


**Preparation for NC:** Exposure to different songs and sounds ready to begin listening and appraising as they move through to year 1 and progress through school. Chance to explore un-tuned instruments. Preparation for Reception by learning some well-known Nursery rhymes.

	<b>Theme</b>	<b>EYFS Development Matters Objectives</b>
Autumn 1	<p style="text-align: center;"><b><u>Class country research – Antarctica</u></b></p> <p>Play <a href="https://www.youtube.com/watch?v=GOwunilgYXM">https://www.youtube.com/watch?v=GOwunilgYXM</a> which is a song from a Greek electronic composer called Vangelis. The song is called 'Theme of Antarctica'. Ask if the children liked the music or not.</p> <p style="text-align: center;"><b><u>All About Me</u></b></p> <p>Explore the different sounds we can make with our voices. Teacher to say/sing various things in different pitches and tones for the children to repeat back in a matched pitch/tone.</p> <p style="text-align: center;"><b><u>Gingerbread Man</u></b></p> <p>Print or make some gingerbread man related cards. Have a couple of each card printed off. Give each card a sound. Children practice the sounds and do them when the card is shown. Progressively build up to 2 cards, then a pattern of 3 or 4.</p> <p>Repeat the task with an instrument. Each card would be playing the instrument in a different way/for a set amount of time etc. Can the children play the correct instrument when the card is shown? Can they play it with control?</p> <p style="text-align: center;"><b><u>Autumn</u></b></p>	<p><b><u>Expressive Arts and Design</u></b></p> <p>Listens with increased attention to sounds</p> <p>Responds to what he/she has heard, expressing his/her thoughts and feelings</p> <p>Can sing the pitch of a tone sung by another person ('pitch match')</p> <p>Is able to create his/her own songs, or improvise a song around one he/she knows</p> <p>Plays instruments with increasing control to express his/her feelings and ideas</p>

	<p>Autumn sound walk – Go out into the outdoor area. Ask the children to listen carefully to the sounds they can hear e.g. rustling leaves, wind etc.</p>	
	<p style="text-align: center;"><u>Bonfire Night</u></p> <p>Repeatedly listen to ‘Firework’ by Katie Perry so that it becomes a familiar song. As a class, sing the song.</p> <p style="text-align: center;"><u>People Who Help Us</u></p> <p>Read the rhymes/songs saved alongside LTP about people who help us to the children. If they are able, they may join in with the repeated phrases or recite the poem/song themselves.</p> <p style="text-align: center;"><u>Jolly Xmas Postman</u></p> <p>Practice and perform the following rhymes –</p> <p style="text-align: center;">Sung to: "Row, row, row your boat"</p> <p style="text-align: center;">Ring, ring, ring the bells, Ring them loud and clear To say to people everywhere That Christmas time is here.</p> <p style="text-align: center;">(Tune: Twinkle, Twinkle)</p> <p style="text-align: center;">Twinkle twinkle Christmas star Way up high is where you are! Shining bright for all to see - On the tip top of our tree - Twinkle twinkle Christmas star Way up high is where you are!</p>	<p><u>Expressive Arts and Design</u></p> <p>Is able to remember and sing entire songs</p> <p>Can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</p>
<p>5 2 4</p>	<p style="text-align: center;"><u>Chinese New Year</u></p>	<p><u>Expressive Arts and Design</u></p>

	<p>Listen to some traditional Chinese music <a href="https://www.youtube.com/watch?v=dQlj2RmDr2c">https://www.youtube.com/watch?v=dQlj2RmDr2c</a> and ask the children if they enjoyed it, how did it make them feel? Relaxed, sleepy?</p> <p><u>Valentines</u> Musical hugs (or high fives). Same as musical statues but when the music stops, the children must find a partner to give a hug or a high five to (focusing on listening – do they respond quickly when the music stops?)</p>	<p>Responds to what he/she has heard, expressing his/her thoughts and feelings</p> <p>Listens with increased attention to sounds</p>
Spring 2	<p><u>In the Garden</u> Spring sound walk – Go out into the outdoor area. Ask the children to listen carefully to the sounds they can hear e.g. birds cheeping. Are the sounds different to those we could hear at Autumn time? Consider why that might be (links to changes in weather).</p> <p><u>Growing and Planting</u> Sing the linked growing song <a href="https://www.youtube.com/watch?v=zdBPH7Dj1bc">https://www.youtube.com/watch?v=zdBPH7Dj1bc</a> (tune of row row row your boat).</p> <p><u>Jack and the Beanstalk</u> To sing along to the BBC Teach 'Fe, Fi, Fo, Fum' song <a href="https://www.youtube.com/watch?v=Tn-ZSizEdMI">https://www.youtube.com/watch?v=Tn-ZSizEdMI</a> with increased accuracy as the song becomes familiar.</p>	<p><u>Expressive Arts and Design</u> Listens with increased attention to sounds</p> <p>Responds to what he/she has heard, expressing his/her thoughts and feelings</p> <p>Is able to remember and sing entire songs</p> <p>Can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</p>
Summer 1	<p><u>Farms</u> Sing 'Old Macdonald Had a Farm'. 'Pitch match' by the teacher doing different animal sounds in various tones.</p> <p><u>The Three Little Pigs</u></p>	<p><u>Expressive Arts and Design</u> Is able to remember and sing entire songs</p> <p>Can sing the pitch of a tone sung by another person ('pitch match')</p>

	<p>Make up a 'Three Little Pigs' song to the tune of 'Three Blind Mice'. Example attached but see if the children can come up with any endings of sentences etc themselves with prompting.</p> 	<p>Is able to create his/her own songs, or improvise a song around one he/she knows</p>
<p>Summer 2</p>	<p><u>Dinosaurs</u> Children to have various instruments in their provision areas. Can they make the sounds they think dinosaurs would make? E.g. drum for stomping.</p> <p><u>Travel and Transport</u> Sing 'Wheels on the Bus' song. As this would be considered a familiar song, focus on children singing the melodic shape of the song.</p>	<p><u>Expressive Arts and Design</u> Plays instruments with increasing control to express his/her feelings and ideas</p> <p>Can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</p>