percussion instruments for the children to explore. Play a nursery rhyme in the background or any of the songs from this programme.</p> <p><b><u>Teaching Sequence</u></b> Make a circle using the ‘Let’s Make a Circle’ Song and have the children sit down. <a href="https://youtu.be/jxr2EEbzsue">https://youtu.be/jxr2EEbzsue</a></p> <p>Hello Song <a href="https://youtu.be/fnMx1QIIPeA">https://youtu.be/fnMx1QIIPeA</a> Use the recorded song to begin then sing to the children and go around each child, encouraging the group to sing each child’s name.</p> <p>Listening Activity We are listening to music or the daytime and music for the night time. Play a relaxing lullaby Brahms Wiegenlied (Lullaby) <a href="https://www.youtube.com/watch?v=IXcGORjWte8">https://www.youtube.com/watch?v=IXcGORjWte8</a> How does it make them feel? Is it fast/slow, quiet/loud? Then play a busy daytime song – Theme from Mission Impossible <a href="https://www.youtube.com/watch?v=XAYhNHhxN0A">https://www.youtube.com/watch?v=XAYhNHhxN0A</a> How does this compare?</p> <p>Twinkle Twinkle <a href="https://youtu.be/hv96dr6VlhA">https://youtu.be/hv96dr6VlhA</a> Swing dolls or teddies on a blanket to this lullaby. Encourage swinging to the beat</p> <p>Twinkle Twinkle Composition</p>	<p>Youtube</p> <p>Gathering percussion Instruments</p> <p>Dolls/teddies and a blanket</p> <p>Recording device</p> <p><b><u>Vocabulary</u></b></p> <p>Voices, Instruments, Percussion, Drum, Pulse, Rhythm</p>	<p>Repeat the song ‘Hey Hey Look At Me’ from Autumn 1 – All About Me. Can the children remember the words and actions?</p>	<p><b><u>Activity:</u></b> The Children can sing in a group. Children can listen quietly.</p> <p><b><u>Challenge:</u></b> Some children will sing alone and in pitch. Some children will be still and quiet whilst listening</p> <p><b><u>SEN/EAL:</u></b> Demonstrate all songs first using actions for when it is time for you to sing – pointing to yourself and pointing at the</p>





## Autumn Term 2 – Light & Dark

## Lesson 1

		<p>Encourage children to choose instruments to help baby go to sleep and record this. Then choose instruments to help baby wake up. Sing the song much more awake! Record.</p> <p>Tidy Up Song <a href="https://youtu.be/4FOE00x66NQ">https://youtu.be/4FOE00x66NQ</a></p> <p>Sing A Song Of Sunshine <a href="https://youtu.be/lhqMg2f-04w">https://youtu.be/lhqMg2f-04w</a> Sing along with the recording</p> <p>Goodbye Song <a href="https://youtu.be/IIKG35ORZqI">https://youtu.be/IIKG35ORZqI</a></p>			children when it is their turn.
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## Autumn Term 2 – Light & Dark

## Lesson 2

	Learning Objective/Intent	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
	<p><b><u>LO: To Sing in a group and alone.</u></b></p> <p><b><u>To join in with actions to a beat/pulse</u></b></p> <p><b><u>EYFS Framework:</u></b> Personal, Social and Emotional Development – Gaining confidence and trying new activities, circle dancing. Physical Development – Co-ordination and control, Travel in many different ways. Mathematics – Counting songs</p>	<p><b><u>Starter</u></b> Gather the children on the floor in a circle and have a variety of small percussion instruments for the children to explore. Play a nursery rhyme in the background or any of the songs from this programme.</p> <p><b><u>Teaching Sequence</u></b> Make a circle using the 'Let's Make a Circle' Song and have the children sit down. <a href="https://youtu.be/jxr2EEbzsue">https://youtu.be/jxr2EEbzsue</a></p> <p>Hello Song <a href="https://youtu.be/fnMx1QIIPeA">https://youtu.be/fnMx1QIIPeA</a> Use the recorded song to begin then sing to the children and go around each child, encouraging the group to sing each child's name.</p> <p>The Sun Is In The Sky <a href="https://youtu.be/Y5lw4IFSIEw">https://youtu.be/Y5lw4IFSIEw</a> Use the picture cards to reinforce the vocabulary. Use the parachute or blanket to go around and around. Lifting the blanket up and down with the pulse. Encourage children to sing a verse alone</p> <p>Zoom Zoom Zoom rhyme – Chant rhyme Zoom Zoom Zoom, we're going to the moon Zoom zoom zoom, we'll be there very soon If you want to take a trip, Climb aboard my rocket ship Zoom zoom zoom, we're going to the moon – 5,4,3,2,1 – Blast Off! Once familiar, can the children tap out the rhythm of this rhyme.</p> <p>Charlie Has A Spaceship <a href="https://youtu.be/qfMB3FNBOUg">https://youtu.be/qfMB3FNBOUg</a> Join in with the actions to this song</p>	<p>Youtube</p> <p>Gathering percussion Instruments</p> <p>Picture cards of sun, moon and stars</p> <p>Parachute or blanket</p> <p><b><u>Vocabulary</u></b></p> <p>Voices, Instruments, Percussion, Drum, Pulse, Rhythm</p>	<p>Repeat the song, Sing a Song of Sixpence. Can the children remember the song words?</p>	<p><b><u>Activity:</u></b> The Children can sing in a group. Children can join in with actions</p> <p><b><u>Challenge:</u></b> Some children will sing alone and in pitch. Some children will join with actions</p> <p><b><u>SEN/EAL:</u></b> Demonstrate all songs first using actions.</p> <p>Use picture cards for Sun, Moon, Stars.</p>



## Autumn Term 2 – Light & Dark

## Lesson 2

		<p>Tidy Up Song <a href="https://youtu.be/4FOE00x66NQ">https://youtu.be/4FOE00x66NQ</a></p> <p>Goodbye Song <a href="https://youtu.be/IIKG35ORZqI">https://youtu.be/IIKG35ORZqI</a></p>			
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## Autumn Term 2 – Light & Dark

## Lesson 3

	Learning Objective/Intent	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
	<p><b>LO: To Sing in a group and alone.</b>  <b>To join in with actions to a beat/pulse</b></p> <p><b>EYFS Framework:</b>            Personal, Social and Emotional Development – Gaining confidence and trying new activities, awareness of feelings</p> <p>Physical Development – Balance and Expressive and creative movement</p> <p>Literacy – Responding to stories, songs and music</p>	<p><b>Starter</b>            Diwali – Show this video to the children  <a href="https://www.bbc.co.uk/cbeebies/watch/lets-celebrate-diwali">https://www.bbc.co.uk/cbeebies/watch/lets-celebrate-diwali</a></p> <p><b>Teaching Sequence</b>            Make a circle using the 'Let's Make a Circle' Song and have the children sit down.  <a href="https://youtu.be/jxr2EEbzsue">https://youtu.be/jxr2EEbzsue</a></p> <p>Hello Song  <a href="https://youtu.be/fnMx1QIIPeA">https://youtu.be/fnMx1QIIPeA</a>            Use the recorded song to begin then sing to the children and go around each child, encouraging the group to sing each child's name.</p> <p>Little Lamps  <a href="https://youtu.be/cn4bqLyWOO8">https://youtu.be/cn4bqLyWOO8</a>            Sing this Diwali tune</p> <p>Listen to Bhangra Music and Dancing  <a href="https://www.youtube.com/watch?v=W7cuUUZdPWY">https://www.youtube.com/watch?v=W7cuUUZdPWY</a>            Allow children time to listen and move to the music.</p> <p>Play Bhangra music for children to play along to. Encourage children to play to the pulse or beat. Have a good selection of percussion instruments including, bells, drums, tambourines and claves.  <a href="https://www.youtube.com/watch?v=E6URnKj30QI">https://www.youtube.com/watch?v=E6URnKj30QI</a></p> <p>Tidy Up Song  <a href="https://youtu.be/4FOE00x66NQ">https://youtu.be/4FOE00x66NQ</a></p> <p>Goodbye Song  <a href="https://youtu.be/IKKG35ORZqI">https://youtu.be/IKKG35ORZqI</a></p>	<p>Youtube</p> <p>Gathering percussion Instruments</p> <p>Multi Coloured Scarves</p> <p><b>Vocabulary</b></p> <p>Voices, Instruments, Percussion, Drum, Pulse, Rhythm, Scarves, Bhangra, Diwali</p>	<p>Record the children singing and dancing along to Bhangra music.</p>	<p><b>Activity:</b>            The Children can play percussion instruments in a group. Children can join in with actions</p> <p><b>Challenge:</b>            Some children will listen quietly. Some children will join with actions.</p> <p><b>SEN/EAL:</b>            Use picture cards, visuals to explain Diwali and Use videos to encourage movement to Bhangra</p>



## Autumn Term 2 – Light & Dark

## Lesson 4

	Learning Objective/Intent	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
	<p><b>LO: To Sing in a group and alone.</b>  <b>To join in with actions to a beat/pulse</b></p> <p><b>EYFS Framework:</b>            Personal, Social and Emotional Development – Gaining confidence and trying new activities, awareness of feelings            Physical Development – Balance and Expressive and creative movement            Literacy – Responding to stories, songs and music</p>	<p><b>Starter</b>            Read the Christmas story – Show this video to the children  <a href="https://www.bbc.co.uk/cbeebies/watch/lets-celebrate-christmas">https://www.bbc.co.uk/cbeebies/watch/lets-celebrate-christmas</a></p> <p><b>Teaching Sequence</b>            Make a circle using the 'Let's Make a Circle' Song and have the children sit down.  <a href="https://youtu.be/jxr2EEbzsue">https://youtu.be/jxr2EEbzsue</a></p> <p>Hello Song  <a href="https://youtu.be/fnMx1QIIPeA">https://youtu.be/fnMx1QIIPeA</a>            Use the recorded song to begin then sing to the children and go around each child, encouraging the group to sing each child's name.</p> <p>Mary Had a Baby  <a href="https://www.youtube.com/watch?v=tUxWNpdYIQ">https://www.youtube.com/watch?v=tUxWNpdYIQ</a>            Encourage the children to sing along with the recording</p> <p>Thank You God For Baby Jesus  <a href="https://youtu.be/BETjJKQt_gY">https://youtu.be/BETjJKQt_gY</a>            Use the recording to join in with this song. Can the children think of different actions to accompany the song?</p> <p>Let's All Do a Little Clapping  <a href="https://youtu.be/IV6Nr2kQ6vk">https://youtu.be/IV6Nr2kQ6vk</a>            Follow the actions in the lyrics to join in with this Christmas song</p> <p>Tidy Up Song  <a href="https://youtu.be/4FOE00x66NQ">https://youtu.be/4FOE00x66NQ</a></p> <p>Goodbye Song  <a href="https://youtu.be/IIKG35ORZqI">https://youtu.be/IIKG35ORZqI</a></p>	<p>Youtube</p> <p>Gathering percussion Instruments</p> <p><b>Vocabulary</b></p> <p>Voices, Instruments, Percussion, Drum, Pulse, Rhythm, Triangle, Bells, Glockenspiel</p>	<p>Repeat the song            Twinkle            Twinkle</p> <p><a href="https://youtu.be/hv96dr6VlhA">https://youtu.be/hv96dr6VlhA</a></p> <p>Can the children remember the lyrics to the song and even sing alone?</p>	<p><b>Activity:</b>            The Children can move to actions rhythmically            Children can join in with singing</p> <p><b>Challenge:</b>            Some children will join in with group singing. Some children will join with actions.</p> <p><b>SEN/EAL:</b>            Demonstrate all songs first using actions.</p>



