

	<p>Year group: Reception</p>	<p>Area/topic: Singing Games</p>
<p>(objectives from NC/ELG/Development matters)</p> <p>Statutory Framework for the Early Years Foundation Stage:</p> <ul style="list-style-type: none"> ➤ Be able to sing a range of well-known nursery rhymes and songs. ➤ Be able to perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with the music. <p>Objectives taken from Active Music:</p> <ul style="list-style-type: none"> ➤ To chant and sing simple songs from memory. ➤ To follow cue word actions. ➤ To walk in a circle to a steady pulse. ➤ To clap, stamp and sing to a steady pulse. ➤ To invent actions to a steady pulse and remember a sequence of actions. ➤ To dance to a musical time frame. 		

Prior learning	Future learning
<p>In Spring 1: Children explored pitch. They learned to sing songs within a 3-note range, recognising how sounds can be longer or shorter, higher or lower. Children improvised instrumental patterns, and recalled higher and lower sounds.</p>	<p>In Year 1</p> <p>Key Stage 1 National Curriculum Objectives:</p> <ul style="list-style-type: none"> ➤ Use voices expressively by singing songs and speaking chants and rhymes. ➤ Understand and explore duration and pitch. ➤ Perform with others. <p>Objectives taken from Active Music- Year 1:</p> <ul style="list-style-type: none"> ➤ To follow musical instructions from cue words. ➤ To choose partners and dance with them within a musical time frame. ➤ To walk, clap and stamp to a steady pulse while singing. ➤ To internalise parts of a song and clap accurate rhythms. ➤ To take part in new and familiar singing games. ➤ To sing with a sense of shape of the melody. ➤ To follow cue word actions, listen to instructions and move to a musical time frame. <ul style="list-style-type: none"> • To think up actions and memorise sequences of actions.

--	--

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
Children will be chant and sing simple songs from memory. Children will be able to hear, recognise and keep a steady pulse when listening to or performing a song. Children will be able to invent their own actions to a steady pulse and remember a sequence of actions.	Teachers can make notes of plans of children are/are not meeting objectives. Teachers can record children performing.
Key vocabulary	
Sing, clap, stamp, chant, pulse, beat	
Common misconceptions	Books linking to this area
Children may find it difficult to keep pulse and mistake actions with just dancing.	Dogs Don't Do Ballet- Anna Kemp
Memorable first hand experiences	Opportunities for communication
Easter service	Learning new words when learning chants and rhymes.

Dereham Church of England Infant and Nursery Academy

Reasonable adjustments for pupils with SEND

<p>Communication and Interaction</p> <p>Children do not have to sing words when performing chants and rhymes, they can just play along to steady beat.</p>	<p>Cognition and Learning</p> <p>Teacher could use metronome app to support children keeping a steady beat.</p>
<p>Social, Emotional and Mental health</p> <p>Children can work in smaller group or with 1:1.</p>	<p>Sensory and Physical</p> <p>Children can use different musical instruments to keep a steady beat, or ear defenders.</p>