

Music development plan summary: *Pear Tree Infants*



Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	January 2025
Date this summary will be reviewed	January 2026
Name of the school music lead	Kerry Murphy
Name of school leadership team member with responsibility for music (if different)	Kerry Murphy (Music Lead) Bindy Suddhi (Head Teacher)
Name of local music hub	N/A
Name of other music education organisation(s) (if partnership in place)	N/A

At Pear Tree Infant and Nursery School, we are committed to providing comprehensive music education that caters to all pupils, ensuring a rich, inclusive musical experience across three key areas: curriculum music, co-curricular provision, and performance.

In the curriculum, music is an integral part of our learning framework, starting from the Early Years Foundation Stage (EYFS). Here, children engage in a variety of musical activities designed to develop their listening skills, rhythm, and creativity. Throughout the Spring and Summer terms, EYFS, pupils participate in structured music sessions that encourage exploration and enjoyment of sound.

As pupils progress to Year 1, they take part in the annual Nativity performance, where they have the opportunity to showcase their musical talents. This event not only enhances their confidence but fosters a sense of community and collaboration among students. In Year 2, the Leavers Show permits these young musicians to reflect on their learning journey, allowing them to perform in front of an audience in a celebratory context.

In addition to our formal curriculum, our school offers vibrant co-curricular provision. Pupils are encouraged to engage in singing during playtimes, which promotes a joyful atmosphere and fosters social interaction through music. We also incorporate cross-curricular music sessions that enhance learning in subjects such as English and Maths, allowing pupils to experience the interconnectedness of music with other areas of the curriculum.

Through these initiatives, our school strives to create a supportive environment that nurtures each student's musical abilities, fostering a lifelong appreciation for the arts. We recognise the significant role music education plays in personal and social development, and we remain dedicated to equipping our pupils with the skills to thrive musically both in and out of the classroom.

Part A: Curriculum music

Music at Pear Tree Infant and Nursery follows the Early Years Foundation Stage and National Curriculum for Key Stage 1. This has also been informed by the Model Music Curriculum (March 2021) which ensures the curriculum is progressive and all elements have been met.

Children across key stages have ample opportunities to be musically creative on their own, as part of a small group or whole class, and as a phase group through their performances.

Throughout the Autumn term, children in the EYFS receive music education within their environment through deeper level learning. They are given access to a range of recorded music and tuned and un-tuned instruments related to their topic. This enables children with opportunities to learn a wide range of different age-related songs and to perform. Through the Spring and Summer terms lessons become more structured with a focus on singing, dancing and playing instruments to equip children when they begin Key Stage 1.

In Year 1 and 2 children receive a timetabled music lesson every fortnight and are given time to explore music and movement during outdoor play. Cross curricula music also features in other subjects such as maths, art and PE whereby the use songs and chants help children retain key learning across the curriculum.

Children with SEND are exposed to music on a daily basis from listening to calming music at the start and end of the day, using music for movement breaks, singing nursery rhymes, and celebrating religious events through music. Music is adapted to suit the needs of each child ensuring inclusion and collaboration.

At Pear Tree Infant and Nursery, we endeavour to develop musical vocabulary and terminology as much as possible through our 'Time to talk' focus. This allows children the time to reflect upon previous knowledge, ask questions, discuss new learning, and expand their musical language further in every lesson. We also focus heavily on how different music makes us feel and why.

Part B: Co-curricular music

In 2025, Pear Tree Infant and Nursery will be collaborating with Pear Tree Junior School to plan and deliver a music festival focussing on different religious celebrations.

From gathering pupil and parent voices in relation to extra curricula activities, Pear Tree Infant and Nursery have listened, and this year focussed on other curriculum areas such as cookery, sports and dance. We have therefore put a focus on music during school hours as part of our wide range of performances across the school year.

Part C: Musical performances

Pear Tree Infant and Nursery offers a rich array of musical activities designed to enhance the musical experience of its pupils and prepare them for future endeavours. For Reception children, a significant highlight is the summer performance, where they engage in extensive practice to present a show featuring a diverse selection of songs. This early exposure not only fosters confidence and teamwork but also instils a love for performing arts.

In Year 1, the focus shifts to the Nativity show held in December, which centres around Christian hymns and songs. This performance is integral in reinforcing the importance of cultural traditions and encouraging an appreciation for music that has both historical and spiritual significance. The involvement in such performances aids children in developing their singing abilities, emotional expression, and stage presence.

Year 2 culminates the musical journey with a leaver show in the summer, where students participate in auditions, rehearsals, and ultimately the performance itself. This process nurtures essential skills such as resilience, collaboration, and self-discipline, all of which are invaluable

as they transition to higher education settings. Collectively, these programmes at Pear Tree Infant and Nursery, not only enrich the children's artistic talents but also equip them with vital life skills.

We implore all parents and carers to come and watch the performances which are free of charge.

In the future

Over the next academic year, Pear Tree Infant and Nursery hopes to introduce 'Tac Pac' which draws together touch and music. This structured sensory communication approach is designed to enrich the sensory experiences of individuals, especially those with SEND.

We will continue to develop a more structured approach to playtime music education with songs specially chosen to bring topics or religious festivals to life and equip children with key musical knowledge and skills.

Further information (optional)

https://assets.publishing.service.gov.uk/media/670f8c0f366f494ab2e7b93d/EYFS_statutory_framework_for_childminders.pdf

https://assets.publishing.service.gov.uk/media/5a7b7f8c40f0b645ba3c4b8a/PRIMARY_national_curriculum_-_Music.pdf

<https://early-education.org.uk/wp-content/uploads/2021/12/Musical-Development-Matters-ONLINE.pdf>

https://assets.publishing.service.gov.uk/media/6061f6a3e90e072d94e6f920/Model_Music_Curriculum_Key_Stage_1_2_FINAL.pdf

<https://www.peartreeinfantandnursery.co.uk/music/>



Pear Tree Infant and Nursery School

Music Medium Term Plan: Reception (Autumn 1)

What is fantastic about me?

Lesson	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
Curriculum Area	Expressive Arts and Design: Being Imaginative and Expressive						
Objectives from the End of Year Statements/ EY Framework	<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. 						
Golden thread: Time to Talk.	<ul style="list-style-type: none"> Reciprocal & Throw and Catch talk time: Listen to and talk about songs you like and why – how do these make you feel? 						
Continuous Provision	<p>Nursery rhyme: Heads, shoulders, knees and toes.</p> <p>Indoor - Interactive whiteboard playing the song / Flashcards with the</p>	<p>Nursery rhyme: If you're happy and you know it.</p> <p>Indoor - Interactive whiteboard playing the song / Instruments for the children to shake, tap,</p>	<p>Nursery rhyme: Dingle, dangle scarecrow.</p> <p>Indoor - Interactive whiteboard playing the song - Children to sing the slow parts quietly and the scarecrow parts louder /</p>	<p>Nursery rhyme: Hello echo – Mooseclumps: Kids learning songs. https://youtu.be/JoCqygFKZUY?feature=shared</p> <p>Indoor - Interactive whiteboard playing the song – Children to echo back at the appropriate lyrics / Have claves available – Children to tap out a rhythm and others to echo that rhythm with their claves.</p> <p>Outdoor environment – Perform the song on the stage alone and with others / Children to</p>	<p>Nursery rhyme: The wheels on the bus.</p> <p>Indoor - Interactive whiteboard playing the song – Create actions to learn the lyrics and perform / Vehicle toys.</p>	<p>Nursery rhyme: Twinkle twinkle little star.</p> <p>Indoor - Interactive whiteboard playing the song / Different bell instruments to imitate the sound of the music (shake, tap, pat) /</p>	<p>Nursery rhyme: Five green bottles.</p> <p>Indoor - Interactive whiteboard playing the song / 5 green bottles with numbers on to practice singing and ordering / Can children change the lyrics and perform their new song?</p>

