

Long term Plan Year EYFS - Reception Music

Music Aims	The Early Years Foundations stage Early Learning Goals state that by the end of reception children should be able to: Expressive Arts and Design · Invent, adapt and recount narratives and stories with peers and their teacher. · Sing a range of well-known nursery rhymes and songs. · Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. Music development Matters in the Early Years states that children aged 40-60 months should: Hearing and Listening: · Thinks abstractly about music and expresses this physically or verbally • Distinguishes and describes changes in music and compares pieces of music · Associates genres of music with characters and stories. · Accurately anticipates changes in music Vocalising and Singing: · Pitch matches · Able to sing the melodic shape • Sings entire songs. · May enjoy performing, solo and or in groups. · Internalises music. Moving and Dancing · Moves to the sound of instruments · Combines moving, singing and playing instruments · Moves in time to the pulse of the music being listened to and physically responds to changes in the music · Replicates familiar choreographed dances eg imitates dance and movements associated with pop songs. · Choreographs his or her own dances to familiar music, individually, in pairs/small groups. Exploring and Playing · Creates music based on a theme · Finds and records sounds using recording devices · Plays instruments (including imaginary ones such as air guitar) to match the structure of the music, stopping with the music when it stops. • Keeps a steady beat whilst playing instruments · Taps rhythms to accompany words, · Creates rhythms using instruments and body percussion. · May play along to the beat of the song they are singing or music being listened to. May play along with the rhythm in music
-------------------	---

	Hearing and Listening: 30-50 months • Can identify and match an instrumental sound. • Many influences may encourage children to associate music with “types” of people and places, eg stereotypes such as rock music with bikers. • Matches music to pictures/visual resources. • Describes the sound of instruments eg scratchy sound, soft sound. • Creates visual representation of sounds, instruments and pieces of music, eg mark making to specific sounds or pieces of music. 40-60 months • Thinks abstractly about music and expresses this physically or verbally
--	--

- Distinguishes and describes changes in music and compares pieces of music
- Associates genres of music with characters and stories.
- Accurately anticipates changes in music **Vocalising and Singing: 30-50 months**
- Creates his or her own songs, often with a real sense of structure, eg a beginning and an end.
- Can often sing an entire song; songs could be nursery rhymes, pop songs, songs from TV programmes, songs from home.
- Merges elements of familiar songs with improvised singing.
- Creates sounds in vocal sound games.
- Changes some or all of the words of a song.
- Has strong preferences for songs he or she likes to sing and/or listen to.

40-60 months

- Pitch matches
- Able to sing the melodic shape • Sings entire songs.
- May enjoy performing, solo and or in groups.
- Internalises music.

Moving and Dancing

30-50 months

- Claps or taps to the pulse of the music he or she is listening to.
- Claps or taps to the pulse of the song he or she is singing.
- Physically interprets the sound of instruments, eg tiptoes to the sound of a xylophone.
- Physically imitates the actions of musicians, eg pretends to play the trumpet, piano, guitar
- Moves to the sound of instruments, eg walks, jumps, hops to the sound of a beating drum.
- Combines moving, singing and playing instruments, eg marching, tapping a drum whilst singing.
- Moves in time to the pulse of the music being listened to and physically responds to changes in the music, eg jumps in response to loud/sudden changes in the music.
- Replicates familiar choreographed dances eg imitates dance and movements associated with pop songs.
- Choreographs his or her own dances to familiar music, individually, in pairs/small groups.

40-60 months

- Moves to the sound of instruments
- Combines moving, singing and playing instruments
- Moves in time to the pulse of the music being listened to and physically responds to changes in the music **Exploring and Playing**

30-50 months

- Adds sound effects to stories using instruments.
- Leads or is led by other children in their music making, ie being a conductor.
- Listens and responds to others in pair/group music making.
- Operates equipment such as CD players, MP3 players, handheld devices, keyboards.
- Plays instruments with control to play loud/ quiet, (dynamics), fast/slow (tempo).
- Shows control to hold and play instruments to produce a musical sound.