## Autumn Term 2 – Light & Dark

## Lesson 5

	Learning Objective/Intent	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
	<p><b>LO: To Sing in a group and alone.</b>  <b>To join in with actions to a beat/pulse</b></p> <p><b>EYFS Framework:</b>            Understanding the World – Explore many themes including world music culture            Expressive Arts and Design – Musical ability such and vocal and instrument skills            Sing simple songs and patterns from memory            Physical Development – Develop spatial awareness, develop fine and gross motor skills</p>	<p><b>Starter</b>            Gathering activity. Play Christmas music of your choice and have a selection of instruments for children to explore.</p> <p><b>Teaching Sequence</b>            Make a circle using the 'Let's Make a Circle' Song and have the children sit down.  <a href="https://youtu.be/jxr2EEbzsue">https://youtu.be/jxr2EEbzsue</a></p> <p>Hello Song  <a href="https://youtu.be/fnMx1QIIPeA">https://youtu.be/fnMx1QIIPeA</a>            Use the recorded song to begin then sing to the children and go around each child, encouraging the group to sing each child's name.</p> <p>Let's All Do a Little Clapping  <a href="https://youtu.be/lV6Nr2kQ6vk">https://youtu.be/lV6Nr2kQ6vk</a>            Sing the song with the actions</p> <p>Listening – We're Walking In The Air            Children to use scarves to fly through the air in this movement activity  <a href="https://www.youtube.com/watch?v=upH1QZU4Z0Y">https://www.youtube.com/watch?v=upH1QZU4Z0Y</a></p> <p>Father Christmas Flying High  <a href="https://youtu.be/TkbuUqi0s34">https://youtu.be/TkbuUqi0s34</a>            Use instruments to encourage playing on the beat/pulse. Can children choose appropriate instruments for sound effects of the song?</p> <p>Shake Your Jingle Bells  <a href="https://youtu.be/G9EAGw5FTYI">https://youtu.be/G9EAGw5FTYI</a>            Use instruments with bells to play along and sing along with the recording</p> <p>Five Little Elves</p>	<p>Youtube</p> <p>Gathering percussion Instruments</p> <p>Claves, Jingle Bells</p> <p>Santa Hats, Scarves</p> <p><b>Vocabulary</b></p> <p>Voices, Instruments, Percussion, Drum, Pulse, Rhythm, Triangle, Bells, Glockenspiel</p>	<p>Repeat the song            Thank You            God For            Baby Jesus</p> <p><a href="https://youtu.be/BETiJKQt_gY">https://youtu.be/BETiJKQt_gY</a></p> <p>Can the children remember the lyrics - join in with the group and/or alone?</p>	<p><b>Activity:</b>            The Children can play percussion instruments in a group. Children can join in with singing</p> <p><b>Challenge:</b>            Some children will join in with group singing. Some children will join with actions.</p> <p><b>SEN/EAL:</b>            Demonstrate all songs first using actions. Choose appropriate instruments for children to play along with.</p>



## Autumn Term 2 – Light & Dark

## Lesson 5

		<p><a href="https://youtu.be/lkv9GD8Le9g">https://youtu.be/lkv9GD8Le9g</a> Actions and Santa hats Have 5 children come to the middle of the circle (Put the santa hats on) and jump around with one each time, leaving the circle. All children to join in with the actions.</p> <p>Tidy Up Song <a href="https://youtu.be/4FOE00x66NQ">https://youtu.be/4FOE00x66NQ</a></p> <p>Goodbye Song <a href="https://youtu.be/llKG35ORZqI">https://youtu.be/llKG35ORZqI</a></p>			Encourage movement activities – can stay seated for the Walking In The Air activity with scarves/material.
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## Spring Term 1 – Sounds All Around

## Lesson 1

	Learning Objective/Intent	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
	<p><b><u>LO: To Develop Listening Skills</u></b></p> <p><b><u>To explore sounds and learn how to change them</u></b></p> <p><b><u>EYFS Framework:</u></b> Understanding the World – Explore many themes including world music culture Expressive Arts and Design – Musical ability such and vocal and instrument skills Sing simple songs and patterns from memory Physical Development – Develop spatial awareness, develop fine and gross motor skills</p>	<p><b><u>Starter</u></b> Sound Walk. Explain that listening and hearing is different. Go on a walk around school – what did you hear? Encourage children to identify sounds and talk about them. Can they copy the sounds using their voices?</p> <p><b><u>Teaching Sequence</u></b> Make a circle using the 'Let's Make a Circle' Song and have the children sit down. <a href="https://youtu.be/jxr2EEbzsue">https://youtu.be/jxr2EEbzsue</a></p> <p>Hello Song <a href="https://youtu.be/fnMx1QIIPeA">https://youtu.be/fnMx1QIIPeA</a> Use the recorded song to begin then sing to the children and go around each child, encouraging the group to sing each child's name.</p> <p>Can You Guess The Sound <a href="https://youtu.be/DXJLvBJ3zRQ">https://youtu.be/DXJLvBJ3zRQ</a> Play the recording so children become familiar with the song. Set up a screen and place two different instruments behind it. Play one instrument. Can the children identify the correct instrument played? Change instruments and try again.</p> <p>Make Your Sound Like Mine <a href="https://youtu.be/Wegll-kj7WI">https://youtu.be/Wegll-kj7WI</a> Use the recording to sing the song. Add body percussion to make a sound (clap hands, tap feet, click fingers). Repeat with loud/quiet/long/short/slow/fast</p> <p>Doggy Doggy <a href="https://youtu.be/XGJ1pE9F6XQ">https://youtu.be/XGJ1pE9F6XQ</a> Use the recording as a guide. All to sing 'Doggy Doggy where's your bone' Child 1 to sing 'Someone stole it from my home'. All – 'Who stole your bone' Child 2 'I stole</p>	<p>Youtube</p> <p>Gathering percussion Instruments</p> <p>Claves, Jingle Bells</p> <p>Instruments/objects for sounds</p> <p>Toy animals, toy dog</p> <p><b><u>Vocabulary</u></b></p> <p>Voices, Instruments, Percussion, Drum, Pulse, Rhythm, timbre, Triangle, Bells, Glockenspiel</p>	<p>Repeat the activity – Talking Voice from Autumn 1 – All About Me. Can the children use different voices?</p> <p><a href="https://youtu.be/-7cTy40qZA0">https://youtu.be/-7cTy40qZA0</a></p>	<p><b><u>Activity:</u></b> The Children can listen carefully to a range of sounds.</p> <p><b><u>Challenge:</u></b> Some children will join in with body percussion and be able to follow dynamics.</p> <p><b><u>SEN/EAL:</u></b> Demonstrate all songs first using actions. Consider using picture cards for different instruments during the Can You Guess the Sound Game.</p>





## Spring Term 1 – Sounds All Around

## Lesson 1

		<p>your bone'. Can child 1 guess (with eyes covered) who Child 2 is (by just listening to their voice alone?)</p> <p>Tidy Up Song <a href="https://youtu.be/4FOE00x66NQ">https://youtu.be/4FOE00x66NQ</a></p> <p>Goodbye Song <a href="https://youtu.be/IIKG35ORZqI">https://youtu.be/IIKG35ORZqI</a></p>			
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# Spring Term 1 – Sounds All Around

## Lesson 2

	Learning Objective/Intent	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
	<p><b><u>LO: To Develop Listening Skills</u></b></p> <p><b><u>To explore sounds and learn how to change them</u></b></p> <p><b><u>EYFS Framework:</u></b> Communication and Language – Responding to stories, songs and music. Physical Development – Coordination and control, Develop Spatial awareness, Develop fine and motor skills. Literacy – Increased interest in books and literature, Responding to stories, songs and music. Expressive art and design – Use imagination in</p>	<p><b><u>Starter</u></b> Voice Walk. Go on an imaginary walk over grass, up and down a hill, climb mountains. Use body percussion to pretend walking in grass quietly, stomping up hills and use vocal sliding up and down the hill.</p> <p><b><u>Teaching Sequence</u></b> Make a circle using the 'Let's Make a Circle' Song and have the children sit down. <a href="https://youtu.be/jxr2EEbzsue">https://youtu.be/jxr2EEbzsue</a></p> <p>Hello Song <a href="https://youtu.be/fnMx1QIIPeA">https://youtu.be/fnMx1QIIPeA</a> Use the recorded song to begin then sing to the children and go around each child, encouraging the group to sing each child's name.</p> <p>Pass The Secret Around <a href="https://youtu.be/uuozR9g2p6c">https://youtu.be/uuozR9g2p6c</a> Use the recording to guide you. Pass around a secret instrument. At 'Show us the secret sound', the child who has the instrument can play it. How was the sound made? What is the timbre (sound quality of it – tinny, high, low, dull). Use different instruments.</p> <p>We're Going On A Bear Hunt – Read the book to the children using the words and actions. Ask children if there are sounds we could make using our voices or body percussion to describe the story? Give each child or a group of children a part of the story to make sounds to. Children could also use additional props such as scarves to add movements.</p> <p>Further explore the story using instrument sounds. Have a selection of instruments that children can choose from to make the sounds of the story. Ask the children about the sound (timbre) of each instrument and why it should be used to describe</p>	<p>Youtube</p> <p>We're Going On A Bear Hunt book</p> <p>Gathering percussion Instruments</p> <p>Claves, Jingle Bells</p> <p>Instruments/objects for sounds</p> <p>Scarves</p> <p><b><u>Vocabulary</u></b></p> <p>Voices, Instruments, Percussion, Drum, Pulse, Rhythm,</p>	<p>Use recording device (ipad) to record the sound effects and listen to the recording.</p> <p>Who can sing along for the Goodbye song. Listen and then join in when you can!</p>	<p><b><u>Activity:</u></b> The Children can listen to a story with sounds</p> <p><b><u>Challenge:</u></b> Some children will join in with body percussion and be able to use instruments to enhance the story</p> <p><b><u>SEN/EAL:</u></b> Demonstrate all songs first using actions. Use the book to describe the actions</p>



