

	<p>Year group: Reception</p>	<p>Area/topic: Listening and Understanding</p>
	<p><b>EYFS Statutory Framework- Early Learning Goals</b></p> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding, commenting on:             <ul style="list-style-type: none"> <li>• <i>Their opinion on the music and how it makes them feel.</i></li> <li>• <i>Associations, e.g. 'this music sounds like waves'.</i></li> <li>• <i>Any changes they hear, e.g. 'it started fast then went slow.'</i></li> <li>• <i>When they would listen to it- appropriate occasions.</i></li> <li>• <i>Comparisons between other pieces of music they have listened to.</i></li> <li>• <i>Changes e.g. 'it started quiet then got louder'</i></li> </ul> </li> <li>• Listen to sounds in the local environment, identifying and describing what they can hear.</li> <li>• Listen attentively to a range of high-quality live and recorded music.</li> </ul>	

Prior learning	Future learning
In Nursery:	In Year 1:

<ul style="list-style-type: none"> <li>• Listen to short songs, nursery rhymes, melodies and pieces of music, knowing that we need to be quiet when listening to music.</li> <li>• Listen to sounds in the local environment, using simple words to describe what they can hear.</li> <li>• Know that instruments make different sounds.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively to a range of high-quality live and recorded music.</li> <li>• Know that there are different genres of music and that some music was created a long time ago.</li> <li>• Make comments about the music they have listened to, commenting on: <ul style="list-style-type: none"> <li>• Their opinion on the music and how it makes them feel.</li> <li>• Associations, e.g. 'it makes me think of waves in the sea',</li> <li>• When they would listen to it- appropriate occasions.</li> <li>• How music may match its content, or a character in a story, e.g. scary music with a monster.'</li> </ul> </li> <li>• Comparisons between other pieces of music they have listened to.</li> <li>• Changes e.g. 'it started quiet then got louder</li> <li>• Instruments they hear.</li> </ul>
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What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p>Children will continue to listen attentively to music of different genres.</p> <p>Children will continue to respond to music they hear, answering any questions in full sentences.</p> <p>Children will be able to explain their opinion of a piece of music they listen to.</p>	<p>Teacher can write up children's verbal responses to a piece of music they have listened to.</p>

<p>Children will be able to comment on any changes they hear in a piece of music, e.g. fast and slow parts. Children will be able to make some comparisons between different pieces of music they hear.</p>		<p>Children can create a piece of art as a response to a piece of music they listen to. They can create art to show what the music makes them think of, or something that may be described in a song.</p>
<p>Key vocabulary</p>		
<p>Music, song, composer, genre</p>		
<p><b>Common misconceptions</b></p>	<p><b>Books linking to this area</b></p>	
<p>Children may struggle to understand that a piece of music they listen to may not be necessarily when it was recorded, e.g. classical music was written a long time ago but the piece they may be listening to may be recorded recently.</p>	<p>What the Ladybird Heard- Julia Donaldson</p>	
<p><b>Memorable first hand experiences</b></p>	<p><b>Opportunities for communication</b></p>	
<p>TBC</p>	<p>Children will verbally communicate their responses to pieces of music they hear.</p>	

DCINS Reasonable adjustments for pupils with SEND

<p><b>Communication and Interaction</b></p> <p>Children do not have to verbally communicate their thoughts on a piece of music- they can respond in a different way. Children can be asked more simple questions about music they have listened to.</p>	<p><b>Cognition and Learning</b></p> <p>Children do not have to verbally communicate their thoughts on a piece of music- they can respond non-verbally. Children can be asked more simple questions about music they have listened to.</p>
<p><b>Social, Emotional and Mental health</b></p> <p>Children do not have to listen to the duration of a song if it is too difficult to sustain attention.</p>	<p><b>Sensory and Physical</b></p> <p>Children can wear ear defenders if music gets too loud.</p>