

## RECEPTION – CONTENT COVERAGE

### Term 1 – My Musical Classroom

## RECEPTION – PICK & MIX

Explore our Pick & Mix page - a bank of creative ideas designed to strengthen the musical learning of every lesson in this step. With suggestions for enriching continuous provision, adult-led activities and useful Home Links, the Pick & Mix can be used alongside the lesson plans to ensure music is embedded in every corner of your classroom.

### TERM 1, STEP 1: Hear My Voice

ACTIVITY	Here I Am! Ideal for a single session	My Voice Can... Ideal for a single session	Singing Puppets Ideal for a single session
WHAT'S ACHIEVABLE	<ul style="list-style-type: none"> <li>To sing a welcome song as a group</li> <li>To add actions and movement to a song</li> <li>To share responses to songs and music</li> </ul>	<ul style="list-style-type: none"> <li>To experiment with using different voices</li> <li>To sing songs as a group and suggest simple actions</li> <li>To respond to simple musical instructions</li> <li>To copy simple sound and movement patterns</li> </ul>	<ul style="list-style-type: none"> <li>To experiment with using different voices</li> <li>To sing songs as a group</li> <li>To respond to musical cues</li> </ul>
SONG CHOICE	Hello, Hello Hello, Hello, Good Morning	Hello, Hello Hello, Hello, Good Morning Can You? Look What I Can Do Spider Goodnight I'll Sing This Song	Make A Face One, Two, Three, Four, Five Head, Shoulders, Knees And Toes Incey Wincey Spider Row, Row, Row Your Boat Twinkle, Twinkle Little Star Wind The Bobbin Up
WHAT YOU NEED	A puppet or soft toy	Objects for voice play (e.g. walkie-talkies, phones, funnels, tubes, pipes)	Props/costumes for nursery rhymes; wooden spoons; felt-tip pens; hand puppet with moving mouth
INTER-RELATED DIMENSIONS OF MUSIC	Pulse	Dynamics Pitch Timbre	Dynamics Pitch Rhythm Timbre
MUSICAL SKILLS <small>Click here for the full Musical Skills document</small>	Singing & Voice Play: 1, 2, 6, 7 Listening: 5 Movement & Imagination: 3	Singing & Voice Play: 1, 2, 3, 4 Listening: 1, 4, 6 Movement & Imagination: 3, 4	Singing & Voice Play: 1, 2, 4, 6 Listening: 4, 5 Movement & Imagination: 1, 4, 7
LISTEN/LOOK	Funga Alafia - West African dance song	The song of a lyrebird	Aaa, Kotki Dwa - Polish lullaby Enroulet Le Fil
LESSON FEATURES			
EYFS EARLY LEARNING GOALS			


SAND/WATER	MOVEMENT
SINGING	ART/CREATIVE
INSTRUMENTS	INVESTIGATION
TECHNOLOGY	CONSTRUCTION
BOOKS AND READING	SMALL WORLD
OUTDOORS	WRITING AND MARK-MAKING
MALLEABLE PLAY	HOME

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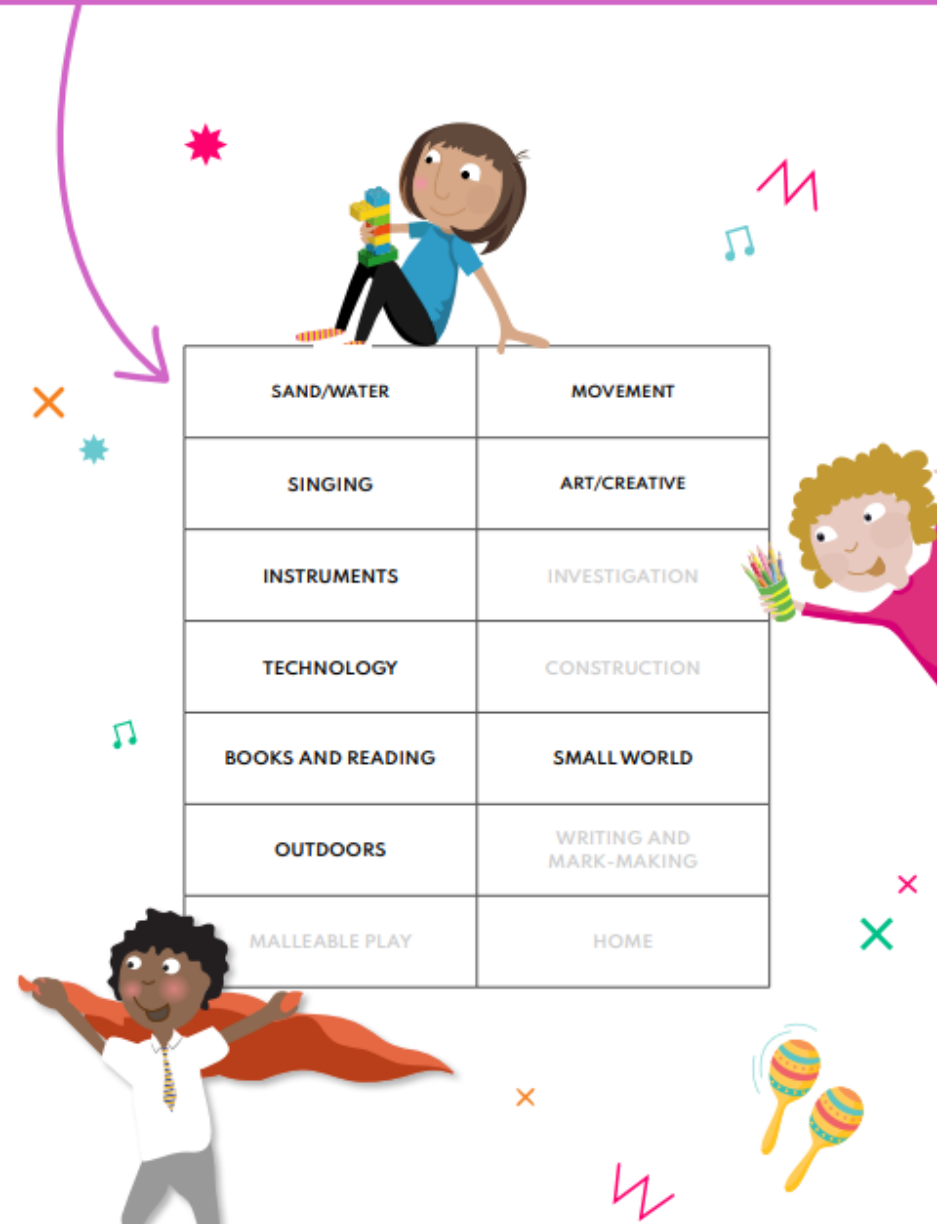
### TERM 1, STEP 2: What's The Music Saying?