Spring Term 1 – Sounds All Around

Lesson 2

	<p>dance, music and story time</p>	<p>parts of the story. Perform the story and record it. Allow children to watch the recording and appraise.</p> <p>Tidy Up Song <a href="https://youtu.be/4FOE00x66NQ">https://youtu.be/4FOE00x66NQ</a></p> <p>Goodbye Song <a href="https://youtu.be/IIKG35ORZqI">https://youtu.be/IIKG35ORZqI</a></p>	<p>Triangle, Bells, Glockenspiel</p>		
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## Spring Term 1 – Sounds All Around

## Lesson 3

	Learning Objective/Intent	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
	<p><b><u>LO: To become familiar with a variety of percussion instruments and know how to play them</u></b></p> <p><b><u>EYFS Framework:</u></b> Communication and Language – Interacting with others, Exploring the meaning and sounds of new words. Personal, Social and Emotional Development – Maintaining attention, concentration and ‘down time’. Understanding the World – Investigate new objects and new instruments. Mathematics – Musical notation and patterns.</p>	<p><b><u>Starter</u></b> Have a variety of instruments available for children to explore and how to play them in different way.</p> <p><b><u>Teaching Sequence</u></b> Make a circle using the ‘Let’s Make a Circle’ Song and have the children sit down. <a href="https://youtu.be/jxr2EEbzsue">https://youtu.be/jxr2EEbzsue</a></p> <p>Hello Song <a href="https://youtu.be/fnMx1QIIPeA">https://youtu.be/fnMx1QIIPeA</a> Use the recorded song to begin then sing to the children and go around each child, encouraging the group to sing each child’s name.</p> <p>Listening Bag – Have a variety of instruments in a feely bag. Say the rhyme; ‘Listening Bag, what’s inside? Something special trying to hide. Put your hand in, see what you have found. (Children’s name) Let’s hear the sound!’ This is a good opportunity to discuss how children hold the instrument and the technique for playing it – also, how to handle it with care.</p> <p>Pass The Secret Around <a href="https://youtu.be/uoazR9g2p6c">https://youtu.be/uoazR9g2p6c</a> Pass around a secret instrument. At ‘Show us the secret sound’, the child who has the instrument can play it. How was the sound made? What is the timbre (sound quality of it – tinny, high, low, dull). Use different instruments.</p> <p>Shake and Shake and Shake and Stop! Use this song to experiment with shaking up high, down low, really fast, really slow. Can you use other instruments to experiment or body percussion – Clap and clap and clap and stop! <a href="https://www.youtube.com/watch?v=E9Ti7iWFT-U">https://www.youtube.com/watch?v=E9Ti7iWFT-U</a></p> <p>Tidy Up Song</p>	<p>Youtube</p> <p>Gathering percussion Instruments</p> <p>Claves, Jingle Bells</p> <p>Instruments/objects for sounds</p> <p><b><u>Vocabulary</u></b></p> <p>Voices, Instruments, Percussion, Drum, Pulse, Rhythm, Triangle, Bells, Glockenspiel</p>	<p>Choose a child to put the instrument s away. Can they sing the Tidy Up Song?</p> <p><a href="https://youtu.be/4FOE00x66NQ">https://youtu.be/4FOE00x66NQ</a></p> <p>Who can sing along for the Goodbye song. Listen and then join in</p>	<p><b><u>Activity:</u></b> The Children can play various percussion instruments</p> <p><b><u>Challenge:</u></b> Some children will be able to start and stop using instruments</p> <p><b><u>SEND/EAL:</u></b> Demonstrate all songs first using actions. Ensure instruments are available for children to explore beforehand.</p>



## Spring Term 1 – Sounds All Around

## Lesson 3

	<p><a href="https://youtu.be/4FOE00x66NQ">https://youtu.be/4FOE00x66NQ</a></p> <p>Who Can You Hear Making Music</p> <p><a href="https://youtu.be/t9w6nMrdZ3s">https://youtu.be/t9w6nMrdZ3s</a></p> <p>Sing along and perform actions with the recording</p> <p>Goodbye Song</p> <p><a href="https://youtu.be/IIKG35ORZqI">https://youtu.be/IIKG35ORZqI</a></p>		when you can!	
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## Spring Term 1 – Sounds All Around

## Lesson 4

	Learning Objective/Intent	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
	<p><b><u>LO: To become familiar with a variety of percussion instruments and know how to play them with control</u></b></p> <p><b><u>EYFS Framework:</u></b> Understanding the World – Investigate objects and new instruments. Physical Development – Co-ordination and control, Develop fine motor skills, inhibitory control. Communication and language – Listening and hearing, Interacting with others Personal, Social and Emotional Development – Forming Friendships, bonding and self-esteem</p>	<p><b><u>Starter</u></b> Have a variety of instruments available for children to explore and how to play them in different way.</p> <p><b><u>Teaching Sequence</u></b> Make a circle using the 'Let's Make a Circle' Song and have the children sit down. <a href="https://youtu.be/jxr2EEbzsue">https://youtu.be/jxr2EEbzsue</a></p> <p>Hello Song <a href="https://youtu.be/fnMx1QIIPeA">https://youtu.be/fnMx1QIIPeA</a> Use the recorded song to begin then sing to the children and go around each child, encouraging the group to sing each child's name.</p> <p>Who Can You Hear Making Music <a href="https://youtu.be/t9w6nMrdZ3s">https://youtu.be/t9w6nMrdZ3s</a> Join in with the recording</p> <p>Make Your Sound Like Mine <a href="https://youtu.be/WegII-kj7WI">https://youtu.be/WegII-kj7WI</a> Play patterns of sounds quietly, loudly, fast and slow. Talk to the children about which instruments are best for playing loud, quiet sounds etc. Once the children are familiar with this song, choose a child to lead.</p> <p>Traffic Light Conducting – Use Red and Green 'Stop and Go' Cards to encourage children to play and stop playing. This is a great activity for developing confidence. Once the children are familiar with stopping and starting, use additional pictures to symbolise fast/slow (speeding car/snail) etc. You could use a piece of music of your choice for children to play along to.</p> <p>Tidy Up Song <a href="https://youtu.be/4FOE00x66NQ">https://youtu.be/4FOE00x66NQ</a></p>	<p>Youtube</p> <p>Gathering percussion Instruments</p> <p>Claves, Jingle Bells, shakers</p> <p>Instruments/objects for sounds</p> <p><b><u>Vocabulary</u></b></p> <p>Voices, Instruments, Percussion, Drum, Pulse, Rhythm, Triangle, Bells, Glockenspiel</p>	<p>Who can sing along for the Goodbye song.</p> <p>Listen and then join in when you can!</p> <p>Choose a child to conduct the other children in singing</p>	<p><b><u>Activity:</u></b> The children can play various percussion instruments</p> <p><b><u>Challenge:</u></b> Some children will be able to start and stop using instruments and turn take</p> <p><b><u>SEND/EAL:</u></b> Demonstrate all songs first using actions. Ensure instruments are available for children to explore beforehand.</p>



		<p>Goodbye Song</p> <p><a href="https://youtu.be/IIKG35ORZqI">https://youtu.be/IIKG35ORZqI</a></p>			
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## Spring Term 1 – Sounds All Around

## Lesson 5

	Learning Objective/Intent	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
	<p><b><u>LO: To understand that sounds can be long and short</u></b></p> <p><b><u>To begin making patterns with sounds</u></b></p> <p><b><u>EYFS Framework:</u></b> Understanding the World – Investigate objects and new instruments. Physical Development – Co-ordination and control, Develop fine motor skills, inhibitory control. Communication and language – Listening and hearing, Interacting with others Personal, Social and Emotional Development – Forming</p>	<p><b><u>Starter</u></b> Play the song Listen Listen from Autumn 1 – All About Me. Walk to the pulse and tap on the tambourine. Encourage children to walk to the pulse and tap it out or clap the pulse.</p> <p><b><u>Teaching Sequence</u></b> Make a circle using the 'Let's Make a Circle' Song and have the children sit down. <a href="https://youtu.be/jxr2EEbzsue">https://youtu.be/jxr2EEbzsue</a></p> <p>Hello Song <a href="https://youtu.be/fnMx1QIIPeA">https://youtu.be/fnMx1QIIPeA</a> Use the recorded song to begin then sing to the children and go around each child, encouraging the group to sing each child's name.</p> <p>Pass The Secret Around <a href="https://youtu.be/uuozR9g2p6c">https://youtu.be/uuozR9g2p6c</a> Choose instruments that make a long or short sound – Long sounds (cymbal, glockenspiel, triangle) Short sounds (claves, woodblock). At 'Show us the secret sound' children will play a long or a short sound and the others will guess which one it is.</p> <p>Tidy Up Song <a href="https://youtu.be/4FOE00x66NQ">https://youtu.be/4FOE00x66NQ</a></p> <p>1,2,3,4 Mary's At The Kitchen Door Chant the rhyme – 1,2,3,4 Mary's at the kitchen door, 1,2,3,4 now she's fallen on the floor! Walk to the pulse whilst chanting or tap it out on their heart or knees. Next tap out the rhythm – the pattern of the words. Explain that there is a mixture of long and short sounds in the rhythm or pattern of the words.</p>	<p>Youtube</p> <p>Gathering percussion Instruments</p> <p>Claves, Jingle Bells, shakers</p> <p>Tambourine, cymbal, woodblock</p> <p><b><u>Vocabulary</u></b></p> <p>Voices, Instruments, Percussion, Drum, Pulse, Rhythm, Triangle, Bells, Glockenspiel, woodblock, cymbal</p>	<p>Sing the song Stamp Your Feet and Shake Your Hands from Autumn 1 – All About Me.</p> <p><a href="https://youtu.be/PljAV3JA_F8">https://youtu.be/PljAV3JA_F8</a></p> <p>Can the children remember the actions?</p>	<p><b><u>Activity:</u></b> The children can tap or play the pulse of the songs</p> <p><b><u>Challenge:</u></b> Some children will be able to play the rhythm of the songs</p> <p><b><u>SEND/EAL:</u></b> Demonstrate all songs first using actions. Ensure instruments are available for children to explore beforehand. Encourage children to use body percussion</p>





## Spring Term 1 – Sounds All Around

## Lesson 5

	Friendships, bonding and self- esteem	<p>Jelly On The Plate Say the chant and encourage children to move on the 'wibble wobble' part. Encourage children to tap the pulse (remember the pulse is the heartbeat of the song) then try and tap out the pattern of the words – the rhythm.</p> <p>Goodbye Song <a href="https://youtu.be/IIKG35ORZqI">https://youtu.be/IIKG35ORZqI</a></p>			
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## Spring Term 2 – Traditional Tales

