

	<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><b>Creating, Improvising and Composing</b></p> <ul style="list-style-type: none"> <li>➤ Can sing to self when playing.</li> <li>➤ Explore making sounds on untuned and tuned percussion instruments.</li> <li>➤ Combine and create own compositions using un-tuned instruments.</li> </ul> <p><b>Listening and Understanding</b></p> <ul style="list-style-type: none"> <li>➤ Listen to short songs, nursery rhymes, melodies and pieces of music, knowing that we need to be quiet when listening to music.</li> <li>➤ Listen to sounds in the local environment, using simple words to describe what they can hear.</li> <li>➤ Know that instruments make different sounds.</li> <li>➤ Respond to what they have heard, expressing their thoughts and feelings.</li> </ul>	

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>Children have used '2 explore' to create and combine different sound to create own compositions</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"> <li>➤ Sing a range of well-known nursery rhymes and songs.</li> <li>➤ Perform songs, rhymes, poems and stories with others, and when appropriate) try to move in time with music.</li> </ul>

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.  Children will continue to listen to different genres of music.  Children will continue to experiment playing a range of un-tuned instruments.  Children will use '2 sequence' and 'Busy Beats' to continue selecting and combining sounds to create own composition.</p>	<p>Teacher can use own judgement to observe when children are listening and paying attention to music.   Teacher can record performances of children performing songs.</p>
Key vocabulary	
Instrument, listen, music, song	<p>Teacher can make Tapestry observations of children using purple mash.</p>
Common misconceptions	Books linking to this area
	What the Ladybird Heard on Holiday- Julia Donaldson.
Memorable first hand experiences	Opportunities for communication
TBC	<p>Learning new words when singing.  Verbal responses to music listened to.  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>