	<p>actions – children to select and copy the action saying what part of the body they are using.</p> <p>Outdoor environment – Perform the song on the stage alone and with others.</p>	<p>bang etc. when the song says when we usually clap or stamp etc.</p> <p>Outdoor environment – Perform the song on the stage alone and with others / Making shakers with bottles and rice.</p>	<p>Learn actions to the song to remember the lyrics / Scarecrow puppets.</p> <p>Outdoor environment – Perform the song on the stage alone and with others.</p>	<p>use their body to create a rhythm. Peers to echo (copy) each other’s body percussion.</p>	<p>Outdoor environment – Perform the song on the stage alone and with others / Have different materials available for children to make music with (boxes, sticks, toilet roll tubes etc.)</p>	<p>Sequencing flashcards to put in the correct order.</p> <p>Outdoor environment – Perform the song on the stage alone and with others / Chalks to draw stars while they sing the song.</p>	<p>E.g. “5 black cats” or “5 big dogs”</p> <p>Outdoor environment – Perform the song on the stage alone and with others / 5 green bottles with numbers on to practice singing and ordering</p>
Key Vocabulary	<p>Song. Listen. Sing. Move.</p>	<p>Nursery rhyme. Hear. Instrument.</p>	<p>Quiet. Loud. Movement.</p>	<p>Song. Listen. Echo.</p>	<p>Listen. Song. Movement.</p>	<p>Instrument. Shake. Tap. Pat.</p>	<p>Listen. Sing. Count.</p>
Resources	<p>Heads, Shoulders, Knees and Toes flashcards.</p>	<p>A selection of instruments (drums, maracas, triangle, claves) Rice and bottles/containers.</p>	<p>Scarecrow puppets.</p>	<p>Claves.</p>	<p>Vehicle toys. Everyday materials / objects to use as instruments (boxes, sticks, tubes etc.)</p>	<p>Bells. Flashcards.</p>	<p>5 green bottles (laminated 2 sets)</p>



Pear Tree Infant and Nursery School

Music Medium Term Plan: Reception (Autumn 2)

What happens in Autumn?

Lesson	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
Curriculum Area	Expressive Arts and Design: Being Imaginative and Expressive						
Objectives from the End of Year Statements/ EY Framework	<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. 						
Golden thread: Time to talk.	<ul style="list-style-type: none"> Reciprocal & Throw and Catch talk time: Listen to and talk about songs you like and dislike and why – how do these make you feel? Captain connector talk time: Talk about how different weather/seasons sound. 						
Continuous Provision	Story: Little Acorns Indoor – Read the story together / Have story	Song: Learning seasons for kids – Bruno Mars remix https://youtu.be/x0MEUYKxvs?feature=shared Mooseclumps	Spring theme Song: Springtime https://youtu.be/A16Cu6ic1pA?feature=shared Indoor - Interactive whiteboard playing the song / Make	Summer theme Song: Summer – Seasons song – Wormhole learning https://youtu.be/BZVRFciDf0s?feature=shared	Autumn theme Song: The leaves on the trees – The Kiboomers https://youtu.be/v8XAx_6lD04?feature=shared	Winter theme Listening to different instruments. https://youtu.be/Q5apletilec?feature=shared	Christmas theme Song: When Santa got stuck up the chimney.

	<p>PowerPoint on whiteboard / Children to use instruments to add sound effects (e.g. bang the drum as the acorn falls / Scrape the woodblock when the squirrel buries the acorn etc.) / Recreate the story using puppets and instruments.</p> <p>Outdoor environment – Children to tell the story</p>	<p>Indoor – Interactive whiteboard playing the song / Children to create a dance in time with the music / Ask if they like the song or not.</p> <p>Outdoor environment – Perform the song and dance routine on the stage alone and with others.</p>	<p>prop flashcards (flower, tree branch, bear, tortoise, raincloud, sunshine) – children to select the correct item when the song sings the lyrics.</p> <p>Outdoor environment – Perform the song on the stage alone and with others / Make rain sounds using water or beads and different containers.</p>	<p>Indoor - Interactive whiteboard playing the song – Children to echo back at the appropriate lyrics / Have xylophones available – Children play along with the rhythm.</p> <p>Outdoor environment – Perform the song on the stage alone and with others.</p>	<p>Indoor – Interactive whiteboard playing the song / Create a set of actions and move your body to the music / Play drums to the beat.</p> <p>Outdoor environment – Perform the song and dance routine on the stage alone and with others / Collect leaves – squish them to hear the noise / Create a rhythm together using leaves, sticks and anything else weather-related you can find (e.g. conkers)</p>	<p>Indoor – Watch the video and pause to guess the instrument – Children to select the correct instrument from a set of instruments or flashcards / Children to play the instruments to imitate the sounds in the video /</p> <p>Outdoor environment – Create your own outdoor musical instruments (tubes to blow into/tap with sticks – Sticks to drag along the fence – Different sized buckets</p>	<p>Indoor - Interactive whiteboard playing the song - Children to start very quietly as a whisper and get louder after each verse / Tiptoe around at quiet parts and stomp around at louder parts / Learn actions to the song to remember the lyrics.</p> <p>Outdoor environment – Dress up and perform the song on the stage alone and with others / Tiptoe around at quiet</p>
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	and add sound effects using everyday materials and objects found outside.					turned over as drums etc.)	parts and stomp around at louder parts
Key Vocabulary	Listen. Instrument. Sound effects.	Listen. Move. Dance.	Listen. Match. Perform.	Listen. Echo. Instrument. Perform.	Move. Tap. Listen.	Instrument. Listen Tap. Scrape. Bang.	Quiet. Loud. Movement.
Resources	Puppets. Instruments.	N/A	Prompt flashcards. Containers, Water. Beads.	Xylophones	Drums.	Instruments – triangles, bells. Everyday materials to make musical instruments outside.	Dressing up costumes.

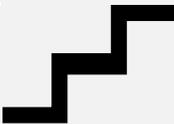


Pear Tree Infant and Nursery School

(Music) Medium Term Plan: (EYFS)

Spring 1 - Can I wear flip flops in Winter?

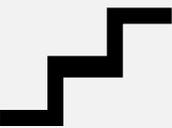
Lesson	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Curriculum Area	Expressive Arts and Design: Being Imaginative and Expressive Song = (Chorus only) Katy Perry Roar https://youtu.be/82ZzW-Onnps?feature=shared			
Objectives from the End of Year Statements/ EY Framework	<ul style="list-style-type: none"> Sing 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. 			
Golden thread: Time to talk.	<ul style="list-style-type: none"> Reciprocal & Throw and Catch talk time: Listen to and talk about songs you like and dislike and why – how do these make you feel? Guided talk time: Recapping previous learning about different songs and instruments. Amazing talk time: Use correct vocabulary when discussing instruments. 			
Star 	We can sing a song	We can dance to a song.	We can play instruments.	We can sing, dance and play instruments together.

Steps 	<ul style="list-style-type: none"> • Listen to a song (S) • Learn the words (K) • Sing a song (K/S) 	<ul style="list-style-type: none"> • Remember and sing a song (K) • Think of some dance moves (K) • Perform the dance (S) • 	<ul style="list-style-type: none"> • Sing a song (S) • Choose an instrument (S) • Play an instrument (S) • Perform the song with instruments (K/S) 	<ul style="list-style-type: none"> • Sing a song (K/S) • Dance to a song. (K/S) • Play an instrument. (S) • Perform a song (K/S)
Lesson Structure	<p>Revisit and Review: Remember and sing a favourite song or nursery rhyme learnt in the Autumn term.</p> <p>Let's Learn Listen to today's song chorus together with concentration.</p> <p>Guided Practice Practice learning the words by adding some simple action to help remember them.</p> <p>Independent Perform the song.</p>	<p>Revisit and Review Sing the song (chorus) from yesterday's lesson with the actions you agreed on.</p> <p>Let's learn Watch how people move their body to pop music - encourage children to tap or sway along to the music https://youtu.be/iiuFwh_MDM?feature=shared</p> <p>Guided Practice Make up your own dance routine or watch the video and imitate the dance moves. https://youtu.be/4bJE5nzKB8E?feature=shared</p> <p>Independent Remember the dance and perform it.</p>	<p>Revisit and Review Look at different instruments children have used in the Autumn term.</p> <p>Let's Learn Listen to an instrumental version of the song. Can you hear the drum beat? Can you hear any other instruments? https://youtu.be/Z-pKrtchBt4?feature=shared</p> <p>Guided Practice Practice drumming along using an instrument or patting legs with hands and shaking maracas in time with the music.</p> <p>Independent Sing the song over the instrumental while banging to the drum beat using a drum or your hands and legs and shaking the maracas.</p>	<p>Revisit and Review Tap along to the beat of the song.</p> <p>Let's Learn Multi-tasking - Sing the song while dancing to the moves agreed earlier in the week.</p> <p>Guided Practice Select children to play the instruments – Practice playing in time with the singers and dancers – Swap around so all children have the same opportunities.</p> <p>Independent Perform – sing, dance and play instruments as a group/class.</p>

Pear Tree and Nursery Infant School

(Music) Medium Term Plan: (EYFS)

Spring 2 - Do animals grow on trees?