ACTIVITY	<b>Stretch, Flop, Jig And Rock</b> Ideal for a single session	<b>Sound And Silence</b> Ideal for a single session	<b>Jack-In-The-Box</b> Ideal for a single session
WHAT'S ACHIEVABLE	<ul style="list-style-type: none"> <li>To explore creative movement when singing and playing</li> <li>To move to the pulse of the music</li> </ul>	<ul style="list-style-type: none"> <li>To respond to musical instructions</li> <li>To discriminate between sounds</li> <li>To play musical patterns using sound and silence</li> </ul>	<ul style="list-style-type: none"> <li>To match movements to music</li> <li>To listen to and follow musical instructions, responding through movement</li> <li>To sing songs as a group</li> </ul>
SONG CHOICE	Teddy-Bear Rock There's A Bear In The Fridge	Head, Shoulders, Knees and Toes Put Your Coat On Spider Goodnight	Can You? Look What I Can Do! Head, Shoulders, Knees and Toes Mr Jack-In-A-Box I'm A Scarecrow Spider Goodnight The Animal Train Sleeping Bunnies
WHAT YOU NEED	Teddy bears; a variety of musical instruments including small, hand-held percussion; props to create a stage area; parachute	Teddy bear; collection of percussion instruments; plastic eggs or small containers filled with different materials (e.g. beads, rice, pasta)	Swanee whistle or glockenspiel; number cards (0-10)
INTER-RELATED DIMENSIONS OF MUSIC	Pulse Rhythm Timbre	Dynamics Pitch Structure Timbre	Dynamics Tempo Timbre
MUSICAL SKILLS <small>Click here for the full Musical Skills document</small>	Listening: 4, 5 Singing & Voice Play: 1, 3, 6, 7 Playing & Exploring: 1 Movement & Imagination: 3, 4, 6, 7	Singing & Voice Play: 1, 2 Listening: 1, 2, 4, 6 Movement & Imagination: 1, 3, 4 Composing & Notating: 5, 6, 8 Playing & Exploring: 1, 2, 9	Singing & Voice Play: 1, 2 Listening: 1, 4, 6 Movement & Imagination: 1, 2, 4, 6, 7
LISTEN/LOOK	Shake, Rattle and Roll or Rock-A-Beatin' Boogie by Bill Haley and His Comets		The Nutcracker by Tchaikovsky 'Doll On A Music Box' and 'Truly Scrumptious' from Chitty Chitty Bang Bang by Richard and Robert Sherman
LESSON FEATURES			
EYFS EARLY LEARNING GOALS			

SAND/WATER	MOVEMENT
SINGING	ART/CREATIVE
INSTRUMENTS	INVESTIGATION
TECHNOLOGY	CONSTRUCTION
BOOKS AND READING	SMALL WORLD
OUTDOORS	WRITING AND MARK-MAKING
MALLEABLE PLAY	HOME

KEY EYFS EARLY LEARNING GOALS

- Communication & language
- Physical development
- Personal, social & emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts & design



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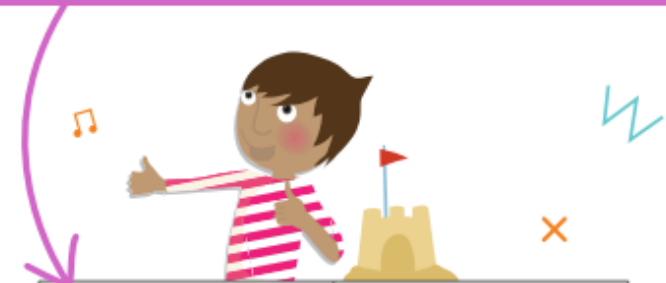
### Term 1 – My Musical Classroom

## RECEPTION – PICK & MIX

Explore our bank of creative pick & mix ideas designed to strengthen the musical learning of every lesson in this step.

### TERM 1, STEP 3: Instruments Everywhere

ACTIVITY	<b>Spy An Instrument</b> Ideal for 2 sessions	<b>Autumn Leaves</b> Ideal for 1-2 sessions	<b>Match The Instrument</b> Ideal for a single session	<b>Play The Rhythm</b> Ideal for 1-2 sessions
<b>WHAT'S ACHIEVABLE</b>	<ul style="list-style-type: none"> <li>★ To take turns in a simple call-and-response chant</li> <li>★ To investigate the timbre of instruments and sound-makers</li> </ul>	<ul style="list-style-type: none"> <li>★ To explore timbre of instruments</li> <li>★ To create simple sound imagery inspired by a song</li> </ul>	<ul style="list-style-type: none"> <li>★ To investigate the timbre of instruments and sound-makers</li> <li>★ To explore ways of sorting instruments</li> <li>★ To name some classroom percussion instruments</li> <li>★ To handle instruments with control</li> </ul>	<ul style="list-style-type: none"> <li>★ To tap rhythms of words</li> <li>★ To tap a rhythm using instruments and body percussion</li> <li>★ To find different ways of sorting instruments</li> <li>★ To explore instrumental timbre</li> </ul>
<b>SONG CHOICE</b>	Call-and-response chant Can I Spy With My Little Eye? Sounds Sound Collectors	Autumn Leaves Crunching Through The Leaves Dance Of The Leaves Autumn's Here The Gift of Autumn Picture of Autumn What's Your Favourite Thing?	Our Big Band Can I Spy With My Little Eye? Blow, Tap, Pluck, Shake I Can Play Sound Collectors Put It Back! The Tidy-Up Team Tidy Up!	One, Two, Three, Four, Five Old MacDonald Had A Farm Ten Fat Sausages Can I Help You? Bang, Tap, Stop! Pull A Christmas Cracker Big Red Combine Harvester Wet, Wet, Wet! Fairytale Tea Party The Sky Is Falling Blow, Tap, Pluck, Shake Can I Spy With My Little Eye?
<b>WHAT YOU NEED</b>	Items made from the materials in <i>Can I Spy With My Little Eye?</i> (glass, metal, wood, plastic, paper); suitable items to create sound-makers with (e.g. tables, chairs, spoons, tinfoil, paint pots, brushes, bubble wrap); junk instruments	Percussion instruments such as cymbals, tambourines, wind chimes, gluckenspiels, shakers, cabasas, rainsticks; sticks; tarpaulin; leaves; stones or gravel; water and sieves; dances ribbons or scarves; access to outdoor space	Collection of percussion instruments (tambourines, triangles, woodblocks, shakers); Stop/Go signs; instrument labels and pictures	A small bag or box; pictures of classroom objects (e.g. table, chair, carpets, pencil, pots, door) and parts of the body (e.g. knees, hands, feet); a collection of untuned instruments and some corresponding musical-instrument picture cards; access to outdoor space
<b>INTER-RELATED DIMENSIONS OF MUSIC</b>	Rhythm Structure Timbre	Dynamics Structure Timbre	Dynamics Tempo Timbre	Dynamics Pitch Pulse Rhythm Structure Timbre
<b>MUSICAL SKILLS</b> <a href="#">Click here for the full Musical Skills document</a>	Singing & Voice Play: 1, 5, 7 Listening: 3, 4, 5 Playing & Exploring 1, 2, 3, 9 Movement & Imagination: 4, 5	Voice Play & Singing: 4 Listening: 1, 2, 6 Playing & Exploring 1, 2, 3, 4, 9 Movement & Imagination: 3, 6, 7	Listening: 1, 2, 3 Singing & Voice Play: 1 Playing & Exploring: 1, 2, 3, 6 Composing & Notating: 1, 2	Listening: 1, 2, 3, 5 Singing & Voice Play: 1, 2, 5 Playing & Exploring 1, 2, 3, 6 Movement & Imagination: 1, 2 Composing & Notating: 5
<b>LISTEN/LOOK</b>	'Dance Of The Sugar Plum Fairy' from <i>The Nutcracker</i> by Tchaikovsky Wheelie-bin rhythms	<i>The Fall Of The Leaf</i> by Imogen Holst		Ice instruments <i>Jesu, Joy Of Man's Desiring</i> by J.S. Bach
<b>LESSON FEATURES</b>				
<b>EYFS EARLY LEARNING GOALS</b>				



SAND/WATER	MOVEMENT
SINGING	ART/CREATIVE
INSTRUMENTS	INVESTIGATION
TECHNOLOGY	CONSTRUCTION
BOOKS AND READING	SMALL WORLD
OUTDOORS	WRITING AND MARK-MAKING
MALLEABLE PLAY	HOME

Communication & language	Physical development
Personal, social & emotional development	Literacy
Understanding the world	Mathematics
	Expressive arts & design