40-60 months

- Plays instruments (including imaginary ones such as air guitar) to match the structure of the music, stopping with the music when it stops.
- Keeps a steady beat whilst playing instruments
- Taps rhythms to accompany words,
- Creates rhythms using instruments and body percussion.
- May play along to the beat of the song they are singing or music being listened to.
- May play along with the rhythm in music.

--	--

Curriculum Links	EYFS Topic My Community - All about Me My world Fantasy/Fairy tales Reading: My World your World Winter's child Science: Animals Including Humans: All about Me R.E: Incarnation – Why does Christmas matter to Christians? Salvation – Why does Easter matter to Christians? Geography: What can you see at the coast? Computing: Creating media PSHE: Me and my relationships Valuing difference Being my Best PE: Dance fitness
Context	Where they have been: Where they will go next:

Hearing and Listening - 22-36 months • Describes music, eg “scary music, angry music, happy music”. • Can identify specific sounds in the environment eg sounds of cars, running water. Vocalising and Singing - 22-36 months • Vocalises in a free-flowing way within their play, eg whilst painting or playing with clay. • Sings and chants with and to others. • Reproduces songs in individual ways. • Plays with familiar songs, often piecing together parts of different songs. • Sings to and with toys, props, resources. • Sings in their dramatic role play, eg singing phrases such as “dinner’s ready” or “let’s go”. • Repeats phrases of songs. May sing an entire song. Moving and Dancing – 22-36 months • Moves in response to rhythms heard played on instruments eg a drum. This could be small movements eg moving fingers in response to sounds or large movements such as jumping. Exploring and Playing – 22-36 months • Creates own patterns in music making. • Experiments with ways of playing instruments, eg volume (dynamics), speed (tempo), character of sounds such as tapping a tambourine/shaking a tambourine (timbre). • Shows control in holding and playing instruments, eg use a guiro by holding the guiro in one hand and scraping it using the other hand with a beater.	• Sing simple songs, chants, and rhymes from memory. • Sing collectively and at the same pitch. • Start with a very small range > mi-so (3rd) > slightly wider range. Include pentatonic songs. • Pupils sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy. • Respond to simple visual directions and counting in. • Improvise simple vocal chants, using question and answer phrases. • Create musical sound effects and short sequences of sounds in response to stimuli. Combine to make a story, choosing and playing classroom instruments or sound-makers. • Understand the difference between creating a rhythm pattern and a pitch pattern. • Invent, retain, and recall rhythm and pitch patterns and perform these for others, taking turns. • Use music technology, if available, to capture, change and combine sounds. • Recognise how graphic notation can represent created sounds. Pupils explore and invent own symbols. • Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. • Use body percussion and classroom percussion playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments to maintain a steady beat. • Respond to the pulse in recorded/live music through movement and dance. Rhythm • Perform short copycat rhythm patterns accurately, led by the teacher. • Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. • Perform word-pattern chants; create, retain, and perform their own rhythm patterns. Pitch • Listen to sounds in the local school environment, comparing high and low sounds. • Sing familiar songs in both low and high voices and talk about the difference in sound. • Explore percussion sounds to enhance storytelling. • Follow pictures and symbols to guide singing and playing.
---	--

Reception single cycle

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
----------	----------	----------	----------	----------	----------

