


Unit 	Lesson name	Lesson No.	Learning objective	Early Learning Goal	Non Statutory Guidance.
Exploring sound	Vocal sounds	1	To explore using voices to make a variety of sounds.	ELG: Listening, Attention and Understanding. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.	Characterists of effective learning *Playing and exploring. Active learning
	Body sounds	2	To explore how to use our bodies to make sounds.	ELG: Listening, Attention and Understanding. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.	Characterists of effective learning *Playing and exploring. Active learning
	Instrumental sounds	3	To explore the different sounds our instruments make	ELG: Listening, Attention and Understanding. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Being Imaginative and Expressive. Peform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	Characterists of effective learning *Playing and exploring. * Active learning . Expressive arts and design Sing in a group or on their own, increasingly matching the pitch and following the melody.
	Environmental sounds	4	To identify sounds in the environment and differentiate between them.	ELG: Listening, Attention and Understanding. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Being Imaginative and Expressive. Peform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	Characterists of effective learning *Playing and exploring. * Active learning . Expressive arts and design Sing in a group or on their own, increasingly matching the pitch and following the melody.
	Nature sounds	5	To use voices to imitate nature sounds	ELG: Listening, Attention and Understanding. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Being Imaginative and Expressive. Peform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	Characterists of effective learning *Playing and exploring. * Active learning . Expressive arts and design Sing in a group or on their own, increasingly matching the pitch and following the melody.

Celebration Music	Diwali Music	1	To learn about music from another culture, particularly when related to the festival of Diwali. To respond to music with movement	<p>Understanding the world- Recognise that people have different beliefs and celebrate special times in different ways. Expressive arts and design- Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups.</p> <p>ELG: Being imaginative and expressive: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	Characterists of effective learning *Playing and exploring.
	Hanukkah Music	2	To learn about music from another culture, particularly when related to the festival of Hanukkah. To learn the names of some traditional Jewish musical instruments. To play and move to traditional Jewish Hanukkah music.	<p>Understanding the world- Recognise that people have different beliefs and celebrate special times in different ways. Expressive arts and design- Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.</p> <p>ELG: Being imaginative and expressive: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	Characterists of effective learning *Playing and exploring.
	Kwanzaa music	3	To learn about music from another culture, particularly when related to the festival of Kwanzaa. To take part in a traditional call and response song. To find classroom objects to use as drums and play in response to African music	<p>Understanding the world- Recognise that people have different beliefs and celebrate special times in different ways. Expressive arts and design- Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.</p> <p>ELG: Being imaginative and expressive: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	Characteristics of Effective Learning- Playing and exploring

	Traditional Christmas music	4	To learn about traditional Christmas music. To take part in a group song involving singing, voice sounds and playing instruments. To sing and move to a Christmas song	<p>Understanding the world-Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Expressive arts and design-Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>ELG: Being imaginative and expressive: Sing a range of well-known nursery rhymes and songs.</p> <p>ELG: Being imaginative and expressive: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	Characteristics of Effective Learning- Playing and exploring
	Christmas Action Songs	5	To suggest appropriate actions to match song lyrics To sing and move to Christmas songs	<p>Understanding the world- Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Expressive arts and design-Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. Sing a range of well-known nursery rhymes and songs.</p> <p>ELG: Being imaginative and expressive: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	Characteristics of Effective Learning- Playing and exploring
Music and Movement	Action Songs	1	To understand why songs have actions To learn some simple Makaton signs to accompany a song	<p>Personal, social and emotional development- Think about the perspectives of others.</p> <p>Expressive arts and design- Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>ELG: Being imaginative and expressive: Sing a range of well-known nursery rhymes and songs.</p> <p>ELG: Being imaginative and expressive: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	Characteristics of Effective Learning Playing and exploring Active learning

	Finding the beat	2	To explore beat through body movement To express feelings and emotions through movement to music	Expressive arts and design -Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. ELG: Being imaginative and expressive: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	Characteristics of Effective Learning Playing and exploring Active learning
	Exploring tempo	3	To explore beat through body movement To express feelings and emotions through movement to music	Expressive arts and design - Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. ELG: Being imaginative and expressive: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	Characteristics of Effective Learning Playing and exploring Creating and thinking critically
	Exploring tempo and pitch through dance	4	To explore pitch and tempo through scarf dancing and body movement To express feelings and emotions through movement to music	Expressive arts and design - Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. ELG: Being imaginative and expressive: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	Characteristics of Effective Learning Playing and exploring Creating and thinking critically
	Music and Movement performance	5	To perform action songs to a small audience.	Expressive arts and design - Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. ELG: Being imaginative and expressive: Sing a range of well-known nursery rhymes and songs. ELG: Being imaginative and expressive: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	Characteristics of Effective Learning Playing and exploring Active learning
Musical stories	Moving to Music	1	To listen to the lyrics and melody: “Teddy Bear’s Picnic” by John Walter Bratton and Jimmy Kennedy and recall part of the story. To move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece. To talk about how a piece of music makes you feel.	Communication and language - Learn new vocabulary. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Expressive arts and design - Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. ELG: Being imaginative and expressive: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	Characteristics of Effective Learning Playing and exploring Creating and thinking critically