Lesson	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Curriculum Area	Expressive Arts and Design: Being Imaginative and Expressive Song = Old McDonald had a farm.			
Objectives from the End of Year Statements/ EY Framework	<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. 			
Golden thread: Time to talk.	<ul style="list-style-type: none"> Reciprocal / Throw and Catch / Captain Connector talk time: Talk about the song you performed last term – Likes and dislikes. Guided talk time: Name different instruments previously used. Amazing talk time: Use correct vocabulary when discussing instruments. 			
Star 	I can use my voice to make different sounds.	We can sing a song	We can dance to a song.	We can play instruments.
Steps 	<ul style="list-style-type: none"> Listen to different animal sounds (S) Match the sound to the animal (K/S) 	<ul style="list-style-type: none"> Listen to a song (S) Learn a song (K) 	<ul style="list-style-type: none"> Remember and sing a song (S) Think of some dance moves (S) (S) Perform the song (K/S) 	<ul style="list-style-type: none"> Sing a song (S) Choose an instrument (S) Play an instrument (S)

	<ul style="list-style-type: none"> • Make animal sounds using my voice (K/S) 	<ul style="list-style-type: none"> • Sing a song (K/S) 		<ul style="list-style-type: none"> • Perform the song with instruments (K/S)
Lesson Structure	<p>Revisit and Review Sing Katy Perry 'Roar'.</p> <p>Let's Learn/Guided Practice Listen to different animal sounds on the video and guess what they are https://youtu.be/Z-2LjBgEEhE?feature=shared#</p> <p>Independent Using the animal flashcards, children are to turn them upside down and select at random. They must imitate the sound of the animal they have selected.</p>	<p>Revisit and Review: Sing a nursery rhyme learned in the Autumn term.</p> <p>Let's Learn Listen to today's song together with concentration. Encourage children to clap along or tap their legs in time with the music.</p> <p>Guided Practice Practice learning the words by adding some animal actions to help remember them.</p> <p>Independent Perform the song.</p>	<p>Revisit and Review Dance to Katy Perry 'Roar'.</p> <p>Let's learn Listen to the song (Jack Hartman) and watch how animals move their body to- encourage children to stand up and follow along with the movements. Ensure they are keeping in time with the music. https://youtu.be/CT86DI442jA?feature=shared</p> <p>Guided Practice Make up your own dance to Old McDonald's Farm.</p> <p>Independent Remember the dance and perform it while singing.</p>	<p>Revisit and Review Play instruments to the instrumental version of Katy Perry 'Roar' https://youtu.be/Z-pKrtchBt4?feature=shared</p> <p>Let's Learn Listen to the man make animal sound using an acoustic guitar. Today you will be making animal noises using instruments. https://youtu.be/F_IKKBHFlo4?feature=shared</p> <p>Guided Practice Take an instrument and experiment. Try to make an animal noise with the instrument. Share with the class. (e.g. frog instrument to replicate croaking. A wood block or claves being tapped for hooves etc.)</p> <p>Independent Sing Old McDonald's Farm while playing an instrument. E.g. "Old McDonald had a frog E I E I O. With a *play instrument* here, and a *play instrument* there...."</p>

Pear Tree Infant and Nursery School

(Music) Medium Term Plan: (EYFS)

Summer 1 – What happened once upon a time?

Lesson	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Curriculum Area	Expressive Arts and Design: Being Imaginative and Expressive			
Objectives from the End of Year Statements/ EY Framework	<ul style="list-style-type: none"> Story song = The 3 Little Pigs https://youtu.be/WR4L_t6IAfc?feature=shared 			
Golden thread: Time to talk.	<ul style="list-style-type: none"> Reciprocal / Throw and Catch / Captain Connector talk time: Talk about the song you performed last term / instruments you have used – Likes and dislikes. Guided talk time: Describe and retain what ‘loud’ and ‘quiet’ means. Amazing talk time: Use correct vocabulary when discussing instruments. 			
Star	We can sing a song	We can sing quietly and loudly.	I can move to a song.	We can play instruments.
Knowledge and skills	<ul style="list-style-type: none"> Listen to a song (S) Learn a song (K) Sing a song (K/S) 	<ul style="list-style-type: none"> Remember and sing a song (S) Know what quiet and loud means (K). Sing loudly (S) 	<ul style="list-style-type: none"> Remember and sing a song (S) Copy different movements (S) Move to a song (K/S) 	<ul style="list-style-type: none"> Choose an instrument (S) Play an instrument (S) Perform the song with instruments (K/S)

		<ul style="list-style-type: none"> Sing quietly (S) 		
Lesson Structure	<p>Revisit and Review: Sing and dance to Old McDonald’s Farm.</p> <p>Let’s Learn Listen to today’s song together with concentration. Encourage children to clap along or tap their legs in time with the music.</p> <p>Guided Practice Practice learning the chorus (same words as the traditional tale) by adding some actions to help remember them.</p> <p>Independent Perform the song together.</p>	<p>Revisit and Review & Let’s Learn Recap previous learning on what quiet and loud means.</p> <p>Guided Practice Activity making loud and quiet sounds. Children to cover ears and crouch when making quiet sounds and stand up tall when making loud sounds.</p> <p>Independent Perform the song by singing one chorus loudly and the next quietly.</p>	<p>Revisit and Review Recap previously when you have added movement to a piece of music.</p> <p>Let’s learn Watch and follow the movements: https://youtu.be/Nac95KdNaZ0?feature=shared (3 minutes)</p> <p>Guided Practice Put some of the movements from the video to The 3 Little Pigs story song we have been listening to.</p> <p>Independent Perform the song with the movements.</p>	<p>Revisit and Review and Let’s Learn Recap previous learning on tapping along to beats using different instruments.</p> <p>Guided Practice Listen and follow the video. Use different parts of your body to tap along to the beat of pop music. (Body percussion) https://youtu.be/3iA4t0P7b0k?feature=shared</p> <p>Independent Listen to The 3 Little Pigs story song while using different instruments -tapping claves / banging drums, shaking maracas – in time with the music.</p>



Pear Tree Infant and Nursery School

(Music) Medium Term Plan: (EYFS)

Summer 2 - When I grow up

Lesson	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Curriculum Area	Expressive Arts and Design: Being Imaginative and Expressive Song = I am the music man https://youtu.be/pdJ51ajsfCc?feature=shared			
Objectives from the End of Year Statements/ EY Framework	<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. 			
Golden thread: Time to talk.	<ul style="list-style-type: none"> Reciprocal / Throw and Catch / Captain Connector talk time: Talk about the song you performed last term / instruments you have used – Likes and dislikes. Guided talk time: Describe and retain what 'loud' and 'quiet' means. Amazing talk time: Use correct vocabulary when discussing instruments. 			
Star 	We can sing a song	We can play instruments	We can sing a new song.	We can perform a new song
Knowledge and skills 	<ul style="list-style-type: none"> Listen to a song (S) Learn a song (K) Sing a song (K/S) 	<ul style="list-style-type: none"> Choose an instrument (S) Play an instrument (S) Perform the song with instruments (K/S) 	<ul style="list-style-type: none"> Sing a song (K/S) Change the words (K) Sing a new song (K/S) 	<ul style="list-style-type: none"> Sing a song (K/S) Perform a new song (K/S).

Lesson Structure	<p>Revisit and Review: Sing The 3 Little Pigs story song.</p> <p>Let's Learn Listen to today's song together and learn the words.</p> <p>Guided Practice Follow the Makaton hand movements (especially at the instrument parts).</p> <p>Independent Perform the song together.</p>	<p>Revisit and Review Recap previous learning on different instruments.</p> <p>Let's Learn and Guided Practice Listen to the song and choose the correct instrument from a selection of pictures.</p> <p>Independent Listen to and sing the song while using different instruments – Big drum / maraca / tambourine / bells.</p>	<p>Revisit and Review Sing I am the music man.</p> <p>Let's Learn Teacher to model changing the words by selecting a different instrument. (E.g. "I play the claves – tappy tappy tap tap tap, tap tap tap, tap tap tap...")</p> <p>Guided Practice Children to select a different instrument and think of their own words. (E.g. "I play the triangle, tingy tingy ting ting ting, ting ting ting, ting ting ting...")</p> <p>Independent Practice the new song together using the instrumental music to keep in time. https://youtu.be/gN3C8P3Er4I?feature=shared</p>	<p>Revisit and Review Sing I am the music man.</p> <p>Let's Learn Learn how to put on a good performance. Practice standing up tall or sitting straight. Practise singing not shouting. Be resilient if you make a mistake.</p> <p>Guided Practice Practice singing the new song using the new instruments and hand actions learned in the first lesson.</p> <p>Independent Perform: With singing, hand actions and instruments. <i>(Can you perform to the whole school or phase group?)</i></p>

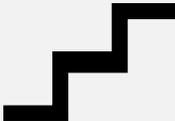


Pear Tree Infant and Nursery School

Music mid-term plan Autumn 1 – Year 1- Superheroes

	Lesson 1	Lesson 2	Lesson 3
Song / Music	Let's be superheroes. https://youtu.be/Py4fhsx3Ct4?feature=shared	Superhero chant. https://youtu.be/NvXq_fKgbP0?feature=shared	No music today – Use the activity cards
Objectives from the curriculum	Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Experiment with, create, select, and combine sounds using the interrelated dimensions of music – Sounds – loud and quiet.	Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Experiment with, create, select, and combine sounds using the interrelated dimensions of music – Rhythm. Play tuned and un-tuned instruments musically
Golden thread: Time to talk.	<ul style="list-style-type: none"> • Captain Connector talk time: Make links to songs previously learnt and instruments previously played. • Throw and Catch talk time: Children to use musical vocabulary correctly (loud, quiet, chant, rhythm) • Reciprocal & Throw and Catch talk time: Children to express likes and dislikes. • Guided talk time: Understand, retain and use new musical vocabulary (chant and rhythm) • 		
Star 	I can sing a song loudly and quietly.	I can use my voice to chant.	I can create my own rhythm.

