

	<p>Year group: Nursery</p>	<p>Area/topic: Creating, improvising and composing. Listening and Understanding</p>
	<p>(objectives from NC /ELG /Development matters)</p> <p>Creating, Improvising and Composing</p> <ul style="list-style-type: none"> ➤ Can sing to self when playing. ➤ Explore making sounds on untuned and tuned percussion instruments. ➤ Combine and create own compositions using un-tuned instruments. <p>Listening and Understanding</p> <ul style="list-style-type: none"> ➤ Listen to short songs, nursery rhymes, melodies and pieces of music, 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. ➤ Know that instruments make different sounds. ➤ Respond to what they have heard, expressing their thoughts and feelings. 	

Prior learning	Future learning
<p>Children have learned new songs, chants and rhymes. Children will have gained some confidence performing these songs in class.</p> <p>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> <p>Children have explored playing 'pat-a-cake' games to keep to a steady beat.</p> <p>Children have explored playing un-tuned percussion instruments and keeping to a steady beat.</p> <p>Children have listened to different genres of music.</p> <p>Children have learned nursery rhymes and new songs.</p>	<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.

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p>Children will continue to learn and perform nursery rhymes and new songs.</p> <p>Children will continue to listen to different genres of music.</p> <p>Children will continue to experiment playing a range of un-tuned instruments.</p> <p>Children will use '2 explore' on Purple Mash to select and combine sounds (both instrumental and non-instrumental) to create own compositions.</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	
Instrument, listen, music, song	Teacher can make Tapestry observations of children using purple mash.
Common misconceptions	Books linking to this area
	What the Ladybird Heard- Julia Donaldson.
Memorable first hand experiences	Opportunities for communication
TBC	<p>Learning new words when singing.</p> <p>Verbal responses to music listened to</p> <p>Commenting on their own compositions (purple mash activity).</p>

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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>