

	<p>Year group: Nursery</p>	<p>Area/topic: Rhythm and pulse- body percussion</p>
<p>(objectives from NC /ELG /Development matters)</p> <p>Listening and understanding</p> <ul style="list-style-type: none"> ➤ Listen to songs, nursery rhymes and different genres of music, knowing that we need to be quiet when listening to music. <p>Rhythm and Pulse</p> <ul style="list-style-type: none"> ➤ Copy actions when following/keeping to a steady beat. ➤ Engage in pat-a-cake clapping games. ➤ Practice and perform a well-known chant in a group, starting and finishing at the same time and keeping to a steady pulse. 		

Prior learning	Future learning
<p>In Autumn Term:</p> <ul style="list-style-type: none"> ➤ Children have learned new songs, chants and rhymes. Children will have gained some confidence performing these songs in class. ➤ Children have also listened to different types of music and developed understanding of the need to listen and be quiet when listening to a piece of music. 	<p>In Reception:</p> <p>Objectives taken from the Statutory Framework for the Early Years Foundation Stage:</p> <ul style="list-style-type: none"> ➤ Sing a range of well-known nursery rhymes and songs. ➤ Perform songs, rhymes, poems and stories with others, and, when appropriate, try to move in time with music. <p>Objectives taken from Active Music</p> <ul style="list-style-type: none"> ➤ To learn and experience what is meant by a pulse or a steady beat. ➤ To learn to keep a pulse through actions and body percussion through playful songs and chants. ➤ Continue to consolidate subconscious understanding of pulse through practical activities such as clapping games with partners. ➤ To follow a pulse at varying tempos. ➤ To make conscious the first rhythm symbols Ta and Te-te and relate these to a known chant. ➤ To read 4-beat rhythm patterns.

	<ul style="list-style-type: none"> ➤ To rehearse and perform in groups, starting and finishing at the same time and keeping a steady pulse. ➤ To transfer experience of rhythm patterns on to percussion instruments. To relate these skills to a known chant. ➤ To rehearse and perform in groups, starting and finishing at the same time and keeping a steady pulse using instruments. ➤ To learn the place of a REST in music and to incorporate this into their knowledge of rhythms. ➤ To continue to experience pulse and rhythm through rhythm/action games
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What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p>Children will be able to hear and join in with a steady beat, using different types of body percussion to maintain a steady beat in a piece of music they are listening to or performing.</p> <p>Children will continue to listen attentively to different types of music.</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 performing songs.</p>
Key vocabulary	
Song/ singing, music, beat.	
Common misconceptions	Books linking to this area
Children may find it hard to hear a beat and maintain a steady pulse. They may confuse keeping pulse as just dancing to music.	The Pirate Mums- Jodie Lancet- Grant
Memorable first hand experiences	Opportunities for communication
TBC	Learning new words when singing.

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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>Sensory and Physical</p> <p>Children can wear ear defenders if music is too loud.</p>