Unit: Exploring Pulse and rhythm I have Got a Grumpy Face S.U	Unit: Exploring the combined musical elements Musical stories (Bear Hunt): (and Christmas nativity) Bespoke	Unit: Exploring timbre Down there under the sea S.U	Unit: Exploring pulse, rhythm, composition and pitch Carnival of the animals (including music technology) Bespoke	Unit: High and Low: Exploring Pitch through singing games Bespoke	Unit: Summer concert: During this term children will recap prior learning through instrumental work, singing, actions to culminate in a whole school end of year concert. Bespoke
EYFS Musical development matters aspects of learning and development: 30-50 months: - Many influences may encourage children to associate music with “types” of people and places - Matches music to pictures/visual resources. - Describes the sound of instruments eg scratchy sound, soft sound. - Can often sing an entire song; - Changes some or all of the words of a song. - Has strong preferences for songs - Claps or taps to the pulse of the music he or she is listening to. - Claps or taps to the pulse of the song he or she is singing. - Physically interprets the sound of instruments, eg	EYFS Musical development matters aspects of learning and development: 30-50 months - Can identify and match an instrumental sound. - Matches music to pictures/visual resources. - Describes the sound of instruments eg scratchy sound, soft sound. - Creates visual representation of sounds, instruments and pieces of music, eg mark making to specific sounds or pieces of music. - Can often sing an entire song; songs could be nursery rhymes, pop songs, songs from TV programmes, songs from home. - Creates sounds in vocal sound games. - Claps or taps to the pulse of the music he or she is	EYFS Musical development matters aspects of learning and development: 30-50 months - Can identify and match an instrumental sound. - Many influences may encourage children to associate music with “types” of people and places, eg stereotypes such as rock music with bikers. - Matches music to pictures/visual resources. - Describes the sound of instruments eg scratchy sound, soft sound. - Creates visual representation of sounds, instruments and pieces of music, eg mark making to specific sounds or pieces of music - Creates his or her own songs, often with a real sense of structure, eg a beginning and an end.	EYFS Musical development matters aspects of learning and development: 30-50 months - Can identify and match an instrumental sound. - Many influences may encourage children to associate music with “types” of people and places, eg stereotypes such as rock music with bikers. - Matches music to pictures/visual resources. - Describes the sound of instruments eg scratchy sound, soft sound. - Creates visual representation of sounds, instruments and pieces of music, eg mark making to specific sounds or pieces of music. 40-60 months - Thinks abstractly about music and expresses this physically or verbally	EYFS Musical development matters aspects of learning and development: 30-50 months - Can often sing an entire song; songs could be nursery rhymes, pop songs, songs from TV programmes, songs from home. - Merges elements of familiar songs with improvised singing. - Creates sounds in vocal sound games. - Changes some or all of the words of a song. - Has strong preferences for songs he or she likes to sing and/or listen to. 40-60months - Pitch matches - Able to sing the melodic shape - Sings entire songs. - May enjoy performing, solo and or in groups.	EYFS Musical development matters aspects of learning and development: 30-50 months - Can often sing an entire song; songs could be nursery rhymes, pop songs, songs from TV programmes, songs from home. - Has strong preferences for songs he or she likes to sing and/or listen to. - Claps or taps to the pulse of the music he or she is listening to. - Claps or taps to the pulse of the song he or she is singing. - Physically imitates the actions of musicians - Combines moving, singing and playing instruments, - Moves in time to the pulse of the music being listened to and physically responds to changes

