

	<p>Year group: Year 1</p>	<p>Area/topic: Singing Games</p>
<p>(objectives from NC /ELG /Development matters)</p> <p>Key Stage 1 National Curriculum Objectives:</p> <ul style="list-style-type: none"> ➤ Use voices expressively by singing songs and speaking chants and rhymes. ➤ Understand and explore duration and pitch. ➤ Perform with others. <p>Objectives taken from Active Music:</p> <ul style="list-style-type: none"> ➤ To follow musical instructions from cue words. ➤ To choose partners and dance with them within a musical time frame. ➤ To walk, clap and stamp to a steady pulse while singing. ➤ To internalise parts of a song and clap accurate rhythms. ➤ To take part in new and familiar singing games. ➤ To sing with a sense of shape of the melody. ➤ To follow cue word actions, listen to instructions and move to a musical time frame. ➤ To think up actions and memorise sequences of actions. 		

Prior learning	Future learning
<p>In Reception...</p> <p>Objectives taken from Active Music:</p> <ul style="list-style-type: none"> ➤ To chant and sing simple songs from memory. ➤ To follow cue word actions. ➤ To walk in a circle to a steady pulse. ➤ To clap, stamp and sing to a steady pulse. ➤ To invent actions to a steady pulse and remember a sequence of actions. ➤ To dance to a musical time frame. 	<p>In Year 2...</p> <p>Key Stage 1 National Curriculum Objectives:</p> <ul style="list-style-type: none"> ➤ Use their voices expressively and creatively by singing songs and speaking chants and rhymes. ➤ Understand and explore pitch and duration ➤ Perform with others. <p>Objectives taken from Active Music:</p> <ul style="list-style-type: none"> ➤ To learn and take part in new and familiar singing games. ➤ To follow cue word actions and to jump to the rhythm of the words. ➤ To improvise movements to a steady pulse. ➤ To sing solos and in small groups with confidence. ➤ To move and dance to a musical time frame. ➤ To learn and take part in new singing games. ➤ To sing with a sense of the shape of the melody and with rhythmic accuracy. ➤ To follow cue word actions and move to a musical time frame. ➤ To internalise and clap rhythms while singing.

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
Children will be able to use body percussion- walk, stamp and clap, to keep a steady pulse. Children will be able to sing a melody, following cue word actions. Children will be able to think of their own actions to move to a musical time frame.	Teachers can record performances.
Key vocabulary	
Clap, stamp, chant, pulse, clap, melody.	
Common misconceptions	Books linking to this area
Children may struggle to maintain a steady beat.	The Diddle that Dumbled- Kes Gray
Memorable first hand experiences	Opportunities for communication
Easter service	Children will communicate through songs, chants and rhymes.

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Reasonable adjustments for pupils with SEND

Communication and Interaction Children do not have to sing words when performing chants and rhymes, they can just play along to steady beat.	Cognition and Learning Teacher could use metronome app to support children keeping a steady beat.
Social, Emotional and Mental health Children can work in smaller group or with 1:1.	Sensory and Physical Children can wear ear defenders for louder parts of the lesson.