Knowledge and skills



- Understand the difference between loud and quiet. **(K).**
- Say if different voices are loud or quiet. **(K/S).**
- Use your voice to create loud and quiet sounds **(S).**

- Learn what a chant is **(K).**
- Listen to a chant **(S).**
- Imitate a chant **(K/S).**

- Learn what rhythm is **(K).**
- Clap different rhythms **(S).**
- Create my own rhythm **(K/S).**
- Play my rhythm on an instrument **(S).**

Lesson structure

Revisit and review

Recap previous learning on loud and quiet music from reception.

Let's learn

Learn the difference between loud and quiet by listening to sound and then no sound.

Guided practice

Teacher and TA to say different things loudly, quietly, silently through shouting, whispering or saying nothing. Children to raise a paddle saying 'loud' or 'quiet' to show they can identify the difference. Take photographs as evidence for books.

Independent task

Sing the superhero song. Once loudly and then quietly. Take video evidence and stick link in books.

Revisit and review

(New learning today)

Let's learn

Learn what a chant is by listening to the superhero chant. Teacher to provide a child-friendly definition of 'chant'.

Guided practice

Listen to and imitate the superhero chant.

Independent task

Perform the superhero chant by following its rhythm – Record videos for evidence.

Revisit and review

Recap previous learning on rhythm from reception.

Let's learn

Learn what rhythm is.

Guided practice

Teacher to use the activity cards to clap out each syllable. E.g. Pepperoni pizza, Strawberry ice cream. Children to join in. Teacher says the word – children say it back clapping its rhythm.

Independent task

Teacher to model first. Children to select a word and create their own clapping rhythm – Put a dot sticker underneath the word where they need to clap.

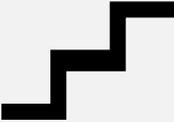
Once secure, children may use instruments to play their rhythm.



Pear Tree Infant and Nursery School

Music mid-term plan Autumn 2 – Year 1 – Dinosaur Planet

	Lesson 1	Lesson 2	Lesson 3
Song / Music	Tyrannosaurus-Rex https://youtu.be/rbsEaqvUjmY?feature=shared	Space Odyssey theme https://youtu.be/_D_QO1f8UPo?feature=shared	Select a song your class is going to perform for the Nativity show.
Objectives from the curriculum	Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Play tuned and un-tuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music	Use their voices expressively and creatively by singing songs and speaking chants and rhymes
Golden thread: Time to talk.	<ul style="list-style-type: none"> • Captain Connector talk time: Make links to songs previously learnt and instruments previously played. • Throw and Catch talk time: Children to use musical vocabulary correctly (loud, quiet, chant, rhythm, verse, chorus) • Reciprocal & Throw and Catch talk time: Children to express likes and dislikes. • Guided talk time: Understand, retain and use new musical vocabulary (classical music, verse, chorus) 		
Star 	I can sing expressively.	I can play different instruments in the style of classical music.	I can sing and dance at the same time.

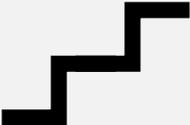
Knowledge and skills 	<ul style="list-style-type: none"> • Listen to a song (S). • Learn the words (K). • Sing the song (S). 	<ul style="list-style-type: none"> • Learn what tuned and un-tuned instruments are • Listen to music (S). • Identify repeating rhythms (K/S). • Imitate the music using different instruments (S). • 	<ul style="list-style-type: none"> • Learn what a verse is (K). • Learn what a chorus is (K). • Add movement to a song (S). • Sing and dance to a song (S).
Lesson structure	<p><u>Revisit and review</u></p> <p>Recap previous song learned in reception.</p> <p><u>Let's learn</u></p> <p>Listen to the T-Rex song.</p> <p><u>Guided practice</u></p> <p>Learn the words by agreeing on some body movements to match the lyrics. Listen and learn one line at a time to ensure children have time to remember the lyrics.</p> <p><u>Independent task</u></p> <p>Sing the song expressively. Perform altogether and record a video for evidence.</p>	<p><u>Revisit and review</u></p> <p>Remember and name different instruments used in reception.</p> <p><u>Let's learn</u></p> <p>Learn what tuned and un-tuned instruments are.</p> <p><u>Guided practice</u></p> <p>Listen to classical music and identify repeating rhythms.</p> <p><u>Independent task</u></p> <p>Imitate the music using instruments.</p>	<p><u>Revisit and review</u></p> <p>Sing the T-Rex song from lesson 1.</p> <p><u>Let's learn</u></p> <p>Explain the definition of a chorus and a verse. Ensure you show children which parts of the song are which.</p> <p><u>Guided practice</u></p> <p>Create some dance moves to go with one verse and once chorus of the song. Practice singing and dancing – keeping in time with the music and each other.</p> <p><u>Independent task</u></p> <p>Perform the song and dance and record for video evidence.</p>



Pear Tree Infant and Nursery School

Music mid-term plan Spring 1 – Year 1 – Moon Zoom

	Lesson 1	Lesson 2	Lesson 3
Song / Music	High and Low https://www.bing.com/videos/search?q=this+and+that+high+and+low+pitch&view=detail&mid=FD76F6351D9789DE1D75FD76F6351D9789DE1D75&FORM=VIRE	Something 'bout that noise https://www.bbc.co.uk/teach/bring-the-noise/primary-music-yolanda-brown-something-about-the-noise/z7drscw	Sun, Moon and Stars https://youtu.be/vcUyDAO1Fk0?si=hCd86HH3oHBcoARK
Objectives from the curriculum	Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and un-tuned instruments musically Experiment with, create, select, and combine sounds using the interrelated dimensions of music – Pitch .	Listen with concentration and understanding to a range of high-quality live and recorded music . Play tuned and un-tuned instruments musically Experiment with, create, select, and combine sounds using the interrelated dimensions of music – Dynamics .	Listen with concentration and understanding to a range of high-quality live and recorded music . Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

Golden thread: Time to talk.	<ul style="list-style-type: none"> • Captain Connector talk time: Make links to songs previously learnt and instruments previously played. • Throw and Catch & Captain Connector talk time: Children to use musical vocabulary correctly (chant, rhythm, verse, chorus, classical music, pitch, dynamics, expression) • Reciprocal & Throw and Catch talk time: Children to express likes and dislikes. • Guided talk time: Understand, retain and use new musical vocabulary (pitch, dynamics, expression) 		
Star 	I can use different pitches in music.	I can identify and play different dynamics in music.	I can sing with expression.
Knowledge and skills 	<ul style="list-style-type: none"> • Understand that pitch can be either high or low (K). • Listen to a low-pitched and a high-pitched song (S). • Sing in a low and high-pitched voice (S). • Identify which instruments are low and high-pitched (K/S). 	<ul style="list-style-type: none"> • Understand that 'dynamics' in music are loud or quiet (K). • Listen to a loud and quiet song (S). • Identify loud and quiet instruments (K/S). • Play instruments loudly and quietly (S). 	<ul style="list-style-type: none"> • Listen to a song with concentration (S). • Remember the lyrics (K). • Know what singing with expression means (K). • Listen to my friends sing (S).
Lesson structure	<p>Revisit and review</p> <p>(New learning today)</p> <p>Let's learn</p> <p>Learn what pitch means.</p> <p>Guided practice</p>	<p>Revisit and review</p> <p>Recap previous learning on loud and quiet dynamics.</p> <p>Let's learn</p> <p>Listen to loud and quiet music.</p> <p>Guided practice</p>	<p>Revisit and review</p> <p>Recap previous songs learnt and sang.</p> <p>Let's learn</p> <p>Listen to a space song.</p> <p>Guided practice</p>

