



Reception						
Half Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Unit Title</b>	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay
<b>Style</b>	Nursery rhymes and action songs	Nursery rhymes and action songs	Nursery rhymes and action songs	Nursery rhymes and action songs	Funk	Mixed styles
<b>Unit Theme</b>	Exploring: growing, homes, colour, toys, how I look.	Exploring: using your imagination, Christmas, Festivals, Fairies, Pirates, Treasure, Superheroes, Let's pretend, Once upon a time.	Exploring: family, friends, people and music from around the world.	Exploring: animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space.	Transition unit preparing children for musical learning in Year 1.	Consolidation of learning and contextualising the history of music.
End of Reception Knowledge and Skills						
<b>Listen and Respond</b>	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- To know twenty nursery rhymes off by heart.</li> <li>- To know the stories of some of the nursery rhymes.</li> </ul>				
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- To learn that music can touch your feelings.</li> <li>- To enjoy moving to music by dancing, marching, being animals or pop stars.</li> </ul>				
<b>Explore and Create (Musical Activities)</b>	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- To know that we can move with the pulse of the music.</li> <li>- To know that the words of songs can tell stories and paint pictures.</li> </ul>				
	<b>Skills</b>	<p>There are progressive warm-up games and challenges within each unit that embed pulse, rhythm and pitch. Children listen to and work with the Games Track to complete the following in relation to the main song:</p> <ul style="list-style-type: none"> <li>- Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse.</li> <li>- Copy basic rhythm patterns of single words, building to short phrases from the song/s.</li> <li>- Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel.</li> </ul>				



# South Failsworth Primary School

*'Inspiring and Creating Lifelong Learners'*

## Music in Reception with Charanga Musical School



		- Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song.
<b>Singing</b>	<b>Knowledge</b>	- To sing or rap nursery rhymes and simple songs from memory. - Songs have sections.
	<b>Skills</b>	- To sing along with a pre-recorded song and add actions. - To sing along with the backing track.
<b>Share and Perform</b>	<b>Knowledge</b>	- A performance is sharing music
	<b>Skills</b>	- Perform any of the nursery rhymes by singing and adding actions or dance. - Perform any nursery rhymes or songs adding a simple instrumental part. - Record the performance to talk about.
<b>Vocabulary</b>		
Pulse, rhythm, tempo, pitch, high sounds, low sounds, perform, unison, phrase, boogie, Rap, Funk, singer, loud, soft, singer, instrument, posture.		