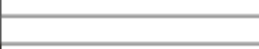

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



### TERM 1, STEP 4: Playing With Songs

ACTIVITY	<b>Find That Rhyme!</b> Ideal for 1-2 sessions	<b>Socks!</b> Ideal for 1-2 sessions	<b>Make A Picture With Shapes</b> Ideal for 2 sessions	<b>Take A Song For A Walk</b> Ideal for a single session
<b>WHAT'S ACHIEVABLE</b>	<ul style="list-style-type: none"> <li>To sing songs with simple structures</li> <li>To respond to simple rhythmic structures</li> <li>To compose simple rhyming lyrics</li> <li>To create and follow a simple graphic score</li> </ul>	<ul style="list-style-type: none"> <li>To respond to music with creative movement</li> <li>To control instruments and sound-makers</li> <li>To create simple sound sequences</li> <li>To create and follow simple notation</li> </ul>	<ul style="list-style-type: none"> <li>To control instruments and sound-makers</li> <li>To create simple sound sequences</li> <li>To create and follow simple notation</li> <li>To respond to music</li> </ul>	<ul style="list-style-type: none"> <li>To enjoy singing as a group</li> <li>To learn about musical traditions</li> </ul>
<b>SONG CHOICE</b>	We're Off To Rhyming Land We Speak In Rhyme Find A Rhyme Can You Think Of A Word? Humpty Dumpty Incey Wincey Wind The Bobbin Up Row, Row, Row Your Boat	Spotty Socks Socks Christmas Stocking Put Your Socks On Your Ears Happy Christmas	Make A Picture With Shapes	Away In A manger Christmas Congo Line Up, Line Up The Mince Pie Song Five Little Elves Happy Christmas
<b>WHAT YOU NEED</b>	Tambourine; claves; paper; rhyming pictures or objects (dog/frog; clock/sock; house/mouse; goat/boat; bear/chair; duck/truck)	A collection of brightly coloured and patterned socks; washing line; teddy bear or teddy-bear picture; collection of percussion instruments; dance ribbons; space for movement	Large sheets of paper or whiteboards; small shapes; a collection of percussion instruments	Camera or iPad™/tablet; device and Bluetooth™ speaker; triangles
<b>INTER-RELATED DIMENSIONS OF MUSIC</b>	Pitch Pulse Rhythm Structure	Dynamics Pulse Rhythm Structure Tempo Timbre	Dynamics Structure Tempo Texture Timbre	Pitch Pulse
<b>MUSICAL SKILLS</b> <a href="#">Click here for the full Musical Skills document</a>	Listening: 3, 5 Singing & Voice Play: 1, 2, 5, 6 Playing & Exploring: 5, 6 Movement & Imagination: 1, 2, 4 Composing & Notating: 3, 6	Listening: 3, 6 Singing & Voice Play: 1, 2, 6 Playing & Exploring: 1, 2, 9 Movement & Imagination: 6, 7 Composing & Notating: 3, 6, 7	Listening: 3, 6 Singing & Voice Play: 1, 2, 6 Playing & Exploring: 2, 3, 7, 9 Movement & Imagination: 3, 6, 7 Composing & Notating: 6, 7	Listen: 5, 6 Singing & Voice Play: 1, 2, 7
<b>LISTEN/LOOK</b>	Music for Tom and Jerry by Scott Bradley	Liebesträum by Liszt Entre Dos Aguas by Paco de Lucía Macavity The Mystery Cat by Andrew Lloyd Webber The Waltz Of The Snowflakes by Tchaikovsky	Sleigh Ride by Leroy Anderson 'Aquarium' from Carnival of The Animals by Saint-Saens Entry Of The Gladiators by Julius Fück	Kalanta - Greek Carol
<b>LESSON FEATURES</b>				 
<b>EYFS EARLY LEARNING GOALS</b>				
				
				
				



SAND/WATER	MOVEMENT
SINGING	ART/CREATIVE
INSTRUMENTS	INVESTIGATION
TECHNOLOGY	CONSTRUCTION
BOOKS AND READING	SMALL WORLD
OUTDOORS	WRITING AND MARK-MAKING
MALLEABLE PLAY	HOME

**KEY EYFS EARLY LEARNING GOALS**

-  Communication & language
-  Physical development
-  Personal, social & emotional development
-  Literacy
-  Mathematics
-  Understanding the world
-  Expressive arts & design

# RECEPTION – CONTENT COVERAGE

## Term 2 – Musical Patterns And Performing

# RECEPTION – PICK & MIX

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### TERM 2, STEP 1: What's The Pattern?

ACTIVITY	What's The Weather Today? <small>Ideal for a single session</small>	A Week Of Sounds <small>Ideal for a single session</small>	Mouse And Giant Music <small>Ideal for 1-2 sessions</small>
WHAT'S ACHIEVABLE	<ul style="list-style-type: none"> <li>★ To match movements to music and follow musical cues</li> <li>★ To begin to recognize the structure of a song</li> <li>★ To follow simple notation</li> </ul>	<ul style="list-style-type: none"> <li>★ To begin to recognize the structure of a song</li> <li>★ To explore different ways of playing instruments</li> <li>★ To follow simple notation</li> <li>★ To recall simple sound sequences</li> </ul>	<ul style="list-style-type: none"> <li>★ To begin to recognize the structure of a song</li> <li>★ To explore creative movement</li> <li>★ To recognize loud and quiet sounds</li> <li>★ To describe simple sound sequences</li> </ul>
SONG CHOICE	When It's A Sunny Day Happy Sun High Mister Wind Wet, Wet, Wet! Marching In The Snow Jack Frost Wet Play I Need A Brilly!	Sing A Week Socks 7 Days A Week	The Mouse and The Giant Let's Be Quiet Spider Music Sleeping Bunnies
WHAT YOU NEED	Box of clothes and props – sunglasses, sun hats, sun cream, scarves, hats, umbrella, wellies; weather symbol cards; space to move	Days-of-the-week cards or class calendar; space for movement; percussion instruments and corresponding picture cards; plastic eggs or small containers; materials to fill the eggs, e.g. rice, pasta, beads	A mouse puppet and a giant puppet; puppet theatre or table; drums; several identical picture cards with a mouse on and several with a giant on
INTER-RELATED DIMENSIONS OF MUSIC	Articulation Dynamics Pulse Rhythm Structure Tempo Timbre	Dynamics Pulse Rhythm Structure Tempo Timbre	Dynamics Pulse Rhythm Structure Tempo Timbre
MUSICAL SKILLS <small><a href="#">Click here for the full Musical Skills document</a></small>	Singing & Voice Play: 1, 2, 6, 7 Listening: 4, 5 Movement & Imagination: 3, 4	Singing & Voice Play: 1, 5, 6 Listening: 3, 4, 6 Movement & Imagination: 2, 3, 4 Composing & Notating: 4	Singing & Voice Play: 1, 5, 6 Listening: 3, 4, 6 Movement & Imagination: 2, 3, 4 Composing & Notating: 4, 5
LISTEN/LOOK	Here Comes The Sun by The Beatles Sing! In The Rain by Arthur Freed and Nacio Herb Brown		Nina Nanna, Italian Lullaby Wiegenlied or Lullaby, Op. 49, No. 4
LESSON FEATURES	 TAKE IT HOME    LINKING LINK	 GET PLAYFUL	 GET PLAYFUL    TAKE IT HOME
EYFS EARLY LEARNING GOALS			

**KEY EYFS EARLY LEARNING GOALS**

- Communication & language
- Physical development
- Personal, social & emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts & design