## Lesson 1

	Learning Objective/Intent	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
	<p><b><u>LO: To explore changes in high and low sounds</u></b></p> <p><b><u>To match actions to music</u></b></p> <p><b><u>EYFS Framework:</u></b> Communication and language – Listening and Hearing, Responding to stories, songs and music. Physical Development – Develop fine and gross motor skills. Personal, Social and emotional development – Gaining confidence and trying new activities.</p>	<p><b><u>Starter</u></b> Listening activity. Play some calming music of your choice or use the BBC Ten pieces resource on CBeebies. Encourage the children to listen carefully. Keeping still and quiet. <a href="http://www.bbc.co.uk/cbeebies/curations/radio-ten-pieces-story-time">www.bbc.co.uk/cbeebies/curations/radio-ten-pieces-story-time</a></p> <p><b><u>Teaching Sequence</u></b> Make a circle using the 'Let's Make a Circle' Song and have the children sit down. <a href="https://youtu.be/jxr2EEbzsue">https://youtu.be/jxr2EEbzsue</a></p> <p>Hello Song <a href="https://youtu.be/fnMx1QIIPeA">https://youtu.be/fnMx1QIIPeA</a> Use the recorded song to begin then sing to the children and go around each child, encouraging the group to sing each child's name.</p> <p>Jack Is Climbing Up The Ladder <a href="https://youtu.be/9oGiXdDyfX0">https://youtu.be/9oGiXdDyfX0</a> Use actions with your hands. Repeat several times. Use the recording to guide you. Add hammer, screwdriver and finally his dinner to the words!</p> <p>Who Can You Hear Making Music <a href="https://youtu.be/t9w6nMrdZ3s">https://youtu.be/t9w6nMrdZ3s</a> Once familiar with this song, sing it without the backing and sing a call and response with a child's name with whoever is making the sound.</p> <p>I Can Wear My Trainers <a href="https://youtu.be/9jYqJBcVEt8">https://youtu.be/9jYqJBcVEt8</a> Use the recording to guide you. Children to take steps in time with the steady beat. Pretend to put on Big Boots and stomp to the beat. Quietly put on slippers and walk to the beat and then creep on tiptoes.</p>	<p>Youtube</p> <p>Gathering percussion Instruments</p> <p>Scarves, pieces of material</p> <p><b><u>Vocabulary</u></b></p> <p>Voices, Instruments, Percussion, Drum, Pulse, Rhythm, Triangle, Bells, Glockenspiel, woodblock, cymbal</p>	<p>To encourage listening to silence as well as sound, use a scarf or piece of material – hold it above your head and drop it to the floor to mark the silence. Encourage children to come and do the same.</p>	<p><b><u>Activity:</u></b> The children can match actions to music</p> <p><b><u>Challenge:</u></b> Some children will be able to follow high and low sounds and make them.</p> <p><b><u>SEND/EAL:</u></b> Demonstrate all songs first using actions. Ensure instruments are available for children to explore beforehand. Encourage children to use</p>



## Spring Term 2 – Traditional Tales

## Lesson 1

	<p>Red Riding Hood Rap Chant the following rap and encourage children to join in with the chorus.</p> <p><b>Chorus</b> She's the coolest in the wood! What's she called? RED RIDING HOOD!</p> <p><b>Verse 1</b> She's off to visit granny with a great big cake! Yum! Red Riding Hood! Grandma Lives in a cottage by a lake! Splish splash, Red Riding Hood! But the big bad wolf's already there! Grrrrrr, the big bad wolf! He's locked grandma under the stairs! Nasty! The big bad wolf!</p> <p>CHORUS</p> <p>Verse 2 Granny what big eyes you have! All the better to see you with! Granny what big ears you have! All the better to hear you with! Granny what big teeth you have! All the better to EAT you with!</p> <p>CHORUS</p> <p>Verse 3 Now his jaws are open wide! Grrrrrr, the big bad wolf! She jumps down the stairs and runs outside! GO! Red Riding Hood! A wood cutter cutting down a nearby tree, With a chop, chop ,chop, With a chop, chop, chop, Helps to set her grandma free, With a chop, chop ,chop, With a chop, chop, chop!</p> <p>CHORUS</p> <p>Goodbye Song <a href="https://youtu.be/IIKG35ORZqI">https://youtu.be/IIKG35ORZqI</a></p>			body percussion
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## Spring Term 2 – Traditional Tales

## Lesson 2

	Learning Objective/Intent	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
	<p><b><u>LO: To explore musical instrument sounds</u></b></p> <p><b><u>EYFS Framework:</u></b> Understanding the World – Investigate objects and new instruments. Physical Development – Co-ordination and control, Develop fine motor skills, inhibitory control. Communication and language – Listening and hearing, Interacting with others Personal, Social and Emotional Development – Forming Friendships, bonding and self-esteem</p>	<p><b><u>Starter</u></b> Nursery Rhyme Picture book from Singing Sherlock Book 1 Track 37. An example of which can be found here; <a href="https://www.boosey.com/cr/sample_detail/Singing-Sherlock-1-33-Nursery-Rhyme-Picture-Book/11108">https://www.boosey.com/cr/sample_detail/Singing-Sherlock-1-33-Nursery-Rhyme-Picture-Book/11108</a></p> <p><b><u>Teaching Sequence</u></b> Make a circle using the 'Let's Make a Circle' Song and have the children sit down. <a href="https://youtu.be/jxr2EEbzsuE">https://youtu.be/jxr2EEbzsuE</a></p> <p>Hello Song <a href="https://youtu.be/fnMx1QIIPeA">https://youtu.be/fnMx1QIIPeA</a> Use the recorded song to begin then sing to the children and go around each child, encouraging the group to sing each child's name.</p> <p>I Can Wear My Trainers <a href="https://youtu.be/9iYqJBcVEt8">https://youtu.be/9iYqJBcVEt8</a> Children to take steps in time with the steady beat. Pretend to put on Big Boots and stomp to the beat. Quietly put on slippers and walk to the beat and then creep on tiptoes. Use percussion instruments and other kitchen items such as plastic beakers, spoons etc. to make different footstep sounds.</p> <p>Around the Ring <a href="https://youtu.be/JnVLhA3qJgQ">https://youtu.be/JnVLhA3qJgQ</a> Distribute three groups of instruments (shakers, claves, scraping guiros) between three groups of children. Put one of each of these groups of instruments in the middle of the circle. Sing the song while a selected child walks around the circle. That child stops and chooses an instrument from the centre. The group with that instrument stands up and plays to the pulse of the song whilst the selected child continues to walk to the pulse. Repeat with a new child (chosen by whoever the</p>	<p>Youtube</p> <p>Gathering percussion Instruments</p> <p>Kitchen items – plastic beakers, spoons etc.</p> <p>Three groups of percussion instruments – Egg Shakers, Claves, Guiros (or anything that can be scraped)</p> <p><b><u>Vocabulary</u></b></p> <p>Voices, Instruments, Percussion,</p>	<p>Revisit the song Jack is Climbing Up The Ladder. Encourage children to join in with the actions.</p> <p><a href="https://youtu.be/9oGiXdDyX0">https://youtu.be/9oGiXdDyX0</a></p>	<p><b><u>Activity:</u></b> The children can sing in a group</p> <p><b><u>Challenge:</u></b> Some children will be able to learn the songs by heart</p> <p><b><u>SEND/EAL:</u></b> Demonstrate all songs first using actions. Ensure instruments are available for children to explore beforehand. Ensure lots of repetition for embedding learning.</p>



## Spring Term 2 – Traditional Tales

## Lesson 2

	<p>previous child stops by). If instruments are not available then use body percussion. Clapping, stamping feet, tapping knees etc.</p> <p>Red Riding Hood Rap (Singing Sherlock 1) Chant the following rap and encourage children to join in with the chorus. Can the children change their voice, singing and speaking the rap?</p> <p>Chorus She's the coolest in the wood! What's she called? RED RIDING HOOD!</p> <p>Verse 1 She's off to visit granny with a great big cake! Yum! Red Riding Hood! Grandma Lives in a cottage by a lake! Splish splash, Red Riding Hood! But the big bad wolf's already there! Grrrrrrr, the big bad wolf! He's locked grandma under the stairs! Nasty! The big bad wolf!</p> <p>CHORUS Verse 2 Granny what big eyes you have! All the better to see you with! Granny what big ears you have! All the better to hear you with! Granny what big teeth you have! All the better to EAT you with!</p> <p>CHORUS Verse 3 Now his jaws are open wide! Grrrrrrr, the big bad wolf! She jumps down the stairs and runs outside! GO! Red Riding Hood! A wood cutter cutting down a nearby tree, With a chop, chop ,chop, With a chop, chop, chop, Helps to set her grandma free, With a chop, chop ,chop, With a chop, chop, chop!</p> <p>CHORUS</p> <p>Tidy Up Song <a href="https://youtu.be/4FOE00x66NQ">https://youtu.be/4FOE00x66NQ</a></p> <p>Goodbye Song <a href="https://youtu.be/IIKG35ORZqI">https://youtu.be/IIKG35ORZqI</a></p>	Drum, Pulse, Rhythm, Triangle, Bells, Glockenspiel, woodblock, cymbal		
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## Spring Term 2 – Traditional Tales

## Lesson 2

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## Spring Term 2 – Traditional Tales

## Lesson 3

	Learning Objective/Intent	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
	<p><b><u>LO: To explore the sounds of different instruments</u></b></p> <p><b><u>EYFS Framework:</u></b></p> <p>Expressive Arts and Design – To show expression and emotion through music. Sing simple songs and patterns from memory.</p> <p>Physical Development – Develop fine and gross motor skills.</p> <p>Literacy – Interacting with others, Responding to stories, songs and music</p>	<p><b><u>Starter</u></b> I can hear with my little ear – send a sound word chain around the circle by whispering. E.g Jack saw the giant, Jack climbed down the beanstalk.</p> <p><b><u>Teaching Sequence</u></b> Make a circle using the 'Let's Make a Circle' Song and have the children sit down. <a href="https://youtu.be/jxr2EEbzsue">https://youtu.be/jxr2EEbzsue</a></p> <p>Hello Song <a href="https://youtu.be/fnMx1QIIPeA">https://youtu.be/fnMx1QIIPeA</a> Use the recorded song to begin then sing to the children and go around each child, encouraging the group to sing each child's name.</p> <p>I Can Song <a href="https://youtu.be/kj7jCtskqBI">https://youtu.be/kj7jCtskqBI</a> Use the recording to guide you. Change the words to add different body percussion – e.g. I can click my tongue. Teacher leads by clapping hands three times. Clapping hands, tapping head, Clicking tongue. On the final line, do all three actions.</p> <p>Gingerbread Man He Dances <a href="https://youtu.be/6FJQMoPf260">https://youtu.be/6FJQMoPf260</a> Extend this activity by using a puppet for the gingerbread man. Children can be the leader and sing the song at the front of the class whilst the others join in.</p> <p>Jack is Climbing up the Ladder <a href="https://youtu.be/9oGiXdDyfX0">https://youtu.be/9oGiXdDyfX0</a> Repeat the song – with actions</p> <p>Goodbye Song <a href="https://youtu.be/IIKG35ORZql">https://youtu.be/IIKG35ORZql</a></p>	<p>Youtube</p> <p>Gathering percussion Instruments</p> <p>Found sound makers – foil, paper, keys, spoons.</p> <p><b><u>Vocabulary</u></b></p> <p>Voices, Instruments, Percussion, Drum, Pulse, Rhythm, Triangle, Bells, Glockenspiel, woodblock, cymbal</p>	<p>Sound Tray Game – Place a selection of 'Found' sound makers on a tray e.g keys, foil, tearing paper, spoons. Ask the children to close their eyes and listen to the sound you are going to make. Teacher chooses one sound. Can the children identify the sound?</p>	<p><b><u>Activity:</u></b> The children can identify different sounds</p> <p><b><u>Challenge:</u></b> Some children will be able to join in with actions</p> <p><b><u>SEND/EAL:</u></b> Demonstrate all songs first using actions. Ensure instruments are available for children to explore beforehand. Ensure lots of repetition for embedding learning.</p>



