

	Year group: Nursery	Area/topic: Listening and understanding. Singing
	<p>(objectives from NC/ELG/Development matters)</p> <p>Listening and understanding</p> <ul style="list-style-type: none"> ➤ Listen to short songs and nursery rhymes, knowing that we need to be quiet when listening to music. <p>Singing</p> <ul style="list-style-type: none"> ➤ Join in with singing when performing nursery rhymes, new songs and rhymes using simple actions. 	

Prior learning	Future learning
<ul style="list-style-type: none"> ➤ Children may have listened to and joined in with singing nursery rhymes either at home or in pre-school setting. 	<p>In Reception</p> <p>Listening and understanding</p> <ul style="list-style-type: none"> ➤ Listen attentively to short songs and nursery rhymes, knowing that we need to be quiet when listening to music. ➤ Make comments about the music they have listened to, commenting on: <ul style="list-style-type: none"> ○ Their opinion of the music and how it makes them feel. ○ Associations, e.g. 'this music sounds like waves'. ○ When they would listen to it- appropriate occasions. <p>Singing</p> <ul style="list-style-type: none"> ➤ Join in with singing when performing nursery rhymes, new songs and rhymes using simple actions.

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p>Children will listen to short songs and nursery rhymes, knowing we need to be quiet when asked to listen to music.</p> <p>Children will look at and respond to teacher when joining in with singing short songs and nursery rhymes.</p>	<p>Teacher can use own judgement to observe when children are listening and paying attention to music.</p>

<i>Key vocabulary</i>		<i>Teacher can record performances of children singing songs.</i>
<i>Song, sing/ singing, listen, music, nursery rhyme.</i>		
<i>Common misconceptions</i>	<i>Books linking to this area</i>	
<i>Children may shout instead of sing. Children may not understand the need to listen to music- they may have only had experience singing along, dancing to music and generally making lots of noise when music is playing (e.g. at a birthday party).</i>	<i>Loud by Rose Robbins</i>	
<i>Memorable first hand experiences</i>	<i>Opportunities for communication</i>	
<i>Performing in class.</i>	<i>Learning new words when singing. Learning new songs for routine songs, and changing words, e.g. have you got your hat on.</i>	

Derham Church of England Infant and Nursery Academy

Reasonable adjustments for pupils with SEND

<i>Communication and Interaction</i>	<i>Cognition and Learning</i>
<i>Children do not have to sing all words in a song- they can sing just the chorus, or first verse of something, for example. They could just sing 'la' for example.</i>	<i>Children do not have to sing all words in a song- they can sing just the chorus, or first verse of something, for example. They could just sing 'la' for example</i>
<i>Social, Emotional and Mental health</i>	<i>Sensory and Physical</i>
<i>Children do not have to listen to the duration of a song if it is too difficult to sustain attention.</i>	<i>Children can wear ear defenders if music is too loud.</i>