	Storytelling with actions	2	<p>To use actions to retell a story to music To sing and perform a group song</p>	<p>Communication and language- Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Expressive arts and design- Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>ELG: Being imaginative and expressive: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Characteristics of Effective Learning Playing and exploring</p>
	Using instruments to represent actions	3	<p>To learn how instruments can represent a certain mood, character or action To experiment with the sounds of different instruments</p>	<p>Communication and language- Listen to and talk about stories to build familiarity and understanding.</p> <p>Expressive arts and design- Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>ELG: Being imaginative and expressive: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Characteristics of Effective Learning Playing and exploring</p>
	Musical story composition	4	<p>To create a musical story based upon a familiar routine To use instruments to represent moods or actions To play an instrument as part of a group story</p>	<p>Expressive arts and design- Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>ELG: Being imaginative and expressive: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Characteristics of Effective Learning Playing and exploring Creating and thinking critically</p>

	Musical Performance	5	<p>To create a musical story based upon a familiar routine</p> <p>To use movement to express moods or actions within a musical story</p> <p>To play an instrument as part of a musical story and perform as a group</p>	<p>Expressive arts and design- Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>ELG: Being imaginative and expressive: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Characteristics of Effective Learning</p> <p>Playing and exploring</p> <p>Active learning</p> <p>Creating and thinking critically</p>
Transport	Exploring different types of transport	1	<p>To explore creating sound effects.</p>	<p>Communication and Language</p> <p>ELG: Listening, Attention and Understanding</p> <p>Children at the expected level of development will: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Expressive Arts and Design</p> <p>ELG: Being Imaginative and Expressive</p> <p>Children at the expected level of development will: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Characteristics of effective learning</p> <p>Playing and exploring.</p> <p>Active learning.</p> <p>Expressive arts and design</p> <p>Children in reception will be learning to: Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>
	Trains	2	<p>To explore making sounds at different speeds.</p>	<p>Communication and Language</p> <p>ELG: Listening, Attention and Understanding</p> <p>Children at the expected level of development will: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Personal, Social and Emotional Development</p> <p>ELG: Self-Regulation</p> <p>Children at the expected level of development will: Give focused attention to what the teacher says, respond appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Expressive Arts and Design</p> <p>ELG: Being Imaginative and Expressive</p> <p>Children at the expected level of development will: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Communication and Language</p> <p>Children in reception will be learning to: Understand how to listen carefully and why listening is important.</p> <p>Expressive arts and design</p> <p>Children in reception will be learning to: Listen attentively, move to and talk about music, expressing their feelings and responses.</p>

	Boats	3	To explore moving to different tempos.	<p>Communication and Language ELG: Listening, Attention and Understanding Children at the expected level of development will: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Expressive Arts and Design ELG: Being Imaginative and Expressive Children at the expected level of development will: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Expressive arts and design Children in reception will be learning to: Listen attentively, move to and talk about music, expressing their feelings and responses.</p>
	Cars	4	To interpret symbols to show a change in speed.	<p>ELG: Listening, Attention and Understanding Children at the expected level of development will: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>ELG: Managing Self Children at the expected level of development will: Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.</p> <p>ELG: Being Imaginative and Expressive Children at the expected level of development will: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Characteristics of effective learning Playing and exploring. Active learning. Communication and Language</p> <p>Children in reception will be learning to: Understand how to listen carefully and why listening is important.</p> <p>Expressive arts and design Children in reception will be learning to: Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>

	Transport journey	5	To interpret a simple score to show tempo changes.	<p>Communication and Language ELG: Listening, Attention and Understanding Children at the expected level of development will: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Personal, Social and Emotional Development ELG: Self-Regulation Children at the expected level of development will: Give focused attention to what the teacher says, respond appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Expressive Arts and Design ELG: Being Imaginative and Expressive Children at the expected level of development will: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Characteristics of effective learning Playing and exploring. Active learning.</p> <p>Communication and Language Children in reception will be learning to: Understand how to listen carefully and why listening is important. Learn new vocabulary.</p> <p>Expressive arts and design Children in reception will be learning to: Listen attentively, move to and talk about music, expressing their feelings and responses.</p>
Big band	What makes an instrument	1	To discuss what makes a musical instrument To use recyclable materials to create a simple representation of a musical instrument	<p>Expressive arts and design Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance,</p>	<p>Characteristics of Effective Learning Playing and exploring Active learning Creating and thinking critically</p>
	Introduction to an Orchestra	2	To learn what an orchestra is To learn about the four different groups of musical instruments	<p>Expressive arts and design Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Characteristics of Effective Learning Active learning</p>
	Follow the beat	3	To copy and follow a beat To follow a beat using an untuned instrument	<p>Expressive arts and design Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. ELG: Being imaginative and expressive: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Characteristics of Effective Learning Playing and exploring Active learning</p>

	Tuned and untuned instruments	4	To experiment with playing tuned and untuned instruments To play in time to familiar songs	<p>Expressive arts and design Exploring and using media and materials Explore, use and refine a variety of artistic effects to express their ideas and feelings. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. ELG: Being imaginative and expressive: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Characteristics of Effective Learning Playing and exploring Active learning</p>
	Big band performance	5	To choose appropriate instruments to represent different parts of a song. To perform a practised song to a small audience.	<p>Communication and Language Learn rhymes, poems and songs Expressive Arts and Design Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. ELG: Being imaginative and expressive: Sing a range of well-known nursery rhymes and songs ELG: Being imaginative and expressive: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Characteristics of Effective Learning Playing and exploring Active learning Creating and thinking critically</p>