## Spring Term 2 – Traditional Tales

## Lesson 4

	Learning Objective/Intent	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
	<p><b><u>LO: To enjoy singing songs from memory</u></b></p> <p><b><u>EYFS Framework:</u></b> Communication and Language – Responding to stories, songs and music, Interacting with others</p> <p>Physical Development – Co-ordination and control, Develop fine and gross motor skills</p> <p>Mathematics – Musical notation and patterns</p>	<p><b><u>Starter</u></b> Allow children to listen and to move to the opening of 'Peter and The Wolf' by Prokofiev. <a href="https://www.youtube.com/watch?v=Fmi5zHg4QSM">https://www.youtube.com/watch?v=Fmi5zHg4QSM</a></p> <p><b><u>Teaching Sequence</u></b> Make a circle using the 'Let's Make a Circle' Song and have the children sit down. <a href="https://youtu.be/jxr2EEbzsue">https://youtu.be/jxr2EEbzsue</a></p> <p>Hello Song <a href="https://youtu.be/fnMx1QIIPeA">https://youtu.be/fnMx1QIIPeA</a> Use the recorded song to begin then sing to the children and go around each child, encouraging the group to sing each child's name.</p> <p>I Hear With My Little Ear – play the whispering game. Send a word sound chain around the circle 'Mama Bear Likes Her Chair' 'Big Bear Likes Porridge'.</p> <p>Goldilocks and the Three Bears. Chant the rhyme – in a question and answer format. Extend the activity using different pitched voices to match each bear (low voice Big Bear, high voice Baby Bear) <a href="https://carrypaterson.wordpress.com/2017/07/19/goldilocks-and-the-three-bears/">https://carrypaterson.wordpress.com/2017/07/19/goldilocks-and-the-three-bears/</a></p> <p>We're Tapping The Pattern <a href="https://youtu.be/7gVzD9II33k">https://youtu.be/7gVzD9II33k</a> Use rhythm sticks (claves) or clap hands to this activity. Encourage tapping to the steady beat/pulse.</p> <p>Tidy Up Song <a href="https://youtu.be/4FOE00x66NQ">https://youtu.be/4FOE00x66NQ</a></p> <p>Incy Wincy Spider <a href="https://youtu.be/Oo5QRUHJHqM">https://youtu.be/Oo5QRUHJHqM</a></p>	<p>Youtube</p> <p>Gathering percussion Instruments</p> <p>I Hear With My Little Ear – sound word chain printed on card/paper</p> <p>Claves</p> <p><b><u>Vocabulary</u></b></p> <p>Voices, Instruments, Percussion, Drum, Pulse, Rhythm, Triangle, Bells, Glockenspiel, woodblock,</p>	<p>Revisit the song Gingerbread Man He Dances and join in with the actions</p> <p><a href="https://youtu.be/6FJQMoPf260">https://youtu.be/6FJQMoPf260</a></p>	<p><b><u>Activity:</u></b> The children can identify different sounds</p> <p><b><u>Challenge:</u></b> Some children will be able to sing alone.</p> <p><b><u>SEND/EAL:</u></b> Demonstrate all songs first using actions. Ensure instruments are available for children to explore. Ensure lots of repetition for embedding learning. Some children may not want to join in the whispering game. Have the sound word printed on a card if so.</p>





## Spring Term 2 – Traditional Tales

## Lesson 4

		<p>Sing the song with the actions. Encourage children to sing alone taking turns to perform the song.</p> <p>Goodbye Song <a href="https://youtu.be/IIKG35ORZqI">https://youtu.be/IIKG35ORZqI</a></p>	clavescymbal, whispering.		
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## Spring Term 2 – Traditional Tales

## Lesson 5

	Learning Objective/Intent	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
	<p><b><u>LO: To understand and explore how sounds can be changed</u></b></p> <p><b><u>To join in and sing simple songs from memory</u></b></p> <p><b><u>EYFS Framework:</u></b></p> <p>Literacy – Interacting with others. Understanding the World – Investigate objects and new instruments, Learn why things happen and how things work. Expressive arts and design – Musical ability such as vocal and</p>	<p><b><u>Starter</u></b> Nursery Rhyme Picture book from Singing Sherlock Book 1 Track 37. An example of which can be found here; <a href="https://www.boosey.com/cr/sample_detail/Singing-Sherlock-1-33-Nursery-Rhyme-Picture-Book/11108">https://www.boosey.com/cr/sample_detail/Singing-Sherlock-1-33-Nursery-Rhyme-Picture-Book/11108</a> Encourage children to move to the music.</p> <p><b><u>Teaching Sequence</u></b> Make a circle using the ‘Let’s Make a Circle’ Song and have the children sit down. <a href="https://youtu.be/jxr2EEbzsue">https://youtu.be/jxr2EEbzsue</a></p> <p>Hello Song <a href="https://youtu.be/fnMx1QIIPeA">https://youtu.be/fnMx1QIIPeA</a> Use the recorded song to begin then sing to the children and go around each child, encouraging the group to sing each child’s name.</p> <p>Conductor’s Magic Stick game. Teacher holds some claves or ideally a beater and a drum. When the teacher lifts the beater the children clap or play claves. When the beater hits the drum or floor then the children must stop playing. Use the Nursery Rhyme Picture Book Song above or any song to play whilst repeating this activity.</p> <p>Continue the Conductor’s Magic Stick game. This time encourage the children to make loud and quiet sounds. When the stick or beater is raised – children must play or clap loudly. When it is lowered, the sounds get quieter. When the beater is on the floor or drum, the sounds stop. Encourage different children to be the conductor.</p> <p>We’re Tapping A Pattern <a href="https://youtu.be/7gVzD9II33k">https://youtu.be/7gVzD9II33k</a> Use rhythm sticks (claves) or clap hands to this activity. Encourage tapping to the steady beat/pulse.</p>	<p>Youtube</p> <p>Gathering percussion Instruments</p> <p>Claves, drum stick and drum</p> <p><b><u>Vocabulary</u></b></p> <p>Voices, Instruments, Percussion, Drum, Pulse, Rhythm, Triangle, Bells, Glockenspiel, woodblock, claves, cymbal</p>	<p>Guess the song! Teacher to slowly beat the rhythm of the nursery rhyme using claves or a drum. Teacher can mouth the words to help children recognise the song. Can children guess the song? Follow by singing the song with the actions. Encourage children to sing alone taking turns</p>	<p><b><u>Activity:</u></b> The children can identify different sounds</p> <p><b><u>Challenge:</u></b> Some children will be able to be the conductor of the game</p> <p><b><u>SEND/EAL:</u></b> Demonstrate all songs first using actions. Ensure instruments are available for children to explore. Ensure lots of repetition for embedding learning.</p>



## Spring Term 2 – Traditional Tales

## Lesson 5

	instrument skills, Sing simple songs and patterns from memory.	<p>Tidy Up Song <a href="https://youtu.be/4FOE00x66NQ">https://youtu.be/4FOE00x66NQ</a></p> <p>Incy Wincy Spider <a href="https://youtu.be/Oo5QRUHJHqM">https://youtu.be/Oo5QRUHJHqM</a></p> <p>Goodbye Song <a href="https://youtu.be/IIKG35ORZqI">https://youtu.be/IIKG35ORZqI</a></p>		to perform the song.	
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## Summer Term 1 – Travelling Around

## Lesson 1

	Learning Objective/Intent	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
	<p><b><u>LO: To join in and enjoy singing a variety of songs</u></b></p> <p><b><u>To explore sounds through music games and listening activities</u></b></p> <p><b><u>EYFS Framework:</u></b></p> <p>Mathematics – Counting games using songs. Expressive Arts and Design – Sing simple songs and patterns from memory. Match movements to music. Communication and Language – Listening and</p>	<p><b><u>Starter</u></b> Gathering circle – Have a selection of gathering instruments in the middle of the circle for the children to explore. Use the song <a href="https://youtu.be/4FOE00x66NQ">https://youtu.be/4FOE00x66NQ</a> Put Them all away to tidy up.</p> <p><b><u>Teaching Sequence</u></b> Make a circle using the ‘Let’s Make a Circle’ Song and have the children sit down. <a href="https://youtu.be/jxr2EEbzsue">https://youtu.be/jxr2EEbzsue</a></p> <p>Hello Song <a href="https://youtu.be/fnMx1QIIPeA">https://youtu.be/fnMx1QIIPeA</a> Use the recorded song to begin then sing to the children and go around each child, encouraging the group to sing each child’s name.</p> <p>Sound Action Matching Game Choose 5 different instruments. Children must match the sound of each instrument when played with an action. E.g Teacher shakes an egg shaker – children must shake hands in front of them. Teacher plays a chime bar – children match that sound with another action like tapping their head. Take the instruments to the back of the room and cover with a blanket or so the children can’t see them. Can the children match the sound with an action?</p> <p>Five Wobbly Bicycles <a href="https://youtu.be/RmelgcpvXcs">https://youtu.be/RmelgcpvXcs</a> Can the children sing the song?</p> <p>Five Wobbly Bicycles – instrument activity. Select 5 children to come and play each of the instruments from the Sound Action Matching game activity. Use the Green conductor card (Resource A). Show the green conductor card to Child 1 – that child</p>	<p>Youtube</p> <p>Gathering percussion Instruments</p> <p>Maraca, castanets, chime bar, tambourine, shakers, claves</p> <p><b><u>Vocabulary</u></b></p> <p>Voices, Instruments, Maraca, castanets, chime bar, tambourine, shakers, claves, tap, shake, click, conductor.</p>	<p>Sing the Tidy Up song at the end to put all the instruments away in the box/cupboard</p> <p><a href="https://youtu.be/4FOE00x66NQ">https://youtu.be/4FOE00x66NQ</a></p>	<p><b><u>Activity:</u></b> The children can sing along with the songs</p> <p><b><u>Challenge:</u></b> Some children will play instruments alone to the steady beat.</p> <p><b><u>SEND/EAL:</u></b> Demonstrate all songs first using actions. Ensure instruments are available for children to explore. Ensure lots of repetition for embedding learning.</p>