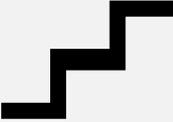
	<p>Listen to low and high-pitched songs.</p> <p><u>Independent task</u></p> <p>Identify low and high-pitched music.</p>	<p>Sing a loud and quiet song.</p> <p><u>Independent task</u></p> <p>Play instruments loudly and quietly.</p>	<p>Learn the words.</p> <p><u>Independent task</u></p> <p>Sing the song expressively.</p> <p><u>Plenary</u></p> <p>Listen to singers and give feedback.</p>
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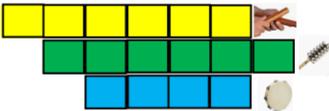


Pear Tree Infant and Nursery School

Music mid-term plan Spring 2 – Year 1 – Enchanted Woodland

	Lesson 1	Lesson 2	Lesson 3
Song / Music	<p>Long and short sounds</p> <p><i>(not a song – recorded sounds)</i></p> <p>https://youtu.be/2UkRdcUi-L8</p>	<p>Texture in music</p> <p><i>(not a song – recorded layering programme)</i></p> <p>https://youtu.be/ShxJGCKg2Jc?si=y_r_1r-gQlyAm6wG</p>	<p>Sad music – ‘With You’</p> <p>https://youtu.be/B_XZbOARQbs?feature=shared</p> <p>Happy music – ‘Levels’ - Avicii</p> <p>https://youtu.be/XEhKSc52QqY?feature=shared</p>
Objectives from the curriculum	<p>Experiment with, create, select, and combine sounds using the interrelated dimensions of music – Duration (long and short sounds).</p> <p>Play tuned and un-tuned instruments musically</p>	<p>Experiment with, create, select, and combine sounds using the interrelated dimensions of music – Rhythm and Texture</p> <p>Play tuned and un-tuned instruments musically</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p>
Golden thread: Time to talk.	<ul style="list-style-type: none"> • Captain Connector talk time: Make links to songs previously learnt and instruments previously played. • Throw and Catch & Captain Connector talk time: Children to use musical vocabulary correctly (chant, rhythm, verse, chorus, classical music, pitch, dynamics, expression, duration, texture, imitation) 		

	<ul style="list-style-type: none"> Reciprocal & Throw and Catch talk time: Children to express likes and dislikes. Guided talk time: Understand, retain and use new musical vocabulary (duration, texture, imitation) 		
Star 	I know the difference between long and short sounds.	I can perform a rhythm with texture.	I can imitate happy and sad music.
Knowledge and skills 	<ul style="list-style-type: none"> Learn what ‘duration’ means in music. (K). Listen to sounds and say if they are long or short (K/S). Identify long sounds (K). Play long and short sounds using musical instruments (S) 	<ul style="list-style-type: none"> Learn what ‘texture’ means (K). Listen to a piece of music with texture (S). Use musical instruments to play a rhythm with texture as a group (S). 	<ul style="list-style-type: none"> Learn what imitation means in music (K). Imitate a rhythm using claves (S). Listen to music and say if it is happy or sad (K/S). Sing a happy song imitating the rhythm using claves (K/S).
Lesson structure	<p><u>Revisit and review</u></p> <p>Recap previous learning on long and short dynamics.</p> <p><u>Let’s learn</u></p> <p>Know that duration in music means ‘long’ or ‘short’ sounds.</p> <p><u>Guided practice</u></p> <p>Listen to the sounds on the video (animals, vehicles etc.) and say if they are long or short.</p> <p><u>Independent task</u></p>	<p><u>Revisit and review</u></p> <p>Name many instruments.</p> <p><u>Let’s learn</u></p> <p>Learn the definition of ‘texture’ and understand this means layering different sounds.</p> <p><u>Guided practice</u></p> <p>Listen to a piece of music with texture (link above).</p> <p><u>Independent task</u></p>	<p><u>Revisit and review</u></p> <p>Recap how to use claves.</p> <p><u>Let’s learn</u></p> <p>Learn the definition of ‘imitation’ and understand this means copying.</p> <p><u>Guided practice</u></p> <p>Listen to a happy and a sad song (link above).</p> <p>Teacher to tap out a rhythm using claves. Children to imitate the same rhythm using their claves.</p> <p><u>Independent task</u></p>

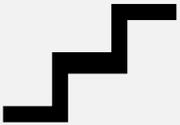
	<p>Play long and short sounds using tuned and untuned musical instruments. (Record a video)</p>	<p>Use tuned and untuned instruments to play textured music. (Record a video)</p>  <p>Use a process like the above to create the rhythm so children understand when to perform their part.</p>	<p>Imitate the happy song and tap out the rhythm using claves. (Record a video)</p>
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Pear Tree Infant and Nursery School

Music mid-term plan Summer 1 – Year 1 – Bright Lights Big City

	Lesson 1	Lesson 2	Lesson 3
Song / Music	<p>Slow tempo - https://youtu.be/1yP5Q5bfjQ0?feature=shared</p> <p>Fast tempo – https://youtu.be/fH_OnJk6QqU?feature=shared</p>	<p>Metal - Angry https://youtu.be/tjfWEWy1Y28?feature=shared</p> <p>Hawaiian rollercoaster ride – Happy https://youtu.be/eea7rGvoypQ?feature=shared</p> <p>Titanic instrumental - Sad https://youtu.be/Hyo-9W4YuTA?feature=shared</p>	<p>Welcome to my town https://youtu.be/MB2iBFjKRQo?feature=shared</p> <p>Listen from 30 seconds until 1.05mins</p>
Objectives from the curriculum	<p>Experiment with, create, select, and combine sounds using the inter-related dimensions of music – Tempo</p> <p>Play tuned and un-tuned instruments musically</p>	<p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Learn to sing and to use their voices, to create and compose music on their own and with others.</p>
Golden thread: Time to talk.	<ul style="list-style-type: none"> • Captain Connector talk time: Make links to songs previously learnt and instruments previously played. • Throw and Catch & Captain Connector talk time: Children to use musical vocabulary correctly (chant, rhythm, verse, chorus, classical music, pitch, dynamics, expression, duration, texture, imitation, tempo) • Reciprocal & Throw and Catch talk time: Children to express likes and dislikes. • Guided talk time: Understand, retain and use new musical vocabulary (tempo) 		

Star 	I can play different tempos using musical instruments.	I can say how different music makes me feel.	I can create music with my voice.
Knowledge and skills 	<ul style="list-style-type: none"> Learn what tempo means (K). Listen to different songs (S). Say if the tempo is fast or slow (K/S). Play fast and slow tempos on musical instruments (K/S). 	<ul style="list-style-type: none"> Listen to different songs (S). Say if they make me feel happy, sad, or angry. (K/S). Play a happy and sad tune using musical instruments. (K/S). Perform a happy and sad tune (K/S). 	<ul style="list-style-type: none"> Listen to a song (S). Read and sing the words (K/S). Perform a song
Lesson structure	<p><u>Revisit and review</u></p> <p>Recap previous learning on fast and slow dynamics.</p> <p><u>Let's learn</u></p> <p>Learn that tempo means fast and slow in music. Listen to a fast and slow song (linked above) and identify which is slow and which is fast.</p> <p><u>Guided practice</u></p> <p>Play the tempo game using the below link – children to guess either fast or slow tempo.</p>	<p><u>Revisit and review</u></p> <p>Play claves to happy and sad music from Spring 2 lesson 3 (imitating sad and happy music)</p> <p><u>Let's learn</u></p> <p>Listen with concentration to the 3 songs linked above. Say if they make you feel happy, sad, excited or angry.</p> <p>Discuss why music makes us feel different emotions (Fast tempo? Slow tempo? Loud instruments?)</p> <p><u>Guided practice</u></p>	<p><u>Revisit and review</u></p> <p>Recap previous learning on rhythm.</p> <p><u>Let's learn</u></p> <p>Listen with concentration to the song linked above – from 30 seconds-1.05 mins.</p> <p><u>Guided practice</u></p> <p>Listen to the song again and clap/tap/pat along to the beat.</p> <p><u>Independent task</u></p>

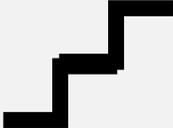
	<p>https://youtu.be/l9BwWvd0TtA?feature=shared</p> <p>Independent task</p> <p>(Using a selection of instruments, play fast and slow tempos).</p> <p>Teacher to play a fast or slow rhythm and the children are to imitate.</p> <p>Teacher says 'fast' or 'slow' and the children create their own rhythm.</p> <p>(Record for evidence).</p>	<p>As a group, children to use a selection of instruments to create their own happy, sad, excited or angry music.</p> <p>Independent task</p> <p>Perform the music to an audience (class). Record for evidence.</p>	<p>Listen to the song again and again. Practice singing the lyrics. Record for evidence.</p> <p>Plenary (only if time is left)</p> <p>Children to listen to and sing 'Matchstick men and matchstick cats and dogs' and sing along.</p> <p>https://youtu.be/kmopSVOMSsU?feature=shared</p>
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Pear Tree Infant and Nursery School

Music mid-term plan Summer 2 – Year 1 – Paws, Claws and Whiskers.