**SAND/WATER**      **MOVEMENT**

**SINGING**      **ART/CREATIVE**

**INSTRUMENTS**      **INVESTIGATION**

**TECHNOLOGY**      **CONSTRUCTION**

**BOOKS AND READING**      **SMALL WORLD**

**OUTDOORS**      **WRITING AND MARK-MAKING**

**MALLEABLE PLAY**      **HOME**

# RECEPTION – CONTENT COVERAGE

## Term 2 – Musical Patterns And Performing

# RECEPTION – PICK & MIX

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### TERM 2, STEP 2: Playing Musical Patterns And Accompaniments

ACTIVITY	Pass The Parcel <small>Ideal for a single session</small>	Spider Beats <small>Ideal for 1-2 sessions</small>	Percussion Patterns <small>Ideal for 1-2 sessions</small>
WHAT'S ACHIEVABLE	<ul style="list-style-type: none"> <li>To respond to musical cues</li> <li>To move in time with the music</li> <li>To play instruments to a steady pulse</li> <li>To name classroom percussion instruments</li> </ul>	<ul style="list-style-type: none"> <li>To play untuned percussion to a steady pulse</li> <li>To follow a simple graphic score</li> <li>To use songs and music for creative movement</li> </ul>	<ul style="list-style-type: none"> <li>To move to the pulse of a song</li> <li>To perform simple musical accompaniments</li> <li>To play simple rhythms</li> </ul>
SONG CHOICE	Sing A Week Socks Hello, Hello Wet, Wet, Wet!	Spidery Legs Spider Spins Spider Music Spider Goodnight	The Marching Band I Love My Car The Best If You Were A Turkey Dandelion Clocks
WHAT YOU NEED	Classroom percussion instruments; a teddy bear; 'Loud' and 'Quiet' cards; tinfoil and small items such as beads, pasta and feathers; Play-Doh; modelling tools	Paper plates; pipe cleaners; percussion instruments including tambourines, maracas and woodblocks; corresponding instrument cards; 'Loud' and 'Quiet' cards; number cards from 1-8	Percussion instruments including tambourines, woodblocks, glockenspiels, maracas; corresponding instrument cards; role-play area; unused instruments; tablet or CD player
INTER-RELATED DIMENSIONS OF MUSIC	Dynamics Pulse Rhythm Timbre	Dynamics Pulse Rhythm Timbre	Pulse Rhythm Structure Timbre
MUSICAL SKILLS <small><a href="#">Click here for the full Musical Skills document</a></small>	Singing & Voice Play: 1, 7 Listening: 4, 5 Playing & Exploring: 2, 3, 5, 8 Movement & Imagination: 1, 2, 4, 6 Composing & Notating: 4, 5, 6	Singing & Voice Play: 1, 6, 7 Listening: 1, 2 Playing & Exploring: 2, 3, 5 Movement & Imagination: 1, 3, 6, 7 Composing & Notating: 5, 6	Singing & Voice Play: 1, 2 Listening: 2, 3 Playing & Exploring: 2, 3, 5, 6, 8 Movement & Imagination: 2 Composing & Notating: 6
LISTEN/LOOK	'Hornpipe' from <i>Water Music Suite in D Major</i> by Handel 'Preparation for The Ball' Op. 56 from <i>Romeo and Juliet</i> by Kabalevsky 'The Viennese Musical Clock' from <i>Háry János</i> by Kodály	<i>Maple Leaf Rag</i> by Scott Joplin 'Fossils' from <i>Carnival of The Animals</i> by Saint-Saens <i>Variation 9</i> by Peter Child	Examples of percussion instruments
LESSON FEATURES			
EYFS EARLY LEARNING GOALS			

KEY EYFS EARLY LEARNING GOALS

- Communication & language
- Physical development
- Personal, social & emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts & design

A large table titled 'RECEPTION – PICK & MIX' is shown, with a girl sitting on top of it. The table is divided into two columns and eight rows. The rows are labeled: SAND/WATER, MOVEMENT, SINGING, ART/CREATIVE, INSTRUMENTS, INVESTIGATION, TECHNOLOGY, CONSTRUCTION, BOOKS AND READING, SMALL WORLD, OUTDOORS, WRITING AND MARK-MAKING, MALLEABLE PLAY, HOME. A boy is standing at the bottom of the table, wearing a red cape and holding a sword. There are various musical icons and symbols scattered around the table, including a star, a lightning bolt, a musical note, and maracas.

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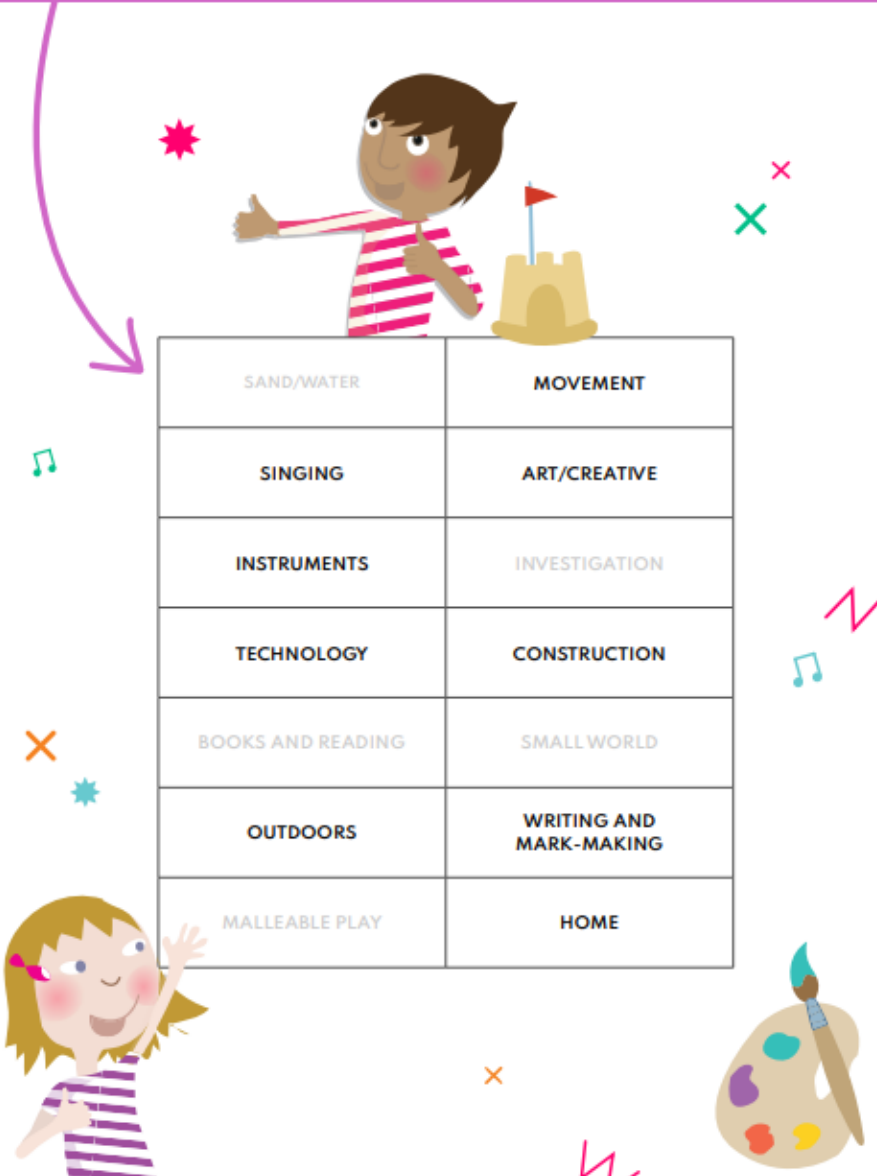
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### TERM 2, STEP 3: Exploring Descriptive Sounds