## Summer Term 1 – Travelling Around

## Lesson 1

	<p>hearing. Interacting with others. Physical Development – Co-ordination and control.</p>	<p>stands up and begins to play the instrument. Show the green conductor card to the next Child who also stands and plays their instrument. Continue until all five children have been shown the card and are all playing in unison. Show the red card for them to stop.</p> <p>Goodbye Song <a href="https://youtu.be/IIKG35ORZqI">https://youtu.be/IIKG35ORZqI</a></p>			
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## Summer Term 1 – Travelling Around

## Lesson 2

	Learning Objective/Intent	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
	<p><b><u>LO: To join in and enjoy singing</u></b></p> <p><b><u>To explore sounds through musical games</u></b></p> <p><b><u>EYFS Framework:</u></b> Communication and Language – Vocal skills such as speech and diction. Responding to stories, songs and music. Personal, Social and Emotional Development – Social behaviour such and sharing, playing, taking turns and control. Gaining confidence and</p>	<p><b><u>Starter</u></b> Gathering circle – Have a selection of gathering instruments in the middle of the circle for the children to explore. <a href="https://youtu.be/4FOE00x66NQ">https://youtu.be/4FOE00x66NQ</a> Use this song to tidy up.</p> <p><b><u>Teaching Sequence</u></b> Make a circle using the ‘Let’s Make a Circle’ Song and have the children sit down. <a href="https://youtu.be/jxr2EEbzsuE">https://youtu.be/jxr2EEbzsuE</a></p> <p>Hello Song <a href="https://youtu.be/fnMx1QIIPeA">https://youtu.be/fnMx1QIIPeA</a> Use the recorded song to begin then sing to the children and go around each child, encouraging the group to sing each child’s name.</p> <p>Hide the Object One child goes out of the room/area and another child hides an object. Once the child returns, the rest of the class will make a loud sound with instruments or voices as the child gets closer to the object or quieter sounds as they move further away.</p> <p>Travelling Sounds Game Use Resource B of Picture flash cards – Train, Plane, Boat. Divide the class into three groups. Each group represents one of the ways of travelling (Train, Plane, Boat). Use an instrument or voice sound to indicate a signal for each picture or group E.g Train could be a whistle, Boat a shaker etc. The teacher plays the signal of one of the instruments or sounds. When that corresponding group hears their signal they must fold their arms. You could repeat this game with a different action e.g the group of children stand up when they hear their sound.</p> <p>Trains</p>	<p>Youtube</p> <p>Gathering percussion Instruments</p> <p>A variety of small percussion instruments.</p> <p>Picture Flash Cards</p> <p><b><u>Vocabulary</u></b></p> <p>Voices, Instruments, Maraca, castanets, chime bar, tambourine, shakers, claves, tap, shake, click,</p>	<p>Record ‘Train Sounds’ with an Ipad and listen back to the sounds the children have made.</p>	<p><b><u>Activity:</u></b> The children can sing along with the songs</p> <p><b><u>Challenge:</u></b> Some children will play instruments to represent different sounds</p> <p><b><u>SEND/EAL:</u></b> Demonstrate all songs first using actions. Ensure instruments are available for children to explore. Ensure lots of repetition for embedding learning.</p>



## Summer Term 1 – Travelling Around

## Lesson 2

	<p>trying new activities. Literacy – Exploring the meaning and sounds of new words.</p>	<p><a href="https://youtu.be/WOZtLfMT03o">https://youtu.be/WOZtLfMT03o</a> Use the song to guide you. Demonstrate different instruments which could represent the different sounds in the song. Choose the sound sequence of instruments as a class and the teacher plays the instruments as you all repeat singing the song. Choose different children to play the instruments at the correct time during the song.</p> <p>Tidy Up Song <a href="https://youtu.be/4FOE00x66NQ">https://youtu.be/4FOE00x66NQ</a></p> <p>Goodbye song <a href="https://youtu.be/IIKG35ORZqI">https://youtu.be/IIKG35ORZqI</a></p>	<p>Train, Plane, Boat</p>		
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## Summer Term 1 – Travelling Around

## Lesson 3

	Learning Objective/Intent	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
	<p><b><u>LO: To Listen to high and low sounds and move with the music</u></b></p> <p><b><u>EYFS Framework:</u></b> Physical Development – Develop spatial awareness. Develop fine and gross motor skills. Travel in many different ways. Literacy – Vocabulary and grammar. Responding to stories, songs and music. Understanding the World – Investigate objects and new instruments.</p>	<p><b><u>Starter</u></b> Have a selection of objects that could be used as beaters e.g toothbrush, paintbrush, metal spoon, plastic spatula, wooden spoon and something to beat upon – plastic pencil pot, cheese grater, jug. Anything that will make an interesting sound</p> <p><b><u>Teaching Sequence</u></b> Make a circle using the ‘Let’s Make a Circle’ Song and have the children sit down. <a href="https://youtu.be/jxr2EEbzsue">https://youtu.be/jxr2EEbzsue</a></p> <p>Hello Song <a href="https://youtu.be/fnMx1QIIPeA">https://youtu.be/fnMx1QIIPeA</a> Use the recorded song to begin then sing to the children and go around each child, encouraging the group to sing each child’s name.</p> <p>Guess the Beater Game Use the variety of objects from the starter activity. Teacher to choose an object and beater. Children must describe the sound using musical language – loud, soft, quiet, hard. Can the children guess the objects if they are hidden and played? Choose a child to be the leader.</p> <p>The Journey Game This is a version of the traditional game ‘I went to the Supermarket’. ‘I’m going on a journey and I ride on a .....’ This could be a train and the class must make a train sound. Choose another child to sit in the middle of the circle and continue the game choosing another method of travelling with the class making the sound e.g a rocket – 5,4,3,2,1 Whoosh! This could be repeated using a selection of instruments.</p> <p>The Wheels On The Bus <a href="https://youtu.be/AjKyKZWCpUM">https://youtu.be/AjKyKZWCpUM</a></p>	<p>Youtube</p> <p>Gathering beaters and objects.</p> <p>A variety of small percussion instruments.</p> <p><b><u>Vocabulary</u></b></p> <p>Voices, Instruments, Maraca, castanets, chime bar, tambourine, shakers, claves, tap, shake, click, Conductor, Singing voice, Thinking Voice.</p>	<p>Row, Row, Row Your Boat Song</p> <p><a href="https://youtu.be/neHzY6MJFDs">https://youtu.be/neHzY6MJFDs</a></p> <p>Children to sit with a partner and sing the song.</p>	<p><b><u>Activity:</u></b> The children can make different sounds with objects.</p> <p><b><u>Challenge:</u></b> Some children will play instruments to represent different sounds.</p> <p><b><u>SEND/EAL:</u></b> Demonstrate all songs first using actions. Ensure instruments are available for children to explore. Ensure lots of repetition for embedding learning.</p>





## Summer Term 1 – Travelling Around

## Lesson 3

		<p>Sing the song joining in with the actions. Repeat using the conductors red and green spots Resource A. Show children green spot for singing voice and red spot for thinking voice. Teacher to choose which verse is sung (singing voice) or quietly mimed (thinking voice).</p> <p>Goodbye song <a href="https://youtu.be/IIKG35ORZqI">https://youtu.be/IIKG35ORZqI</a></p>			
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## Summer Term 1 – Travelling Around

## Lesson 4

	Learning Objective/Intent	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
	<p><b>LO: To Listen to high and low sounds and move with the music. Join in singing songs.</b></p> <p><b>EYFS Framework:</b> Understanding the World – Explore themes including the elements, World Culture and the arts. Investigate objects and new instruments. Expressive Arts and Design – Musical ability such as vocal and instruments skills. Physical Development – Co-ordination and control. Develop spatial awareness. Travel</p>	<p><b>Starter</b> Listen and move to the first two minutes of Beethoven Symphony 7 in A, Op92, Allegretto. <a href="https://www.youtube.com/watch?v=vCHREyE5GzQ">https://www.youtube.com/watch?v=vCHREyE5GzQ</a> Children sit in partners and row to the music, slowly to reach treasure island!</p> <p><b>Teaching Sequence</b> Make a circle using the 'Let's Make a Circle' Song and have the children sit down. <a href="https://youtu.be/jxr2EEbzsue">https://youtu.be/jxr2EEbzsue</a></p> <p>Hello Song <a href="https://youtu.be/fnMx1QIIPeA">https://youtu.be/fnMx1QIIPeA</a> Use the recorded song to begin then sing to the children and go around each child, encouraging the group to sing each child's name.</p> <p>Listening Sound Pots – Use six filled containers (covered so the children cannot see what is inside them) and ask children sat in a circle to explore the containers, shaking them, tapping them etc. to guess what is inside and even make matching pairs.</p> <p>Tidy Up Song <a href="https://youtu.be/4FOE00x66NQ">https://youtu.be/4FOE00x66NQ</a></p> <p>I'm a Little Aeroplane <a href="https://youtu.be/MDdz6A6dads">https://youtu.be/MDdz6A6dads</a> Children to join in with the actions to this song. Repeat as necessary.</p> <p>Horse Rhyme Chant Chant the rhyme – Father and Mother and Uncle John Went on a horse one by one Father fell off – whoaaa!</p>	<p>Youtube</p> <p>Six containers with lids filled with lentils, rice, sand.</p> <p>A selection of percussion instruments</p> <p><b>Vocabulary</b></p> <p>Voices, Instruments, Maraca, castanets, chime bar, tambourine, shakers, claves, tap, shake, container, lentils, rice, sand, aeroplane.</p>	<p>Short Ride in A Fast Machine – Watch a short clip from the film by the Royal Liverpool Philharmonic Orchestra - <a href="https://www.youtube.com/watch?v=v6KGP9tFw4E">https://www.youtube.com/watch?v=v6KGP9tFw4E</a></p>	<p><b>Activity:</b> The children can join in with the actions to songs.</p> <p><b>Challenge:</b> Some children will explore sounds and be able to match the containers.</p> <p><b>SEND/EAL:</b> Demonstrate all songs first using actions. Ensure instruments are available for children to explore. Ensure lots of repetition for embedding learning.</p>



## Summer Term 1 – Travelling Around

## Lesson 4

	<p>in many different ways.</p>	<p>Mother fell off - whoaaa! But Uncle John went on and on and on and whoaaa! Children will move to and be aware of steady beat and changes in tempo. Children stand and pretend to hold reins of a horse. Teacher taps the beat with a woodblock. The children respond by galloping faster to the beat and also make a Whoaaaaa sound at the end. Teacher can repeat this song with slower and faster tempos.</p> <p>Goodbye song <a href="https://youtu.be/IIKG35ORZqI">https://youtu.be/IIKG35ORZqI</a></p>			
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## Summer Term 1 – Travelling Around