	Lesson 1	Lesson 2	Lesson 3
Song / Music	We're going to the zoo https://youtu.be/hLaasFT5rwk?si=d51-X6y-cTnNIG8K	Samba De Janeiro https://youtu.be/7QZ-0lmKJbY?si=QEmZHWFO4ghhVSBu The Emperor https://youtu.be/lxM1tjTvFAC?si=ZXsiTGt2-0Nj2pVR	I have a pet https://youtu.be/pWepfJ-8XU0?feature=shared
Objectives from the curriculum	Experiment with, create, select, and combine sounds using the inter-related dimensions of music - Dimensions	Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select, and combine sounds using the inter-related dimensions of music – Dimensions	Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and un-tuned instruments musically.
Golden thread: Time to talk.	<ul style="list-style-type: none"> • Captain Connector talk time: Make links to songs previously learnt and instruments previously played. • Throw and Catch & Captain Connector talk time: Children to use musical vocabulary correctly (chant, rhythm, verse, chorus, classical music, pitch, dynamics, expression, duration, texture, imitation, tempo) • Reciprocal & Throw and Catch talk time: Children to express likes and dislikes. • Guided talk time: Understand, retain and use new musical vocabulary (dimensions) 		

Star 	I can sing and make music using different dimensions.	I can identify different dimensions in music.	I can play different instruments whilst singing.
Knowledge and skills 	<ul style="list-style-type: none"> Name different dimensions (K). Use instruments to show each dimension. (S). Create a sequence of sounds using each dimension. (S). 	<ul style="list-style-type: none"> Listen to different pieces of music (S). Discuss where the music is from (K/S). List different dimensions (K/S). 	<ul style="list-style-type: none"> Know the difference between tuned and un-tuned instruments (K). Listen to different instruments in a piece of music (S). Sing the song (K/S). Play different instruments in time with the song (K/S).
Lesson structure	<p>Revisit and review</p> <p>Recap previous learning on different dimensions.</p> <p>Let's learn</p> <p>Listen to 'We're going to the zoo' a few times before trying to sing with the lyrics.</p> <p>Guided practice</p> <p>Experiment with different instruments to make animal noises (E.g. Wooden guiros for monkeys scratching / Drums for elephant's trunk swinging / Xylophone for giraffe's tall neck /</p>	<p>Revisit and review</p> <p>Recap previous learning on different dimensions.</p> <p>Let's learn</p> <p>Listen to the two pieces of music. Discuss where it comes from in the world and how sounds change.</p> <p>Guided practice</p> <p>Listen again very carefully and identify different dimensions (pitch, tempo, rhythm, duration, instruments). Children to select the correct labels (high pitch / low</p>	<p>Revisit and review</p> <p>Name tuned and un-tuned instruments.</p> <p>Let's learn</p> <p>Learn what tuned instruments are (piano, glockenspiel, xylophone etc.) and what un-tuned instruments are (drums, triangle, cow bell, woodblock etc.).</p> <p>Guided practice</p> <p>Listen to the song 'I have a pet' and identify the different instruments (xylophone, drum for beat, triangle, piano). Practice singing the song.</p>

	<p>Maracas for splashing seals / claves for rhinos puffing).</p> <p><u>Independent task</u></p> <p>Practice singing the song and playing the instruments at the correct parts.</p> <p>Perform in small groups and record for evidence.</p>	<p>pitch / fast / slow / the correct instruments)</p> <p><u>Independent task</u></p> <p>In books, children to write a list of the dimensions identified in the pieces of music.</p>	<p><u>Independent task</u></p> <p>Whilst singing the song, children are to play different instruments in time. Record for video evidence.</p>
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Pear Tree Infant and Nursery School

Music mid-term plan Autumn 1 – Year 2- Land Ahoy

	Lesson 1	Lesson 2	Lesson 3
Song / Music	A Pirate Shipped on the Alley Alley Oh https://youtu.be/1mvKhUUcLB0?feature=shared	Nathan Evans – Wellerman (Sea shanty) https://youtu.be/qP-7GNoDJ5c?feature=shared	Fantasia on British Sea Songs: Hornpipe. https://youtu.be/9DIXQSCoOLY?feature=shared
Objectives from the curriculum	Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Experiment with, create, select, and combine sounds using the interrelated dimensions of music – Rhythm	Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Experiment with, create, select, and combine sounds using the interrelated dimensions of music – High and low pitch.	Listen with concentration and understanding to a range of high-quality live and recorded music. Play tuned and un-tuned instruments musically
Star 	I can sing expressively.	We can use our voice to create different effects.	We can create classical music using different instruments.
Knowledge and skills 	<ul style="list-style-type: none"> • Listen to a song (S) • Tap along to the rhythm (S) • Learn the lyrics (K) 	<ul style="list-style-type: none"> • Listen to a sea shanty (S) • Learn the lyrics (K) • Sing using different pitches (K/S) 	<ul style="list-style-type: none"> • Listen to a British sea song. (S) • Learn the rhythm. (K)

	<ul style="list-style-type: none"> • Sing the song with expression (K/S) • 	<ul style="list-style-type: none"> • Perform the sea shanty (K/S) 	<ul style="list-style-type: none"> • Imitate the music using different instruments. (K/S)
<p>Lesson structure</p>	<p><u>Revisit and review</u></p> <p>What is rhythm? Year 1 recap</p> <p><u>Let's learn</u></p> <p>Listen to 'A pirate shipped on the alley alley oh' and tap along to the rhythm in time.</p> <p><u>Guided practice</u></p> <p>Practice singing the song expressively by making voice louder or quiet / Make voice different when the pirate says 'I can see some land ahoy!'</p> <p><u>Independent task</u></p> <p>Perform the song and record for video evidence.</p> <p>TIME TO TALK – Guided Talk Time</p> <p>Golden thread</p> <p>Recap on previous learning in Y1 around 'rhythm' as a definition.</p>	<p><u>Revisit and review</u></p> <p>What does high and low pitch mean? Year 1 recap.</p> <p><u>Let's learn</u></p> <p>Listen to the song and practice singing the lyrics one line at a time (You do not have to learn the whole song).</p> <p><u>Guided practice</u></p> <p>Split the class into 3 groups. Practice singing the song altogether, layering each groups' pitch (low, mid, high).</p> <p><u>Independent task</u></p> <p>Sing the sea shanty all together to create a barbershop style performance – record a video for evidence. (You may wish to create multiple videos focussing on smaller groups of children).</p> <p>TIME TO TALK – Guided Talk Time</p> <p>Golden thread</p>	<p><u>Revisit and review</u></p> <p>Name different instruments played in previous lessons.</p> <p><u>Let's learn</u></p> <p>Listen to the piece of music with full concentration. Encourage children to tap along to the rhythm once familiar.</p> <p><u>Guided practice</u></p> <p>Using tuned and un-tuned instruments, children are to practice recreating the live music.</p> <p><u>Independent task</u></p> <p>Have children in a circle.</p> <p>Have instruments in the middle.</p> <p>Go around the circle allowing children to select an instrument to play the main rhythm as a solo (putting the instrument back in the middle after use so another child can choose it).</p> <p>Perform as a whole class.</p> <p>TIME TO TALK – Captain Connector</p>

		Recap on previous learning in Y1 around 'pitch as a definition.	Golden thread Recap and name instruments learned in Y1.
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Pear Tree Infant and Nursery School

Music mid-term plan **Autumn 2** – Year 2 – **Memory Box**

	Lesson 1	Lesson 2	Lesson 3
Song / Music	BBC Bitesize – Instruments of the world https://www.bbc.co.uk/bitesize/articles/zc6xs82#zjvycxs	La Chanson des Animaux https://youtu.be/6BWdnOqHTh4?feature=shared	12 Days of Christmas https://youtu.be/QYyhDvuq8_Y?feature=shared
Objectives from the curriculum	Listen with concentration and understanding to a range of high-quality live and recorded music .	Listen with concentration and understanding to a range of high-quality live and recorded music .	Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and un-tuned instruments musically Experiment with, create, select, and combine sounds using the interrelated dimensions of music – Rhythm
Star 	I can name musical instruments from around the world.	I can sing a song in a different language.	I can sing a song while playing an instrument.
Knowledge and skills 	<ul style="list-style-type: none"> Name instruments I know (K). 	<ul style="list-style-type: none"> Name different instruments from around the world (K). Listen to a french song (S). Learn the words (K/S). 	<ul style="list-style-type: none"> Say how we use music for different celebrations (K). Listen to a new Christmas song (K). Learn the lyrics (K).