tiptoes to the sound of a xylophone. - Physically imitates the actions of musicians, eg pretends to play the trumpet, piano, guitar - Moves to the sound of instruments, eg walks, jumps, hops to the sound of a beating drum. - Plays instruments with control to play loud/quiet, (dynamics), fast/slow (tempo). - Shows control to hold and play instruments to produce a musical sound.	listening to. - Claps or taps to the pulse of the song he or she is singing. - Physically interprets the sound of instruments, eg tiptoes to the sound of a xylophone. - Physically imitates the actions of musicians, eg pretends to play the trumpet, piano, guitar - Moves to the sound of instruments, eg walks, jumps, hops to the sound of a beating drum. - Combines moving, singing and playing instruments whilst singing. - Moves in time to the pulse of the music being listened to and physically responds to changes in the music - Replicates familiar choreographed dances. - Adds sound effects to stories using instruments. - Leads or is led by other children in their music making, ie being a conductor. - Listens and responds to others in pair/group music making. - Plays instruments with control to play loud/quiet, (dynamics), fast/slow (tempo). - Shows control to hold and play instruments to produce a musical sound.	- Merges elements of familiar songs with improvised singing. - Changes some or all of the words of a song. - Physically interprets the sound of instruments, eg tiptoes to the sound of a xylophone. - Physically imitates the actions of musicians, eg pretends to play the trumpet, piano, guitar - Moves to the sound of instruments, eg walks, jumps, hops to the sound of a beating drum. - Choreographs his or her own dances to familiar music, individually, in pairs/small groups. - Adds sound effects to stories using instruments. - Listens and responds to others in pair/group music making. - Plays instruments with control to play loud/quiet, (dynamics), fast/slow (tempo). - Shows control to hold and play instruments to produce a musical sound.	- Distinguishes and describes changes in music and compares pieces of music - Associates genres of music with characters and stories. - Accurately anticipates changes in music - Can often sing an entire song; songs could be nursery rhymes, pop songs, songs from TV programmes, songs from home. - Physically interprets the sound of instruments, eg tiptoes to the sound of a xylophone. - Moves to the sound of instruments, eg walks, jumps, hops to the sound of a beating drum. - Adds sound effects to stories using instruments. - Leads or is led by other children in their music making, ie being a conductor. - Listens and responds to others in pair/group music making. - Operates equipment such as CD players, MP3 players, handheld devices, keyboards. - Plays instruments with control to play loud/quiet, (dynamics), fast/slow (tempo). - Shows control to hold and play instruments to produce a musical sound.	- Internalises music. Moving and Dancing 30-50 months - Claps or taps to the pulse of the music he or she is listening to. - Claps or taps to the pulse of the song he or she is singing. - Moves in time to the pulse of the music being listened to and physically responds to changes in the music, eg jumps in response to loud/sudden changes in the music. - Replicates familiar choreographed dances eg imitates dance and movements associated with pop songs. - Choreographs his or her own dances to familiar music, individually, in pairs/small groups. 40-60 months - Moves to the sound of instruments - Moves in time to the pulse of the music being listened to and physically responds	- Replicates familiar choreographed dances eg imitates dance and movements associated with pop songs. - Choreographs his or her own dances to familiar music, individually, in pairs/small groups. 40-60 months - Pitch matches - Able to sing the melodic shape - Sings entire songs. - May enjoy performing, solo and or in groups. - Internalises music. - Moves to the sound of instruments - Combines moving, singing and playing instruments - Moves in time to the pulse of the music being listened to and physically responds to changes in the music - Plays instruments (including imaginary ones such as air guitar) to match the structure of the music, stopping with the music when it stops. - Keeps a steady beat whilst playing instruments - Taps rhythms to accompany words, - Creates rhythms using instruments and body percussion. - May play along to the beat of the song they are singing or music being listened to. - May play along with the rhythm in music
40-60 months - Thinks abstractly about music and expresses this physically or verbally - Distinguishes and describes changes in music and compares pieces of music - Accurately anticipates changes in music - Pitch matches - Able to sing the melodic shape - Sings entire songs. - May enjoy performing, solo and or in groups. - Internalises music. - Plays instruments (including imaginary ones such as air guitar) to match the structure of the music, stopping with the music when it stops. - Keeps a steady beat whilst playing instruments - May play along to the beat of the song they are singing or music being listened to.	40-60 months - Associates genres of music with characters and stories. - Accurately anticipates changes in music - Pitch matches - Able to sing the melodic shape	40-60 months - Thinks abstractly about music and expresses this physically or verbally - Distinguishes and describes changes in music and compares pieces of music - Associates genres of music with characters and stories. - Accurately anticipates changes in music - May enjoy performing, solo and or in groups. - Internalises music. - Moves to the sound of instruments - Combines moving,	40-60 months - Thinks abstractly about music and expresses this physically or verbally - Distinguishes and describes changes in		

	Sings entire songs.	singing and playing	music and compares pieces of music		
--	---	---------------------	------------------------------------	--	--

	• May enjoy performing, solo and or in groups. • Internalises music. • Moves to the sound of instruments • Combines moving, singing and playing instruments • Moves in time to the pulse of the music being listened to and physically responds to changes in the music • Plays instruments (including imaginary ones such as air guitar) to match the structure of the music, stopping with the music when it stops. • Keeps a steady beat whilst playing instruments • Taps rhythms to accompany words, • Creates rhythms using instruments and body percussion. • May play along to the beat of the song they are singing or music being listened to. • May play along with the rhythm in music	• Plays instruments (including imaginary ones such as air guitar) to match the structure of the music, stopping with the music when it stops.	• Associates genres of music with characters and stories. • Accurately anticipates changes in music • Pitch matches • Sings entire songs • Internalises music. • • Moves to the sound of instruments • Plays instruments (including imaginary ones such as air • May play along with the rhythm in music		
--	--	---	--	--	--