ACTIVITY	Traffic Sounds <small>Ideal for a single session</small>	Train Music <small>Ideal for 1-2 sessions</small>	Rockets, Robots, Monsters <small>Ideal for a single session</small>
WHAT'S ACHIEVABLE	<ul style="list-style-type: none"> <li>★ To create simple sound effects to accompany a song</li> <li>★ To follow simple notation</li> </ul>	<ul style="list-style-type: none"> <li>★ To create descriptive sounds</li> <li>★ To respond to changes in tempo</li> <li>★ To explore tempo, dynamics and duration when composing</li> <li>★ To create and follow simple notation</li> </ul>	<ul style="list-style-type: none"> <li>★ To compose and describe simple descriptive sounds</li> <li>★ To explore tempo and dynamics when composing</li> <li>★ To control instruments, exploring different ways of playing</li> </ul>
SONG CHOICE	I Love My Car The Best I Like To Ride My Bicycle Driving Along	Steam Train One Finger, One Thumb Under My Skin Building Bricks	I've Got A Cardboard Box Robot
WHAT YOU NEED	Collection of toy vehicles; percussion instruments; chalk	Toy train; large sheets of paper and pans; percussion instruments; whistles or recorders	Percussion instruments; rocket, robot and monster picture cards
INTER-RELATED DIMENSIONS OF MUSIC	Timbre Dynamics Rhythm Texture	Tempo Rhythm Dynamics	Tempo Rhythm Dynamics
MUSICAL SKILLS <small><a href="#">Click here</a> for the full Musical Skills document</small>	Singing & Voice Play: 1, 2, 4 Listening: 1, 2 Playing & Exploring: 1, 2, 4 Movement & Imagination: 1, 3, 6, 7 Composing & Notating: 1, 2, 6, 8	Singing & Voice Play: 1, 2, 4, 6 Listen: 1, 4 Playing & Exploring: 1, 2, 4 Movement & Imagination: 1, 6 Composing & Notating: 1, 2, 8	Singing & Voice Play: 1 Listening: 1, 3, 6 Playing & Exploring: 1, 2, 4 Movement & Imagination: 3, 6 Composing & Notating: 1, 2, 7, 8
LISTEN/LOOK	An American in Paris by George Gershwin	The Copenhagen Steam Railway Galop by Hans Christian Lumbye	Don't Stop Me Now by Queen Theme from 2001: Space Odyssey by Richard Strauss Instrumental track of Robot 'Gnomus' from Pictures at an Exhibition by Mussorgsky
LESSON FEATURES			
EYFS EARLY LEARNING GOALS			



SAND/WATER	MOVEMENT
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MALLEABLE PLAY	HOME

KEY EYFS EARLY LEARNING GOALS

	Communication & language		Physical development		Personal, social & emotional development
	Literacy		Mathematics		Understanding the world
	Expressive arts & design				

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### TERM 2, STEP 4: Let's Perform!

ACTIVITY	Movement Patterns <small>Ideal for 2 sessions</small>	Frog Performance <small>Ideal for 2-3 sessions</small>	Singing Games <small>Ideal for 2 sessions</small>
WHAT'S ACHIEVABLE	<ul style="list-style-type: none"> <li>To recognize the structure of a song</li> <li>To devise a movement sequence</li> <li>To perform a song and dance to an audience</li> </ul>	<ul style="list-style-type: none"> <li>To recognize the structure of a song</li> <li>To devise a sound-and-movement sequence</li> <li>To perform a song and dance to an audience</li> </ul>	<ul style="list-style-type: none"> <li>To recognize the structure of a song</li> <li>To devise a movement sequence</li> <li>To teach others a singing game</li> <li>To compare singing games</li> </ul>
SONG CHOICE	The Easter Egg Trail I'm A Little Chick Hungry Little caterpillar Dance With Your Fingers The Mouse And The Giant The Animal Train Spider Goodnight	I Don't Want To Be A Frog's Egg	Row, Row, Row Your Boat Dance With Your Fingers Red Sails Wind The Bobbin Up Line Up, Line Up
WHAT YOU NEED	Small percussion instruments, such as wrist bells; dance ribbons	Selection of tuned and untuned percussion; green socks; large space	Parachute; lycra or large scrunchie
INTER-RELATED DIMENSIONS OF MUSIC	Pitch Rhythm Structure	Pitch Rhythm Structure	Pitch Rhythm Structure
MUSICAL SKILLS <small><a href="#">Click here</a> for the full Musical Skills document</small>	Singing & Voice Play: 1, 6, 7 Listening: 4, 5 Movement & Imagination: 1, 4, 5, 6	Singing & Voice Play: 3, 4, 6, 7 Listening: 4, 5 Playing & Exploring: 5, 6 Movement & Imagination: 3, 4, 6	Singing & Voice Play: 1, 2, 7 Listening: 5 Movement & Imagination: 1, 2, 3, 4
LISTEN/LOOK	Hopak – Ukrainian folk dance	A Good Old Barbershop Song by Larry Wright and Al Harkins Dance Of The Cygnets from Swan Lake by Tchaikovsky	Playground Singing Games BFI National Archive
LESSON FEATURES	GET OUTDOORS	GET PLAYING	GET OUTDOORS  TAKE IT HOME
EYFS EARLY LEARNING GOALS			



Illustration of a girl holding a green dinosaur toy, a boy playing a trumpet, and a boy with a magnifying glass, surrounded by colorful stars and musical notes.

SAND/WATER	MOVEMENT
SINGING	ART/CREATIVE
INSTRUMENTS	INVESTIGATION
TECHNOLOGY	CONSTRUCTION
BOOKS AND READING	SMALL WORLD
OUTDOORS	WRITING AND MARK-MAKING
MALLEABLE PLAY	HOME

**KEY - EYFS EARLY LEARNING GOALS**

- Communication & language
- Physical development
- Personal, social & emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts & design