	<ul style="list-style-type: none"> • Listen to different instruments from around the world (S). • Name different instruments from around the world (K/S). • 	<ul style="list-style-type: none"> • Perform the song (K/S). 	<ul style="list-style-type: none"> • Use instruments to tap out a steady rhythm (S).
<p>Lesson structure</p>	<p><u>Revisit and review</u></p> <p>Name different tuned and un-tuned instruments.</p> <p><u>Let's learn</u></p> <p>Listen to instruments from around the world (BBC Bitesize link)</p> <p><u>Guided practice</u></p> <p>Have pictures of the different instruments on the table. Have name labels on tables. Children are to match the correct name to each instrument.</p> <p><u>Independent task</u></p> <p>Write the correct name for the different instruments next to pictures using a learning template as evidence.</p>	<p><u>Revisit and review</u></p> <p>Name instruments from around the world (previous lesson).</p> <p><u>Let's learn</u></p> <p>Listen to the French song and join in once comfortable with the words – it is repetitive for ease.</p> <p><u>Guided practice</u></p> <p>Create some movements together to remember to lyrics and practice singing a few times.</p> <p><u>Independent task</u></p> <p>Perform the song and say if you like it or not.</p> <p>TIME TO TALK – Throw and Catch</p> <p>Golden thread</p>	<p><u>Revisit and review</u></p> <p>Talk about music for different purposes. What do we sing at birthdays? What do we sing to make babies fall to sleep? What do we sing at Christmas?</p> <p><u>Let's learn</u></p> <p>Listen to 'The 12 Days of Christmas'.</p> <p><u>Guided practice</u></p> <p>Have 1 partridge in a pear tree / 2 turtle doves etc. printed out. Children to order the 12 items correctly (ensure the number of things are easily visible so children can use maths knowledge to order correctly).</p> <p><u>Independent task</u></p> <p>Using the guided practice as support, children to sing the song as table groups. Supply children with bells so they can tap out the beat to keep in time with each other. Take videos for evidence.</p>

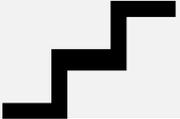
	<p>TIME TO TALK – Guided Talk Time</p> <p>Golden thread</p> <p>Talk about instrument names – how they sound – what they look like.</p>	<p>Children to say some French animal names they have remembered and see if they can say the English translation too.</p>	<p>TIME TO TALK – Captain Connector</p> <p>Golden thread</p> <p>Children to discuss different Christmas songs they already know.</p>
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Pear Tree Infant and Nursery School

Music mid-term plan Spring 1 – Year 2 – Towers, Tunnels and Turrets

	Lesson 1	Lesson 2	Lesson 3
Song / Music	Give it all you got https://youtu.be/oJmyY2yR9sw?feature=shared	Percussion instruments https://youtu.be/0vrK1POQPie?feature=shared	Tempo fast or slow https://youtu.be/Ln6G-sZiMiU?feature=shared
Objectives from the curriculum	Experiment with, create, select, and combine sounds using the interrelated dimensions of music – Rhythm . Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Listen with concentration and understanding to a range of high-quality live and recorded music . Play tuned and un-tuned instruments musically	Experiment with, create, select , and combine sounds using the interrelated dimensions of music – Rhythm and tempo . Play tuned and un-tuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music .
Star 	I can use my voice and body to create music.	I can explain what a percussion instrument is.	We can play percussion instruments at different tempos.
Knowledge and skills	<ul style="list-style-type: none"> Listen to a new song (S). Sing a new song (K/S). 	<ul style="list-style-type: none"> Learn about percussion instruments (K). 	<ul style="list-style-type: none"> Name percussion instruments (K).

	<ul style="list-style-type: none"> • Tap along to the rhythm (K/S). 	<ul style="list-style-type: none"> • Name different percussion instruments (K) • Sort the instruments into two groups. (K/S). 	<ul style="list-style-type: none"> • Identify slow and fast tempos in different pieces of music (K/S). • Play percussion instruments at different tempos (S).
<p>Lesson structure</p>	<p><u>Revisit and review</u></p> <p>Recap making sounds with your body from previous learning (Body percussion).</p> <p><u>Let's learn</u></p> <p>Listen to and learn the new song 'Give it all you got'. Use body percussion to tap along to the rhythm.</p> <p><u>Guided practice</u></p> <p>Split the class in half. 1 half are the singers and the other half are the clappers – perform the song – Swap around so all children have a chance to both sing and clap.</p> <p><u>Independent task</u></p> <p>Sing the song while clapping together and record videos for evidence.</p> <p>TIME TO TALK</p> <p>Golden thread</p>	<p><u>Revisit and review</u></p> <p>Say what tuned and un-tuned instruments are.</p> <p><u>Let's learn</u></p> <p>Learn what percussion instruments are.</p> <p><u>Guided practice</u></p> <p>Children to sort the instruments (real or pictures) into 2 groups – Percussion instruments and Not percussion instruments. Take a photograph and stick as a flap in books.</p> <p><u>Independent task</u></p> <p>Write a sentence explaining what a percussion instrument does. Write the names of some percussion instruments.</p> <p>TIME TO TALK</p> <p>Golden thread</p>	<p><u>Revisit and review</u></p> <p>Recap tempo from previous learning.</p> <p><u>Let's learn</u></p> <p>Name percussion instruments and explain what their job is in a piece of music.</p> <p><u>Guided practice</u></p> <p>Listen to the video and say whether the tempo is slow or fast in each piece of music.</p> <p><u>Independent task</u></p> <p>Select a percussion instrument and play along to the different pieces of music – changing tempo and rhythm when appropriate.</p> <p>TIME TO TALK</p> <p>Golden thread</p> <p>Define tempo together.</p> <p>Name or sing a slow song together.</p> <p>Name or sing a fast song together.</p>

	Talk about which body parts can be used to make different sounds – guide discussion by starting from head to toe.	Children to name instruments as they sort them into groups to understand which are percussion instruments.	
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Music mid-term plan Spring 2 – Year 2 – Scented Garden

	Lesson 1	Lesson 2	Lesson 3
Song / Music	High Low https://youtu.be/sqxS85eAx-8?feature=shared	In the hall of the mountain king https://youtu.be/4nMUr8Rt2AI?feature=shared	In the hall of the mountain king https://youtu.be/4nMUr8Rt2AI?feature=shared
Objectives from the curriculum	Experiment with, create, select, and combine sounds using the interrelated dimensions of music – Pitch . Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Experiment with, create, select, and combine sounds using the interrelated dimensions of music – Dynamics – loud and soft .	Experiment with, create, select, and combine sounds using the interrelated dimensions of music – Dynamics and tempo . Play tuned and un-tuned instruments musically
Star 	I can sing in the correct pitch.	I can identify and explain what dynamics are in a piece of music.	I can play instruments to changing dimensions in a piece of music.