## Lesson 5

	Learning Objective/Intent	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
	<p><b><u>LO: To explore changing sounds</u></b></p> <p><b><u>To begin to show awareness that sounds can be represented with symbols</u></b></p> <p><b><u>EYFS Framework:</u></b> Expressive Arts and Design – Musical ability such as vocal and instruments skills. Sing simple songs and patterns from memory. Mathematics – Counting using songs and games. Using numbers through instrument exploration. Musical notation and patterns.</p>	<p><b><u>Starter</u></b> Gathering instruments. Can the children sort these instruments into groups based on the type of sound they make (timbre) e.g. loud, quiet, gentle, rough.</p> <p><b><u>Teaching Sequence</u></b> Make a circle using the 'Let's Make a Circle' Song and have the children sit down. <a href="https://youtu.be/jxr2EEbzsue">https://youtu.be/jxr2EEbzsue</a></p> <p>Hello Song <a href="https://youtu.be/fnMx1QIIPeA">https://youtu.be/fnMx1QIIPeA</a> Use the recorded song to begin then sing to the children and go around each child, encouraging the group to sing each child's name.</p> <p>Horse Rhyme Chant Revisit this chant from Lesson 4.</p> <p>Travelling Sounds Game – Revisit from Lesson 2 adding movements. Use Resource B of Picture flash cards – Train, Plane, Boat. Divide the class into three groups. Each group represents one of the ways of travelling (Train, Plane, Boat). Use an instrument or voice sound to indicate a signal for each picture or group E.g Train could be a whistle, Boat a shaker etc. The teacher plays the signal of one of the instruments or sounds. When that corresponding group hears their signal they must fold their arms. You could repeat this game with a different action e.g the group of children stand up when they hear their sound.</p> <p>Trains Song <a href="https://youtu.be/WOZtLfMT03o">https://youtu.be/WOZtLfMT03o</a> Revisit from Lesson 2 adding visual score sequence. Demonstrate different instruments which could represent the different sounds in the song. Choose the sound sequence of instruments as a class and the teacher plays the instruments as you all repeat singing the song. Use multilink or duplo blocks</p>	<p>Youtube</p> <p>A selection of percussion instruments.</p> <p>A selection of found sounds – keys, tearing paper</p> <p>Picture flash cards</p> <p>Resource A</p> <p><b><u>Vocabulary</u></b></p> <p>Voices, Instruments, Train, Plane, Boat, Move, travel, walk.</p>	<p>Sing a familiar nursery rhyme as a class with different voices. Can a child sit in a 'singing seat' and choose a different voice to use – whispering, robot, mouse.</p>	<p><b><u>Activity:</u></b> The children recognise and group different sounds.</p> <p><b><u>Challenge:</u></b> Some children will understand that symbols can represent sounds.</p> <p><b><u>SEND/EAL:</u></b> Demonstrate all songs first using actions. Ensure instruments and objects are available for children to explore. Ensure lots of repetition for embedding learning. Ensure picture cards are available.</p>



## Summer Term 1 – Travelling Around

## Lesson 5

	<p>Understanding the World- Investigate objects and new instruments.</p> <p>now choosing a different colour block for each sound. Teacher points to the coloured blocks and the children respond with the correct sound. Build this by adding more blocks of the same colour together to show that the sound needs to be played for a longer period of time. One Block for a short time.</p> <p>Tidy Up Song <a href="https://youtu.be/4FOE00x66NQ">https://youtu.be/4FOE00x66NQ</a></p> <p>Goodbye song <a href="https://youtu.be/IIKG35ORZqI">https://youtu.be/IIKG35ORZqI</a></p>			
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# Summer Term 2 – Holidays and The Seaside

# Lesson 1

	Learning Objective/Intent	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
	<p><b><u>LO: To enjoy singing songs</u></b></p> <p><b><u>To explore playing instruments and changing sounds.</u></b></p> <p><b><u>EYFS Framework:</u></b> Physical Development – Co-ordination and control, Develop spatial awareness, Develop fine and gross motor skills, Balance, Expressive and creative movement Understanding the World – Investigate new objects and new instruments, Learn why things happen and how things work</p>	<p><b><u>Starter</u></b> Gathering instruments. Can the children explore gathering instruments and change how they play them? Encourage children to find new ways of playing the instruments.</p> <p><b><u>Teaching Sequence</u></b> Make a circle using the 'Let's Make a Circle' Song and have the children sit down. <a href="https://youtu.be/jxr2EEbzsuE">https://youtu.be/jxr2EEbzsuE</a></p> <p>Hello Song <a href="https://youtu.be/fnMx1QIIPeA">https://youtu.be/fnMx1QIIPeA</a> Use the recorded song to begin then sing to the children and go around each child, encouraging the group to sing each child's name.</p> <p>Oh I Do Like To Be Beside The Seaside. Use an example of this song to sing with the children. <a href="https://www.youtube.com/watch?v=W8fhEPSLmfo">https://www.youtube.com/watch?v=W8fhEPSLmfo</a> Encourage actions; digging, marching, licking ice cream, looking out to sea!</p> <p>Let's Stretch Up Tall Say this rhyme and if possible use the instruments detailed. Select a child to play the instrument during each line of the rhyme. <b>Let's stretch up tall like a lighthouse (drum)</b> <b>Let's curl up small like a snail (sleigh bells)</b> <b>Let's spread our wings like a seagull (tambourine)</b> <b>And then be a boat with a sail (triangle)</b> <b>Let's gallop along on a donkey (claves)</b> <b>Let's go for a swim in the sea (maracas)</b> <b>Let's dry ourselves all over (guiro)</b> <b>And then have a picnic tea! (mouth pops open)</b></p> <p>Tidy Up Song <a href="https://youtu.be/4FOE00x66NQ">https://youtu.be/4FOE00x66NQ</a></p>	<p>Youtube</p> <p>A selection of percussion instruments.</p> <p>Drum, sleigh bells, tambourine, triangle, claves, maracas, guiro</p> <p><b><u>Vocabulary</u></b></p> <p>Voices, Instruments, whisper, loud, quiet, thinking voice, drum, sleigh bells, tambourine, triangle, claves, maracas, guiro</p>	<p>Sing the familiar song The Pirate song</p> <p><a href="https://youtu.be/RmfGf7e4k1w">https://youtu.be/RmfGf7e4k1w</a></p> <p>Encourage children to join in with the actions.</p>	<p><b><u>Activity:</u></b> The children can join in with the songs and do the actions.</p> <p><b><u>Challenge:</u></b> Some children will be able to sing confidently alone.</p> <p><b><u>SEND/EAL:</u></b> Demonstrate all songs first using actions. Ensure instruments are available for children to explore. Ensure lots of repetition for embedding learning.</p>



## Summer Term 2 – Holidays and The Seaside

## Lesson 1

	<p>Expressive Arts and Design – Use imagination in dance, music and story time.</p>	<p>Going On A Picnic <a href="https://youtu.be/HQIUUVBoQfvg">https://youtu.be/HQIUUVBoQfvg</a> Sing this call and response song using the recording to guide you.</p> <p>This Is The Way <a href="https://youtu.be/BbnZX7TKePc">https://youtu.be/BbnZX7TKePc</a> Using your hands as signals, encourage the children to sing the song controlling the volume by opening or closing your hands. So hands close together = whisper chant, hands open = normal voice, hands wide apart = shout chant, hands closed = say it in your head voice.</p> <p>Goodbye Song <a href="https://youtu.be/IIKG35ORZql">https://youtu.be/IIKG35ORZql</a></p>			
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## Summer Term 2 – Holidays and The Seaside

## Lesson 2

	Learning Objective/Intent	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
	<p><b><u>LO: To explore different songs and create representations of events using songs, sounds and movement</u></b></p> <p><b><u>EYFS Framework:</u></b>            Literacy – Vocabulary and grammar, Increased interest in books and literature, Responding to stories, songs and music, Exploring the meaning and sounds of new words            Personal, Social and Emotional Development – Social behaviour such and turn taking and playing</p>	<p><b><u>Starter</u></b>            Yo Ho Ho song  <a href="https://youtu.be/7kdp-ph-0zes">https://youtu.be/7kdp-ph-0zes</a>            Encourage children to join in</p> <p><b><u>Teaching Sequence</u></b>            Make a circle using the 'Let's Make a Circle' Song and have the children sit down.  <a href="https://youtu.be/jxr2EEbzsue">https://youtu.be/jxr2EEbzsue</a></p> <p>Hello Song  <a href="https://youtu.be/fnMx1QIIPeA">https://youtu.be/fnMx1QIIPeA</a>            Use the recorded song to begin then sing to the children and go around each child, encouraging the group to sing each child's name.</p> <p>The Pirate Song  <a href="https://youtu.be/RmfGf7e4k1w">https://youtu.be/RmfGf7e4k1w</a>            Encourage the children to move with the actions.</p> <p>Treasure Island Story            Read a Treasure Island Story to the children. This can be imagined or you could use the book Three Singing Pigs by Kaye Umansky. Add actions as you visit parts of the Treasure Island – Coconut Grove, Waterfall, Deep Jungle and Stormy Mountain.</p> <p>Treasure Island Instrumentation            Split the children into 4 groups. Each group creates music for a different part of the island: Coconut Grove (sand in plastic tubs, any kind of shaker), Waterfall (finger cymbals or glockenspiels), Deep Jungle (Guio, tambourines or tearing paper) and Stormy Mountain (Large drum or tambourine). Give each group the same group of instruments and encourage inhibitory control by asking the children to place them in the resting position. Use the green and red conductors card spots – Resource A to play and stop as you go around the circle.</p>	<p>Youtube</p> <p>A selection of percussion instruments.</p> <p>Red and Green conductors spots – Resource A</p> <p>Sand in plastic tubs, shakers, finger cymbals, glockenspiels, guiro, tambourine, drums, tearing paper</p> <p>Three Singing Pigs Book by Kaye Umansky</p> <p><b><u>Vocabulary</u></b></p> <p>Pirates, treasure island, coconut grove,</p>	<p>Seaside Holiday Action Song – Watch the video and follow the actions (starts and 1 minute and 20 seconds for the song)  <a href="https://www.youtube.com/watch?v=s093m1tW9yo">https://www.youtube.com/watch?v=s093m1tW9yo</a></p>	<p><b><u>Activity:</u></b>            The children can join in with the songs and do the actions.</p> <p><b><u>Challenge:</u></b>            Some children will be able to play their instruments loud and quiet.</p> <p><b><u>SEND/EAL:</u></b>            Demonstrate all songs first using actions. Ensure instruments are available for children to explore. Ensure lots of repetition for embedding learning.</p>