## RECEPTION MUSIC CURRICULUM – MUSICAL SKILLS

LISTENING	SINGING & VOICE PLAY	PLAYING & EXPLORING	MOVEMENT & IMAGINATION	COMPOSING & NOTATING
<p><b>1</b> Describe sounds and music using simple language (e.g. loud/quiet/fast/slow/scary).</p> <p><b>2</b> Identify sounds in the environment and match instruments to sounds.</p> <p><b>3</b> Describe and compare sounds created by instruments and voices.</p> <p><b>4</b> Listen and respond to simple musical instructions (e.g. performing correct action, stopping when the music stops, responding to changes in dynamics or tempo).</p> <p><b>5</b> Listen to music and respond with simple ideas 'the music makes me think of...'.  </p> <p><b>6</b> Listen and remember a sequence of sounds (e.g. high, low, high).</p>	<p><b>1</b> Join in with familiar songs as part of the class or small group.</p> <p><b>2</b> Build a bank of familiar songs and rhymes (e.g. counting songs, nursery rhymes, routine songs) and talk about them with others.</p> <p><b>3</b> Use singing voice in play activities (e.g. in role play, playing in sand).</p> <p><b>4</b> Experiment with voice sounds (long, short, high, low sliding, humming) and understand the difference between a 'speaking' and a 'singing' voice.</p> <p><b>5</b> Copy simple phrases showing an awareness of pitch and rhythm.</p> <p><b>6</b> Respond to the structure or mood of a song or rhyme (e.g. anticipating a chorus, adding appropriate actions or changing voice).</p> <p><b>7</b> Show an awareness of others when singing and performing (e.g. taking turns in musical games, working with a partner, showing awareness of audience).</p>	<p><b>1</b> Experiment with different ways to create sound in both play and teacher-led activities (e.g. using instruments, sound-makers, body percussion).</p> <p><b>2</b> Handle instruments and sound-makers with increasing control (e.g. tapping claves together), using simple dynamics (loud, quiet) and tempo (e.g. fast, slow).</p> <p><b>3</b> Name instruments and sort them by their material (e.g. wood, metal) or how they are played (e.g. shake, tap).</p> <p><b>4</b> Improvise instrumental and vocal sounds in response to a stimulus (e.g. loud sounds for lion, squelchy sounds for 'mud').</p> <p><b>5</b> Use instruments to accompany a simple song (e.g. tapping the pulse or adding simple tuned accompaniment).</p> <p><b>6</b> Play simple rhythms and melodies from songs (e.g. tapping syllables).</p> <p><b>7</b> Explore the effect of combining sounds.</p> <p><b>8</b> Respond to simple musical cues (e.g. knowing when to start and stop, simple dynamics).</p> <p><b>9</b> Experiment with simple musical patterns (e.g. tap, shake, tap, shake; high, low, high).</p>	<p><b>1</b> Move to the pulse of the music when singing.</p> <p><b>2</b> Tap pulse and/or simple rhythms</p> <p><b>3</b> Explore a range of expressive movements to match sounds (e.g. actions, body percussion, dance).</p> <p><b>4</b> Respond to agreed musical cues (e.g. adding appropriate action, stretching tall as the music gets higher).</p> <p><b>5</b> Listen and copy simple sound and movement sequences.</p> <p><b>6</b> Invent movements in response to musical cues (e.g. circling dance ribbon slowly to match slow music; mark-making to music).</p> <p><b>7</b> Respond freely to songs and music, exploring ideas and following own paths of interest.</p> 	<p><b>1</b> Choose sounds for a purpose, trying out and adjusting musical ideas.</p> <p><b>2</b> Choose descriptive sounds to match characters or objects (e.g. bells for twinkly stars).</p> <p><b>3</b> Play with the structure of a simple song to create new versions (e.g. replacing words, adding actions).</p> <p><b>4</b> Create simple musical patterns (e.g. play/stop/play/stop; saucepan/sieve/saucepan; loud/quiet/loud/quiet).</p> <p><b>5</b> Follow simple notation (e.g. picture cards).</p> <p><b>6</b> Use a variety of notations to represent musical ideas (e.g. pictorial, natural objects, storyboards).</p> <p><b>7</b> Create music from non-musical starting points (e.g. artwork, movement, nature).</p> <p><b>8</b> Reflect on music-making (e.g. what worked well/what could we change?).</p>

## RECEPTION – CONTENT COVERAGE

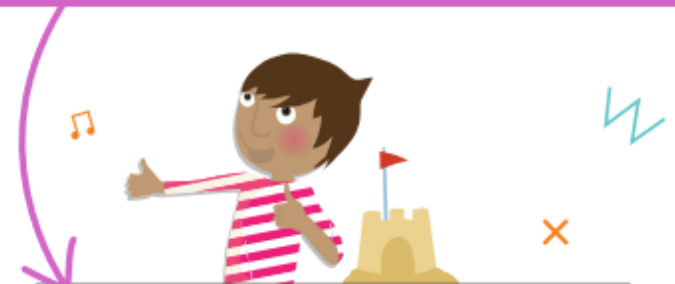
### Term 3 – Sound Stories

## RECEPTION – PICK & MIX

Explore our bank of creative pick & mix ideas designed to strengthen the musical learning of every lesson in this step.

### TERM 3, STEP 1: Pitch Play And Changing Sounds

ACTIVITY	Sound Books <small>Ideal for a single session</small>	Different Voices <small>Ideal for a single session</small>	Snail Trails <small>Ideal for 2 sessions</small>	Daisies And Clouds <small>Ideal for 1-2 sessions</small>
WHAT'S ACHIEVABLE	<ul style="list-style-type: none"> <li>To sing simple songs, spotting simple features (e.g. song lyrics)</li> <li>To experiment with voice sounds</li> <li>To recognize simple pitch patterns</li> <li>To compose a sound sequence, choosing sounds to match characters or objects</li> </ul>	<ul style="list-style-type: none"> <li>To experiment with voice sounds</li> <li>To follow musical instructions (loud, quiet, spiky, smooth, fast, slow)</li> <li>To sing short songs and melodies in small groups with growing confidence</li> </ul>	<ul style="list-style-type: none"> <li>To recognize high and low sounds</li> <li>To explore changes in pitch</li> <li>To sing short songs and melodies in small groups with growing confidence</li> </ul>	<ul style="list-style-type: none"> <li>To recognize high and low sounds</li> <li>To compose and play simple pitch patterns using tuned percussion</li> <li>To follow a simple musical score</li> </ul>
SONG CHOICE	Books Are Amazing In My Book The Bear Song I Like Books!	Spider Music In My Book Lunch If You're Happy And You Know It Twinkle, Twinkle Little Star The Grand Old Duke Of York	Follow The Silver Trail Five Blue Bottles Please Don't Squish Me! Incey Wincey Spider Spider Spins	Lying In The Daisies Incey Wincey Spider
WHAT YOU NEED	Tuned percussion instruments (e.g. chime bars, boomwhackers, glockenspiels)	Red carpet (or piece of fabric); musical-instruction bag with pictures or objects (hedgehog, fish, elephant, spider); tambourines, hand-held drums	Shaving foam and flat surface/board, or a sandpit or some paint; glockenspiel; socks	Daisy and cloud picture; Play-Doh; pictures of incey wincey spider and props (or props and pictures for other nursery rhymes); drainpipe; rain cloud; sunshine; tuned percussion (chime bars or boomwhackers); cymbals
INTER-RELATED DIMENSIONS OF MUSIC	Articulation Dynamics Pitch Structure Timbre	Articulation Dynamics Pitch Tempo Timbre	Pitch Structure Tempo	Pitch
MUSICAL SKILLS	Singing & Voice Play: 1, 4, 6 Listening: 1, 3, 6 Playing & Exploring: 1, 4, 7 Movement & Imagination: 4 Composing & Notating: 1, 2, 5, 6	Singing & Voice Play: 1, 2, 4, 6, 7 Listening: 1, 4 Playing & Exploring: 1, 4, 9 Movement & Imagination: 3, 4 Composing & Notating: 1, 2, 5, 6	Singing & Voice Play: 1, 3, 4, 5, 7 Listening: 1, 4 Playing & Exploring: 9 Movement & Imagination: 3, 6, 7 Composing & Notating: 3	Singing & Voice Play: 1, 2, 5, 7 Listening: 1, 3, 6 Playing & Exploring: 2, 9 Movement & Imagination: 4 Composing & Notating: 4, 5, 6
LISTEN/LOOK	<i>Flight of The Bumblebee</i> by Rimsky-Korsakov played on different tuned percussion instruments		Piano Concerto in G major (2nd movement) by Ravel or 'The Swan' from <i>The Carnival of The Animals</i> by Saint-Saëns	High, Middle, Low by The Muppets
LESSON FEATURES				
EYFS EARLY LEARNING GOALS				



SAND/WATER	MOVEMENT
SINGING	ART/CREATIVE
INSTRUMENTS	INVESTIGATION
TECHNOLOGY	CONSTRUCTION
BOOKS AND READING	SMALL WORLD
OUTDOORS	WRITING AND MARK-MAKING
MALLEABLE PLAY	HOME

KEY EYFS EARLY LEARNING GOALS

	Communication & language		Physical development
	Personal, social & emotional development		Literacy
	Understanding the world		Expressive arts & design
	Mathematics		

## RECEPTION – CONTENT COVERAGE

### Term 3 – Sound Stories

## RECEPTION – PICK & MIX

Explore our bank of creative pick & mix ideas designed to strengthen the musical learning of every lesson in this step.