<p>Knowledge and skills</p> 	<ul style="list-style-type: none"> • Understand what pitch means (K). • Identify different pitches (K/S). • Use my voice to create high and low pitches (S). 	<ul style="list-style-type: none"> • Know what dynamics are in music (K). • Listen to a piece of music (S). • Say which dynamics are in a piece of music (K). 	<ul style="list-style-type: none"> • Learn what progression means in music (K). • Identify progression in a piece of music (S). • Use instruments to demonstrate progression (S).
<p>Lesson structure</p>	<p><u>Revisit and review</u></p> <p>Recap the meaning of ‘pitch’ in music.</p> <p><u>Let’s learn and Guided Practice</u></p> <p>Listen to the music and identify if the pitch is high or low using paddles or using body by standing up or crouching low.</p> <p><u>Independent</u></p> <p>Read the lyrics and practice singing the song.</p> <p>Perform the song and record video.</p> <p>TIME TO TALK</p> <p>Golden thread – Captain Connector</p>	<p><u>Revisit and review</u></p> <p>Recap previous learning around dynamics in music.</p> <p><u>Let’s learn</u></p> <p>Learn why dynamics are used in music – Make links to how music can make you feel different emotions and feelings.</p> <p><u>Guided practice</u></p> <p>Listen to the music. Pause at parts and identify the different dynamics (loud or soft)</p> <p><u>Independent task</u></p> <p>Write a sentence or sentences summarising what dynamics were present</p>	<p><u>Revisit and review</u></p> <p>Teacher to play an instrument slowly and fast – children to identify dynamics and sit or stand when the rhythm is slow or fast.</p> <p><u>Let’s learn</u></p> <p>Learn that progression in music is when it gets gradually faster or slower / quieter or louder.</p> <p><u>Guided practice</u></p> <p>Listen to the music and identify when the dimensions change. When it gets louder or quieter. When it gets faster and slower.</p> <p><u>Independent task</u></p> <p>Use instruments to replicate the music ensuring a change of tempo and dynamics.</p>

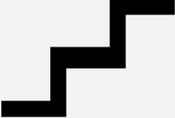
	<p>Define 'pitch' together – previously taught in Year 1.</p>	<p>in the classical music and how they made you feel.</p> <p><i>E.g. The song started quiet and got louder as it went on. It made me feel excited.</i></p> <p>TIME TO TALK</p> <p>Golden thread - Captain Connector</p> <p>Define and discuss 'dynamics' together – previously taught in Year 1.</p>	<p>TIME TO TALK</p> <p>Golden thread - Captain Connector</p> <p>Discuss tempo – previously taught.</p>
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Pear Tree Infant and Nursery School

Music mid-term plan Summer 1 – Year 2 – Muck, Mess and Mixtures

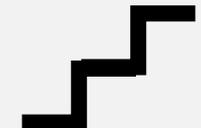
	Lesson 1	Lesson 2	Lesson 3
Song / Music	<p>Punjabi MC – Moorni (Balle Balle)</p> <p>https://youtu.be/wt4bF6W2xAc?feature=shared</p> <p>(Vaisakhi link)</p>	<p>Rock - Linkin Park – Numb</p> <p>https://youtu.be/8P0vKLHbtMg?feature=shared</p> <p>Reggae - Bob Marley – Could you be loved</p> <p>https://youtu.be/tlFhBCcgRZ0?feature=shared</p>	<p>Musical notes</p> <p>https://youtu.be/Lt-fYFq6uYI?feature=shared</p>
Objectives from the curriculum	<p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Experiment with, create, select, and combine sounds using the interrelated dimensions of music – Rhythm.</p>	<p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p>Experiment with, create, select, and combine sounds using the interrelated dimensions of music – Duration.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p>

Star 	I can perform a song in a different language.	I can give my opinion on different styles of music. •	We can identify the duration of different musical notes.
Knowledge and skills 	<ul style="list-style-type: none"> • Listen to a song from a different country (S). • Learn the chorus (K). • Use instruments to play the rhythm (S). • Perform the song (K/S). 	<ul style="list-style-type: none"> • Name different styles of music (K). • Listen to two new styles of music (S). • Say if I like or dislike the music (S). • 	<ul style="list-style-type: none"> • Know what duration means in music (K). • Learn the duration of different musical notes (K). • Compare the duration of different sounds (K/S). • Explain how different notes have different sounds (S).
Lesson structure	<p><u>Revisit and review</u></p> <p>Recap the French song we learned previously.</p> <p><u>Let's learn</u></p> <p>Listen to Moorni focussing on the chorus (Balle balle, Balle balle....) Learn the words and sing in time with the music.</p> <p><u>Guided practice</u></p> <p>Select a drum or use your body to play along with the rhythm.</p> <p><u>Independent task</u></p>	<p><u>Revisit and review</u></p> <p>Recap different styles of music you have listened to (Pop, Classical, Jazz, Heavy Metal).</p> <p><u>Let's learn</u></p> <p>Learn about new styles of music – Reggae and Rock. Listen to two new songs.</p> <p><u>Guided practice</u></p> <p>Say which styles of music you like to best. Have a table with genres listed down one column – Children must put a tick or cross next to the genres they like and dislike.</p> <p><u>Independent task</u></p>	<p><u>Revisit and review</u></p> <p>Recap long and short sounds from previous terms.</p> <p><u>Let's learn</u></p> <p>Learn and understand that musical notes tell a musician what pitch to play and for how short or long (this is called duration)</p> <p><u>Guided practice</u></p> <p>Video: Listen to the music and compare whether the notes are of longer or shorter duration.</p> <p><u>Independent task</u></p> <p>Label the notes with its correct name (have the beats written already)</p>

	<p>Perform the song and record video – Singing and playing the drums.</p> <p>TIME TO TALK</p> <p>Golden thread</p> <p>Create a fast/slow tempo for your talking trios using clapping/tapping and have the trios echo the tempo back.</p>	<p>Write sentences explaining which genres you like and ones you dislike and why.</p> <p><i>E.g. “I like reggae music because it makes me feel happy. I dislike rock music because it is noisy and sounds angry”.</i></p> <p>TIME TO TALK</p> <p>Golden thread</p> <p>In your talking trios talk about the different music you like to listen to/what music you hear at home. What do you like about this music?</p>	<ul style="list-style-type: none"> - Whole note – Four beats - Half note – Two beats - Quarter note – One beat - Eighth not – Half a beat - Sixteenth note – Quarter of a beat <p>TIME TO TALK</p> <p>Golden thread</p> <p>During GP children are to identify whether a note is long or short.</p>
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Pear Tree Infant and Nursery School

Music mid-term plan Summer 2 – Year 2 – Beachcombers

	Lesson 1	Lesson 2	Lesson 3
Song / Music / Website	Choose a song from the Year 2 leaver's show.	Texture https://learningmusic.ableton.com/make-beats/backbeats.html	No music link this week – Dot notation cards activity.
Objectives from the curriculum	Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Listen with concentration and understanding to a range of high-quality live and recorded music .	Experiment with, create, select, and combine sounds using the interrelated dimensions of music – Beat, rhythm, tempo, pitch.	Experiment with, create, select, and combine sounds using the interrelated dimensions of music – Notation
Star 	I can correctly articulate while singing	I can combine sounds to create music.	I can read and follow dot notation.
Knowledge and skills 	<ul style="list-style-type: none"> Listen to a song (S). Read and sing the lyrics (K/S). Learn how to project my voice (K). Project my voice while singing (S). 	<ul style="list-style-type: none"> Learn about thin and thick textures in music (K). Listen to music with a thin and thick textures (S). Create music with thin and thick textures (K/S). 	<ul style="list-style-type: none"> Follow a rhythm (K/S). Learn about dot notation (K). Use dot notation to sing (K/S). Use dot notation to create my own music (K/S).

<p>Lesson structure</p>	<p><u>Revisit and review</u></p> <p>Listen to and sing the leaver’s show song.</p> <p><u>Let’s learn</u></p> <p>Learn how to articulate sounds correctly by moving the jaw correctly and projecting the voice (not shouting).</p> <p><u>Guided practice</u></p> <p>Whole class voice warm-up.</p> <p><u>Independent task</u></p> <p>Sing the leaver’s show song together while correctly projecting voices correctly.</p> <p>TIME TO TALK</p> <p>Golden thread</p> <p>In Talking Trios children are to talk about the content of their leaver’s show together.</p>	<p><u>Revisit and review</u></p> <p>Recap texture from previous Year 1 lesson.</p> <p><u>Let’s learn</u></p> <p>Listen to and learn about thin and thick textures in different pieces of music.</p> <p><u>Guided practice</u></p> <p>Use the website given to create some music with texture together as a whole class.</p> <p><u>Independent task</u></p> <p>Children to use the laptops to create music in small groups. Listen to each other’s music. Take photographs.</p> <p>TIME TO TALK</p> <p>Golden thread</p> <p>During recap, children to discuss the definition of texture from Year 1.</p>	<p><u>Revisit and review</u></p> <p>Follow a basic rhythm of clapping and stamping using visual flashcards.</p>  <p><u>Let’s learn</u></p> <p>Learn about dot notation and how to read/follow flashcards (voice/instrument getting higher pitched when the dots are high and voice/instrument getting lower pitched when dots are lower / jumping up / jumping down).</p> <p><u>Guided practice</u></p> <p>Follow a set of dot notation instructions by following and using voices to sing together.</p> <p><u>Independent task</u></p> <p>Create own music using a set of dot notation cards.</p> <p>Perform to each other.</p> <p>TIME TO TALK</p> <p>Golden thread</p> <p>Captain Connector – talk about previous learning on rhythm.</p>
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