Vocabulary: Pulse/beat: Rhythm Pitch: high sounds, low sounds Structure eg verse-chorus-versechorus Dynamics: loud, quiet, getting louder, getting quieter Timbre: the character of a sound, eg smooth sound, spikey sound, scratchy sound Texture: layers in the music, eg one sound or several sounds Tempo: speed, fast, slow Melody Genre Perform: Listen	Vocabulary: Pulse/beat: Rhythm Pitch: high sounds, low sounds Structure eg verse-chorus-versechorus Dynamics: loud, quiet, getting louder, getting quieter Timbre: the character of a sound, eg smooth sound, spikey sound, scratchy sound Texture: layers in the music, eg one sound or several sounds Tempo: speed, fast, slow Melody Genre Perform: Listen	Vocabulary: Pulse/beat: Rhythm Pitch: high sounds, low sounds Structure eg verse-chorus-versechorus Dynamics: loud, quiet, getting louder, getting quieter Timbre: the character of a sound, eg smooth sound, spikey sound, scratchy sound Texture: layers in the music, eg one sound or several sounds Tempo: speed, fast, slow Melody Genre Perform: Listen	Vocabulary: Pulse/beat: Rhythm Pitch: high sounds, low sounds Structure eg verse-chorus-versechorus Dynamics: loud, quiet, getting louder, getting quieter Timbre: the character of a sound, eg smooth sound, spikey sound, scratchy sound Texture: layers in the music, eg one sound or several sounds Tempo: speed, fast, slow Melody Genre Perform: Listen	Vocabulary: Pulse/beat: Rhythm Pitch: high sounds, low sounds Structure eg verse-chorus-versechorus Dynamics: loud, quiet, getting louder, getting quieter Timbre: the character of a sound, eg smooth sound, spikey sound, scratchy sound Texture: layers in the music, eg one sound or several sounds Tempo: speed, fast, slow Melody Genre Perform: Listen	Vocabulary: Pulse/beat: Rhythm Pitch: high sounds, low sounds Structure eg verse-chorus-versechorus Dynamics: loud, quiet, getting louder, getting quieter Timbre: the character of a sound, eg smooth sound, spikey sound, scratchy sound Texture: layers in the music, eg one sound or several sounds Tempo: speed, fast, slow Melody Genre Perform: Listen
Copycat / Echo. Compose Improvising Call and response Emotions Tap / Bang Shake / Rattle Scrape Pluck Untuned Percussion drum, tambourine, triangle, maraca, guiro. wood block, claves Tuned Percussion: a glockenspiel or chime bars Notation	Copycat / Echo. Compose Improvising Call and response Emotions Tap / Bang Shake / Rattle Scrape Pluck Untuned Percussion drum, tambourine, triangle, maraca, guiro. wood block, claves Tuned Percussion: a glockenspiel or chime bars Notation	Copycat / Echo. Compose Improvising Call and response Emotions Tap / Bang Shake / Rattle Scrape Pluck Untuned Percussion drum, tambourine, triangle, maraca, guiro. wood block, claves Tuned Percussion: a glockenspiel or chime bars Notation	Copycat / Echo. Compose Improvising Call and response Emotions Tap / Bang Shake / Rattle Scrape Pluck Untuned Percussion drum, tambourine, triangle, maraca, guiro. wood block, claves Tuned Percussion: a glockenspiel or chime bars Notation	Copycat / Echo. Compose Improvising Call and response Emotions Scrape Pluck Untuned Percussion drum, tambourine, triangle, maraca, guiro. wood block, claves Tuned Percussion: a glockenspiel or chime bars Notation	Copycat / Echo. Compose Improvising Call and response Emotions Tap / Bang Shake / Rattle Scrape Pluck Untuned Percussion drum, tambourine, triangle, maraca, guiro. wood block, claves Tuned Percussion: a glockenspiel or chime bars Notation