### TERM 3, STEP 2: Patterns And Sequences

ACTIVITY	<b>Journey Sticks</b> Ideal for 2 sessions	<b>Musical Sticks</b> Ideal for 1-2 sessions	<b>Nature And Sound Patterns</b> Ideal for 1-2 sessions
<b>WHAT'S ACHIEVABLE</b>	<ul style="list-style-type: none"> <li>To create music inspired by the natural world</li> <li>To organize musical ideas into a structure</li> <li>To talk about instruments, comparing sounds</li> </ul>	<ul style="list-style-type: none"> <li>To recognize musical patterns</li> <li>To compose simple musical patterns, exploring duration and pitch</li> <li>To follow simple notation</li> <li>To talk about instruments, comparing sounds</li> </ul>	<ul style="list-style-type: none"> <li>To recognize musical patterns</li> <li>To experiment with ways to change sounds</li> <li>To use music to represent patterns in nature</li> <li>To follow notation</li> </ul>
<b>SONG CHOICE</b>	The World Is A Wonderful Place Thank You For Our World Friend To The World Colours Of The World Walk To School	Straw, Sticks And Bricks Three Little Pigs	Stripes or Spots? The World Is A Wonderful Place Colours Of The World We're Detectives
<b>WHAT YOU NEED</b>	A range of tuned and untuned percussion instruments; sticks; pipe cleaners, wool or elastic bands	Sticks; a range of tuned and untuned percussion instruments; small-world toys	A range of tuned and untuned percussion instruments; magnifying glasses
<b>INTER-RELATED DIMENSIONS OF MUSIC</b>	Dynamics Pitch Structure Tempo Timbre	Pitch Rhythm Timbre	Dynamics Pitch Rhythm Timbre
<b>MUSICAL SKILLS</b> <small><a href="#">Click here</a> for the full Musical Skills document</small>	Listening: 1, 2, 3, 5 Playing & Exploring: 2, 4, 7, 9 Composing & Notating: 2, 4, 6, 7, 8	Listening: 3 Playing & Exploring: 1, 2, 3, 5, 6, 9 Composing & Notating: 4, 6, 7	Listening: 3 Playing & Exploring: 2, 3, 5, 6, 9 Composing & Notating: 4, 6, 7, 8
<b>LISTEN/LOOK</b>	Australian Aboriginal instrument such as the didgeridoo/Native American flute	William Tell Overture by Rossini played on the temple blocks Krin (log drum), a wooden instrument from West Africa	
<b>LESSON FEATURES</b>			
<b>EYFS EARLY LEARNING GOALS</b>			



	Communication & language		Physical development		Personal, social & emotional development
	Literacy		Mathematics		Understanding the world
	Expressive arts & design				

SAND/WATER	MOVEMENT
SINGING	ART/CREATIVE
INSTRUMENTS	INVESTIGATION
TECHNOLOGY	CONSTRUCTION
BOOKS AND READING	SMALL WORLD
OUTDOORS	WRITING AND MARK-MAKING
MALLEABLE PLAY	HOME

## RECEPTION – CONTENT COVERAGE

### Term 3 – Sound Stories

## RECEPTION – PICK & MIX

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### TERM 3, STEP 3: Meet The Characters

ACTIVITY	<b>Come To The Party!</b> <small>Ideal for 1-2 sessions</small>	<b>Who's In The Forest?</b> <small>Ideal for 1-2 sessions</small>	<b>Join The Line</b> <small>Ideal for 2 sessions</small>
WHAT'S ACHIEVABLE	<ul style="list-style-type: none"> <li>★ To select instrumental sounds</li> <li>★ To explore the effects of combining sounds</li> <li>★ To follow directions, knowing when to start and stop</li> <li>★ To spot simple features of music and dance performances</li> </ul>	<ul style="list-style-type: none"> <li>★ To select instrumental sounds, suggesting ways to play</li> <li>★ To order and combine simple sounds</li> <li>★ To follow directions, knowing when to start, stop or change sounds</li> <li>★ To spot simple features of music and dance performances</li> </ul>	<ul style="list-style-type: none"> <li>★ To select instrumental sounds, experimenting with ways to play</li> <li>★ To order and layer musical sounds</li> <li>★ To follow directions, knowing when to start, stop or change sounds</li> <li>★ To spot simple features of music performances</li> </ul>
SONG CHOICE	Fairytale Tea Party You Can't Catch Me! Who Am I? Little Red Riding Hood I'm The Big, Bad Wolf Wicked Mr Wolf Watch Out For The Troll I'm A Wicked Witch, That's Me! Fee, Fi, Fo, Fum Foxy Laxy Three Little Pigs	Fairytale Tea Party You Can't Catch Me! Who Am I? Little Red Riding Hood I'm The Big, Bad Wolf Wicked Mr Wolf Watch Out For The Troll I'm A Wicked Witch, That's Me! Fee, Fi, Fo, Fum Foxy Laxy Three Little Pigs	The Sky Is Falling Spring Chicken
WHAT YOU NEED	A range of untuned percussion instruments (including claves and cymbals); plates and cutlery	A selection of tuned and untuned instruments; pebbles with fairytale characters drawn/painted on them; outdoor space	A selection of untuned percussion instruments; tinfoil; beads; pasta; feathers
INTER-RELATED DIMENSIONS OF MUSIC	Dynamics Tempo Texture Timbre	Articulation Dynamics Structure Tempo Texture Timbre	Structure Tempo Texture Timbre
MUSICAL SKILLS <small><a href="#">Click here for the full Musical Skills document</a></small>	Singing & Voice Play: 1, 6 Listening: 5 Playing & Exploring: 5, 7, 8 Composing & Notating: 6	Singing & Voice Play: 1, 6, 7 Listening: 4, 5 Playing & Exploring: 1, 2, 3, 4, 5, 7 Movement & Imagination: 4 Composing & Notating: 1, 2, 6, 8	Singing & Voice Play: 1, 6, 7 Listening: 1, 3, 4 Playing & Exploring: 1, 2, 3, 5, 7 Movement & Imagination: 1, 2
LISTEN/LOOK	Cinderella's Waltz from the ballet by Prokofiev 'Waltz' from <i>Sleeping Beauty</i> by Tchaikovsky	Extract from <i>The Sleeping Beauty</i> from the ballet by Tchaikovsky	Chicken Reel by Leroy Anderson
LESSON FEATURES			
EYFS EARLY LEARNING GOALS			

<b>KEY</b> EYFS EARLY LEARNING GOALS		Communication & language		Physical development		Personal, social & emotional development
		Literacy		Mathematics		Understanding the world
		Expressive arts & design				



SAND/WATER	MOVEMENT
SINGING	ART/CREATIVE
INSTRUMENTS	INVESTIGATION
TECHNOLOGY	CONSTRUCTION
BOOKS AND READING	SMALL WORLD
OUTDOORS	WRITING AND MARK-MAKING
MALLEABLE PLAY	HOME

## RECEPTION – CONTENT COVERAGE

### Term 3 – Sound Stories

## RECEPTION – PICK & MIX

Explore our bank of creative pick & mix ideas designed to strengthen the musical learning of every lesson in this step.