## Summer Term 2 – Holidays and The Seaside

## Lesson 2

		<p>Pirates at Treasure Island Continue the above activity by choosing three children to be pirates. As they move closer to each part of the island – that group must play their instruments. As the pirates move away, the group plays their instruments quieter. Read the story and perform the whole activity whilst recording.</p> <p>Tidy Up Song <a href="https://youtu.be/4FOE00x66NQ">https://youtu.be/4FOE00x66NQ</a></p> <p>Goodbye Song <a href="https://youtu.be/IIKG35ORZqI">https://youtu.be/IIKG35ORZqI</a></p>	waterfall, stormy mountain, Deep jungle		
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## Summer Term 2 – Holidays and The Seaside

## Lesson 3

	Learning Objective/Intent	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
	<p><b><u>LO: To explore different sounds and join in with singing songs</u></b></p> <p><b><u>EYFS Framework:</u></b> Personal, Social and Emotional Development – Social behaviour such as sharing, playing, taking turns and control Communication and Language – Vocal skills such as speech and diction, Listening and hearing Physical Development – Expressive and creative movement</p>	<p><b><u>Starter</u></b> Play the recording of the performance of Treasure Island from the previous lesson for the children to watch and comment on. Ask the children if the music sounds like different parts of the island?</p> <p><b><u>Teaching Sequence</u></b> Make a circle using the 'Let's Make a Circle' Song and have the children sit down. <a href="https://youtu.be/jxr2EEbzsue">https://youtu.be/jxr2EEbzsue</a></p> <p>Hello Song <a href="https://youtu.be/fnMx1QIIPeA">https://youtu.be/fnMx1QIIPeA</a> Use the recorded song to begin then sing to the children and go around each child, encouraging the group to sing each child's name.</p> <p>One Two, I'll Pass It To You – Rhyme. In a circle, take a drum and pass it around. Each child chants 'One Two I'll Pass It To You', playing the drum on the One and Two then passing the their left. Continue around the circle. Repeat the rhyme using another instrument.</p> <p>Instrument Name Game – In a circle, teacher names each instrument and places them in the centre of the circle, playing them so the children can hear the sound. Choose a child to come to the centre and play one instrument whilst another child leaves the circle so they cannot see what instrument is being played. They must then guess which instrument was played by either naming the instrument or pointing to it when they return to the circle.</p> <p>Tidy Up Song <a href="https://youtu.be/4FOE00x66NQ">https://youtu.be/4FOE00x66NQ</a></p> <p>Tingalayo <a href="https://youtu.be/AaEGiu3gsdM">https://youtu.be/AaEGiu3gsdM</a> Encourage the children to dance and sing to the music.</p>	<p>Youtube</p> <p>A selection of percussion instruments.</p> <p>Drum, tambourine, triangle, chime bars.</p> <p><b><u>Vocabulary</u></b></p> <p>Voices, Instruments, drum, triangle, chime bars, tambourine</p>	<p>Listen to the music 'Portsmouth' by Mike Oldfield. An example of this can be found here;  <a href="https://www.youtube.com/watch?v=8CCf7gvmDEU">https://www.youtube.com/watch?v=8CCf7gvmDEU</a></p>	<p><b><u>Activity:</u></b> The children can join in with the songs and do the actions.</p> <p><b><u>Challenge:</u></b> Some children will be able to distinguish different instruments</p> <p><b><u>SEND/EAL:</u></b> Demonstrate all songs first using actions. Ensure instruments are available for children to explore. Ensure lots of repetition for embedding learning.</p>



## Summer Term 2 – Holidays and The Seaside

## Lesson 3

		<p>Goodbye Song <a href="https://youtu.be/IlKG35ORZqI">https://youtu.be/IlKG35ORZqI</a></p>			
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# Summer Term 2 – Holidays and The Seaside

## Lesson 4

	Learning Objective/Intent	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
	<p><b><u>LO: To explore making loud and quiet songs</u></b></p> <p><b><u>To join in with rhymes and songs</u></b></p> <p><b><u>To develop listening skills</u></b></p> <p><b><u>EYFS Framework:</u></b> Communication and language – Conversation skills, Vocal skills such as speech and diction, exploring the meaning and sounds of new words. Physical Development – Develop fine and gross motor skills, Balance, Coordination and control</p>	<p><b><u>Starter</u></b> Sound pots. Place a variety of filled and sealed opaque pots with different items – sand, rice, lentils etc. Can the children guess what is in the pots by tapping, shaking, scraping the sound pots? Put some of the substances in plastic sandwich bags – can the children match them up?</p> <p><b><u>Teaching Sequence</u></b> Make a circle using the ‘Let’s Make a Circle’ Song and have the children sit down. <a href="https://youtu.be/jxr2EEbzsue">https://youtu.be/jxr2EEbzsue</a></p> <p>Hello Song <a href="https://youtu.be/fnMx1QIIPeA">https://youtu.be/fnMx1QIIPeA</a> Use the recorded song to begin then sing to the children and go around each child, encouraging the group to sing each child’s name.</p> <p>Postman Rhyme. Chant the following rhyme; <b>Early in the morning at eight o’clock</b> <b>You can hear the postman, knock, knock, knock</b> <b>Up jumps (child name) to open the door</b> <b>One letter, two letters, three letters, four</b> Choose a different child each time to jump up and change the name in the rhyme. Hand envelopes to the child as per the rhyme. That child then chooses another child to jump up and have their turn.</p> <p>This Is The Way <a href="https://youtu.be/BbnZX7TKepc">https://youtu.be/BbnZX7TKepc</a> Using your hands as signals, encourage the children to sing the song controlling the volume by opening or closing your hands. So hands close together = whisper chant, hands open = normal voice, hands wide apart = shout chant, hands closed = say it in your head voice. Extend this activity from lesson 2 by marching on the spot.</p> <p>Cuckoo</p>	<p>Youtube</p> <p>Sealed sound pots. Plastic bags filled with substances; rice, lentils, sand etc.</p> <p>Four envelopes</p> <p>Small soft toy bird</p> <p>Chime bars and glockenspiel</p> <p><b><u>Vocabulary</u></b></p> <p>Voices, Instruments, drum, triangle, chime bars, tambourine,</p>	<p>Revisit the song Tingalayo</p> <p><a href="https://youtu.be/AaEGiu3gsdM">https://youtu.be/AaEGiu3gsdM</a></p> <p>– from the previous lesson joining in with the actions</p>	<p><b><u>Activity:</u></b> The children can join in with the songs in a group.</p> <p><b><u>Challenge:</u></b> Some children will be able to listen and identify voices of other children singing.</p> <p><b><u>SEND/EAL:</u></b> Demonstrate all songs first using actions. Ensure instruments are available for children to explore. Ensure lots of repetition for embedding learning.</p>



## Summer Term 2 – Holidays and The Seaside

## Lesson 4

	<p><a href="https://youtu.be/1Ympt0QF6GQ">https://youtu.be/1Ympt0QF6GQ</a></p> <p>Use recording to guide you. Select a child to leave the circle and sit away from the circle with their eyes closed. Pass a small soft toy bird to one of the children to hold. Play alternating notes on chime bars or glockenspiel – G and E. Sing Cuckoo Where are You? The child with the toy sings 'Cuckoo Cuckoo'. Can the child outside of the circle recognise the voice of the child who is singing?</p> <p>Tidy Up Song <a href="https://youtu.be/4FOE00x66NQ">https://youtu.be/4FOE00x66NQ</a></p> <p>Goodbye Song <a href="https://youtu.be/IIKG35ORZqI">https://youtu.be/IIKG35ORZqI</a></p>	whisper, chant, head voice		
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## Summer Term 2 – Holidays and The Seaside

## Lesson 5

	Learning Objective/Intent	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
	<p><b><u>LO: To be aware of changes in sounds of high and low pitched notes</u></b></p> <p><b><u>To extend the repertoire of action songs and rhymes</u></b></p> <p><b><u>EYFS Framework:</u></b> Understanding the World – Explore many themes including world music and culture Expressive Arts and Design – Musical ability such as vocal and instrument skills, Show expression and emotion through music and role play, Sing simple songs and patterns from memory</p>	<p><b><u>Starter</u></b> Place a variety of pitched instruments in the circle – glockenspiel, chime bars for the children to explore making high and low sounds.</p> <p><b><u>Teaching Sequence</u></b> Make a circle using the ‘Let’s Make a Circle’ Song and have the children sit down. <a href="https://youtu.be/jxr2EEbzsue">https://youtu.be/jxr2EEbzsue</a></p> <p>Hello Song <a href="https://youtu.be/fnMx1QIIPeA">https://youtu.be/fnMx1QIIPeA</a> Use the recorded song to begin then sing to the children and go around each child, encouraging the group to sing each child’s name.</p> <p>This Is The Way <a href="https://youtu.be/BbnZX7TKepc">https://youtu.be/BbnZX7TKepc</a> Sing song and invite children to add actions.</p> <p>Sandcastle Fun <a href="https://youtu.be/63QoHQa8IC8">https://youtu.be/63QoHQa8IC8</a> Sing the song and use pitched instruments going up and down with the pitch of the song. Children can start by crouching down and standing up tall with the song as the sandcastle grows. Children can also use percussion instruments such as egg shakers or claves to play along with the song.</p> <p>Choose An Instrument You Can Play – to the tune of London Bridge is Falling Down; Choose an instrument you can play, you can play, you can play Choose an instrument you can play, what’s your favourite? (Child’s name) plays the (instrument name) – that’s his/her favourite. Pass a beanbag around the circle on the beat. Wherever it lands – that child chooses an instrument from the middle of the circle and plays it whilst everyone sings.</p>	<p>Youtube</p> <p>Gathering instruments.</p> <p>Egg shakers, claves, glockenspiel, chime bars.</p> <p>Bean bag</p> <p><b><u>Vocabulary</u></b></p> <p>Voices, Instruments, drum, glockenspiel, chime bars, beanbag, glasses, sandcastle</p>	<p>Choose a child to be the conductor at the front of the class and conduct how the rest of the class sing a song from this unit. Using their hands open and closed to sing quietly, loudly etc.</p>	<p><b><u>Activity:</u></b> The children join in with the actions to the songs.</p> <p><b><u>Challenge:</u></b> Some children will be able to play instruments to the beat/pulse.</p> <p><b><u>SEND/EAL:</u></b> Demonstrate all songs first using actions. Ensure instruments are available for children to explore. Ensure lots of repetition for embedding learning.</p>



## Summer Term 2 – Holidays and The Seaside

## Lesson 5

		<p>Tidy Up Song <a href="https://youtu.be/4FOE00x66NQ">https://youtu.be/4FOE00x66NQ</a></p> <p>Picnic Tea <a href="https://youtu.be/ZajtM4zsh2Y">https://youtu.be/ZajtM4zsh2Y</a> Use the song to guide you. Encourage lots of expression!</p> <p>Goodbye Song <a href="https://youtu.be/IIKG35ORZqI">https://youtu.be/IIKG35ORZqI</a></p>			
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