


| | | |
|---|---|---|
|  | 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. ➤ Listen to sounds in the local environment, using simple words to describe what they can hear. <p>Singing</p> <ul style="list-style-type: none"> ➤ Join in with singing when performing nursery rhymes, new songs and rhymes using simple actions. ➤ Recognises a few well-known nursery rhymes and songs. | |

| Prior learning | Future learning |
|--|--|
| <ul style="list-style-type: none"> ➤ In Autumn 1, children were introduced to new songs and nursery rhymes. Children will have gained some familiarity with these new songs, and should be able to recognise and join in when songs learned are being played. ➤ In Autumn 1, children will have listened to new songs and nursery rhymes. They should have developed an understanding of the need to listen and be quiet when listening to a piece of music. | <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"> ○ <i>Their opinion of the music and how it makes them feel.</i> ○ <i>Associations, e.g. 'this music sounds like waves'.</i> ○ <i>When they would listen to it- appropriate occasions.</i> <p>Singing</p> <ul style="list-style-type: none"> ➤ Join in with singing when performing nursery rhymes, new songs and rhymes using simple actions. ➤ Recognises a few well-known nursery rhymes and songs. |

| What pupils need to know or do to be secure | |
|--|---|
| <p style="text-align: center;"><i>Key knowledge and skills</i></p> <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 listen to sounds in the natural environment and be able to comment on what they've heard.</p> <p>Children will look at and respond to teacher when joining in with singing short songs and nursery rhymes.</p> <p>Children will be able to join in more confidently when singing well-known songs and nursery rhymes.</p> <p>Children will know and be able to join with in singing classroom songs around transition, e.g. 'line up smartly.'</p> | <p style="text-align: center;"><i>Possible evidence</i></p> <p>Teacher can use own judgement to observe when children are listening and paying attention to music.</p> <p>Teacher can record performances of children singing songs.</p> <p>Teacher can write down children's quotes when commenting on sounds they can hear outside.</p> |
| <i>Key vocabulary</i> | |
| Song, sing/ singing, nursery rhyme, listen, sounds, hear | |
| <i>Common misconceptions</i> | <i>Books linking to this area</i> |
| <p>Children may find it difficult to be quiet when outside.</p> <p>Children may shout instead of sing.</p> | Listen, Listen- Phillis Gershator |
| <i>Memorable first hand experiences</i> | <i>Opportunities for communication</i> |
| <p>Nativity Performance.</p> <p>Collective Worship performances.</p> | <p>Learning new words when singing.</p> <p>Learning new songs for routine songs, and changing words, e.g. have you got your hat on.</p> <p>Describing what they can hear when listening to sounds outside.</p> |

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 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.</p> <p>Children do not have to verbally comment on music or sounds they hear, they can point to a picture or symbol instead.</p> | <p>Cognition and Learning</p> <p>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.</p> |
| <p>Social, Emotional and Mental health</p> <p>Children do not have to listen to the duration of a song if it is too difficult to sustain attention.</p> <p>Children can go on sound walk with 1:1</p> | <p>Sensory and Physical</p> <p>Children can wear ear defenders if music is too loud.</p> <p>Children can take any sensory items when going on sound walk outside.</p> |