

Early Years 1 & 2		
	Annual Musical Targets	List of Nursery Rhymes
<b>Being Creative – Responding to Experiences, Expressing and Communicating Ideas</b>  <b>Focusing on aspects of singing, playing, improvising, composing and listening</b>	<b>1 - Join in singing</b>	<b>TINY TIM</b>
	<b>2 - Create sounds by banging, shaking, tapping or blowing</b>	Old McDonald had a farm Twinkel twinkel little star Baa, baa, black sheep The wheels on the bus Row, row, row your boat Indy wincy spider I hear thunder Head, shoulders, knees and toes Skip to my Lou Wind the bobbin up
	<b>3 - Show an interest in the way musical instruments sound</b>	
	<b>4 - Enjoy joining in with games and dancing</b>	
	<b>5 - Sing familiar songs</b>	
	<b>6 - Sing and make up simple songs</b>	
	<b>7 - Tap out simple repeated rhythms and create own rhythms</b>	<b>TROTWOOD</b>
	<b>8 - Explore and learn how sounds can be changed</b>	Hot crossed buns It's raining it's pouring Frere jacques Little miss muffet If you're happy and you know it I'm a little tea pot Rain, rain go away Ring-a-ring o' roses Round and round the garden Two little dicky birds Five little ducks Hush little baby The grand old duke of York Hickory dickory dock It's raining, it's pouring Iko iko Three blind mice Hey diddle diddle 1, 2, 3, 4, 5 once I caught a fish alive
	<b>9 - Imitate and create movement in response to music</b>	
	<b>10 - Begin to build a repertoire of songs and dances</b>	
	<b>11 - Explore the different sounds of instruments</b>	
	<b>12 - Begin to move rhythmically</b>	
	<b>13 - Play untuned or tuned instruments with a understanding of pulse</b>	
	<b>14 - Play the rhythm of selected nursery rhymes</b>	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half term musical focus	Sing & Play	Explore sounds	Compose	Sing & Play	Explore sounds	Compose
Each lesson students will explore music through music through singing, creating,						

Sounds phase 1				
Environmental Sounds	Instrumental sounds	Body percussion	Rhythm and rhyme	Voice sounds
Tuning into sounds	Tuning into sounds	Tuning into sounds	Tuning into sounds	Tuning into sounds
Recall sounds they have heard;	Identify and name the instruments being played;	Produce contrasts in rhythm, speed and loudness;	Understand the pattern of syllables in the words presented to them;	Distinguish between the differences in vocal sounds.
Discriminate between the sounds;	Listen and respond as the instrument is being played.	Join in with words and actions to familiar songs;	Sing or chant the rhyming string along with the adult;	
Describe the sounds they hear.		Articulate words clearly;	Recognise that the words rhyme;	
		Keep in time with the beat;	Join in with simple or complex rhythms;	
		Copy the sounds and actions;	Copy the rhythm;	
		Make up patterns of sounds.	Keep to the beat.	
Listening and remembering sounds	Listening and remembering sounds	Listening and remembering sounds	Listening and remembering sounds	Listening and remembering sounds

Sounds phase 1				
Environmental Sounds	Instrumental sounds	Body percussion	Rhythm and rhyme	Voice sounds
Describe what they see;	Are able to remember and repeat a rhythm;	Copy a body percussion sound or pattern of sounds;	Recognise rhyming words;	Sustain their listening throughout a story;
Identify the animals and imitate the sounds	Discriminate and reproduce loud and quiet sounds;	Identify hidden sounds;	Listen and attend to the rhyming strings.	Listen for a target word or character and respond with an appropriate associated speech sound;
Add new words to their vocabulary.	Are able to start and stop playing at the signal	Suggest ideas and create new sounds for the story.		Remember the sound sequence and produce it when required;
				Recognise their own and each other's voices, including a recorded voice.
Talking about sounds	Talking about sounds	Talking about sounds	Talking about sounds	Talking about sounds
Identify different sounds and place them in a context;	Choose appropriate words to describe sounds they hear (e.g. loud, fierce, rough, squeaky, smooth, bumpy, high, low, wobbly);	Use language to make different endings to the story;	Generate their own rhymes;	Use appropriate vocabulary to talk about different voice and speech sounds
Identify similar sounds;	Match sounds to their sources;	Use a wide vocabulary to talk about the sounds they hear;	Complete sentences using appropriate rhyming words;	

Sounds phase 1				
Environmental Sounds	Instrumental sounds	Body percussion	Rhythm and rhyme	Voice sounds
Make up sentences to talk about sounds;	Use sounds imaginatively to represent a story character;	Group sounds according to different criteria (e.g. loud, quiet, slow, fast)	Make a series of words that rhyme.	
Join in the activities and take turns to participate.	Express an opinion about what they have heard.			