### TERM 3, STEP 4: Perform A Story!



ACTIVITY	Story Sound Effects Ideal for 2-3 sessions	Story Sound Maps Ideal for 2-3 sessions	Story Sound Boxes Ideal for 2-3 sessions
WHAT'S ACHIEVABLE	<ul style="list-style-type: none"> <li>To use simple sound effects to tell a story</li> <li>To perform a story as a group</li> <li>To sing songs with expression</li> </ul>	<ul style="list-style-type: none"> <li>To use simple sound effects to tell a story</li> <li>To create musical scores</li> <li>To experiment with musical structure</li> <li>To improvise movement in response to sounds</li> </ul>	<ul style="list-style-type: none"> <li>To create and perform simple sound effects</li> <li>To create and follow musical scores</li> </ul>
SONG CHOICE	<i>The Three Billy Goats Gruff</i> ; <i>Once Upon A Time</i> ; <i>Watch Out For The Troll</i> ; <i>Trip, Trip-Trap</i> ; <i>Splash!</i>	<i>Fairytale Tea Party</i> ; <i>Who Am I?</i> Any songs from: <i>The Three Little Pigs</i> ; <i>Goldilocks and The Three Bears</i> ; <i>Red Riding Hood</i> ; <i>Chicken Licken</i> ; <i>The Musicians of Bremen</i> ; <i>Jack and The Beanstalk</i> ; <i>Books Are Amazing!</i>	<i>Come With Me To The Beach</i> ; <i>Fun At The Seaside</i> ; <i>We're Going To Find The Octopus</i> ; <i>Hey, Mr Pirate!</i> ; <i>The Wheels On The Bus</i> ; <i>Old Macdonald</i> ; <i>We're Off To Rhyming Land</i> ; <i>I Am A Giant</i> ; <i>Sparkle and Shine</i>
WHAT YOU NEED	Tuned instruments (glockenspiels, xylophones, chime bars, boomwhackers); wind chimes; shakers; claves; drums; cymbals; thunder drum	Large sheets of paper; pens; variety of percussion instruments; wrist bells	A cardboard box; pens, paper etc. for decorating; sensory items related to the song, e.g. picnic rug, parachute, blue fabric, pebbles, shells, sea-creature toys, buckets and spades, guiro, maraca, rainstick, ocean drum, thunder drum, food wrappers, containers, metal bowls, water tray, xylophone
INTER-RELATED DIMENSIONS OF MUSIC	Dynamics Pitch Structure Tempo Timbre	Dynamics Pitch Structure Tempo Timbre	Dynamics Structure Timbre Tempo
MUSICAL SKILLS	Singing & Voice Play: 1, 6 Listening: 2, 4 Playing & Exploring: 1, 2, 4, 6, 8 Movement & Imagination: 3 Composing & Notating: 1, 2, 5, 6, 7	Singing & Voice Play: 1, 7 Playing & Exploring: 1, 2, 4 Movement & Imagination: 3, 6 Composing & Notating: 1, 2, 6, 7	Listen: 1, 3, 5 Singing & Voice Play: 1 Playing & Exploring: 1, 2, 4, 7 Movement & Imagination: 3, 4, 7 Composing & Notating: 1, 2, 6, 7, 8
LISTEN/LOOK	'The Lonely Goatherd' from <i>The Sound Of Music</i> by Rodgers & Hammerstein	'Aquarium' from <i>Carnival Of The Animals</i> by Saint-Saëns <i>Baby Elephant Walk</i> by Henry Mancini <i>Prelude in D major from Te Deum</i> by Charpentier	The sea organ in Zadar, Croatia
LESSON FEATURES			
EYFS EARLY LEARNING GOALS			

<b>KEY</b> EYFS EARLY LEARNING GOALS		Communication & language		Physical development		Personal, social & emotional development
		Literacy		Mathematics		Understanding the world
				Expressive arts & design		

The illustration shows a girl with blonde hair in a pink shirt holding a green dinosaur puppet. Below her, a boy with brown hair is playing a trumpet. To the right, another boy with brown hair is looking through a magnifying glass. The scene is decorated with musical notes, stars, and lightning bolts.

SAND/WATER	MOVEMENT
SINGING	ART/CREATIVE
INSTRUMENTS	INVESTIGATION
TECHNOLOGY	CONSTRUCTION
BOOKS AND READING	SMALL WORLD
OUTDOORS	WRITING AND MARK-MAKING
MALLEABLE PLAY	HOME

## RECEPTION MUSIC CURRICULUM – MUSICAL SKILLS

LISTENING	SINGING & VOICE PLAY	PLAYING & EXPLORING	MOVEMENT & IMAGINATION	COMPOSING & NOTATING
<ol style="list-style-type: none"> <li>1 Describe sounds and music using simple language (e.g. loud/quiet/fast/slow/scary).</li> <li>2 Identify sounds in the environment and match instruments to sounds.</li> <li>3 Describe and compare sounds created by instruments and voices.</li> <li>4 Listen and respond to simple musical instructions (e.g. performing correct action, stopping when the music stops, responding to changes in dynamics or tempo).</li> <li>5 Listen to music and respond with simple ideas 'the music makes me think of...'</li> <li>6 Listen and remember a sequence of sounds (e.g. high, low, high).</li> </ol> 	<ol style="list-style-type: none"> <li>1 Join in with familiar songs as part of the class or small group.</li> <li>2 Build a bank of familiar songs and rhymes (e.g. counting songs, nursery rhymes, routine songs) and talk about them with others.</li> <li>3 Use singing voice in play activities (e.g. in role play, playing in sand).</li> <li>4 Experiment with voice sounds (long, short, high, low sliding, humming) and understand the difference between a 'speaking' and a 'singing' voice.</li> <li>5 Copy simple phrases showing an awareness of pitch and rhythm.</li> <li>6 Respond to the structure or mood of a song or rhyme (e.g. anticipating a chorus, adding appropriate actions or changing voice).</li> <li>7 Show an awareness of others when singing and performing (e.g. taking turns in musical games, working with a partner, showing awareness of audience).</li> </ol>	<ol style="list-style-type: none"> <li>1 Experiment with different ways to create sound in both play and teacher-led activities (e.g. using instruments, sound-makers, body percussion).</li> <li>2 Handle instruments and sound-makers with increasing control (e.g. tapping claves together), using simple dynamics (loud, quiet) and tempo (e.g. fast, slow).</li> <li>3 Name instruments and sort them by their material (e.g. wood, metal) or how they are played (e.g. shake, tap).</li> <li>4 Improvise instrumental and vocal sounds in response to a stimulus (e.g. loud sounds for lion, squelchy sounds for 'mud').</li> <li>5 Use instruments to accompany a simple song (e.g. tapping the pulse or adding simple tuned accompaniment).</li> <li>6 Play simple rhythms and melodies from songs (e.g. tapping syllables).</li> <li>7 Explore the effect of combining sounds.</li> <li>8 Respond to simple musical cues (e.g. knowing when to start and stop, simple dynamics).</li> <li>9 Experiment with simple musical patterns (e.g. tap, shake, tap, shake; high, low, high).</li> </ol>	<ol style="list-style-type: none"> <li>1 Move to the pulse of the music when singing.</li> <li>2 Tap pulse and/or simple rhythms</li> <li>3 Explore a range of expressive movements to match sounds (e.g. actions, body percussion, dance).</li> <li>4 Respond to agreed musical cues (e.g. adding appropriate action, stretching tall as the music gets higher).</li> <li>5 Listen and copy simple sound and movement sequences.</li> <li>6 Invent movements in response to musical cues (e.g. circling dance ribbon slowly to match slow music; mark-making to music).</li> <li>7 Respond freely to songs and music, exploring ideas and following own paths of interest.</li> </ol> 	<ol style="list-style-type: none"> <li>1 Choose sounds for a purpose, trying out and adjusting musical ideas.</li> <li>2 Choose descriptive sounds to match characters or objects (e.g. bells for twinkly stars).</li> <li>3 Play with the structure of a simple song to create new versions (e.g. replacing words, adding actions).</li> <li>4 Create simple musical patterns (e.g. play/stop/play/stop; saucepan/sieve/saucepan; loud/quiet/loud/quiet).</li> <li>5 Follow simple notation (e.g. picture cards).</li> <li>6 Use a variety of notations to represent musical ideas (e.g. pictorial, natural objects, storyboards).</li> <li>7 Create music from non-musical starting points (e.g. art, movement, nature).</li> <li>8 Reflect on music-making (e.g. what worked well/what could we change?).</li> </ol>