

Music Medium Term Planning

Year: FS1

(to be utilised alongside the EYFS overview of coverage - shows when new learning will be introduced or covered more specifically. Most learning will be covered, consolidated and practised throughout the year through a variety of contexts and themes relevant to the time)

Term	Main Enquiry/Knowledge	Sub Questions	End Points	Subject Specific Vocabulary	Linked Visits in / Visits out/Experiences/Stories	Assessment will be based on a formative approach of children being able to answer the questions using the knowledge acquired over the term.
Autumn Term	To explore and learn how sounds can be made and changed.	how does my mouth move when I make these sounds? Can I use my lips, your tongue or both at the same time? How can I use my mouth to be like a musical instrument? What sounds can I make from this? Can I make different sounds?	I can make sounds in lots of different ways. I can make sounds with a range of simple instruments.	Sound Change Music Instrument	Phase 1 Phonics activities. Sounds Link to stories and familiar rhymes and songs.	
Spring Term	To sing, remember and understand the melodic shape of songs. To create songs or improvise with a song they know.	What songs do I know? What songs would I like to know? Can I match a song to its tune? Can I clap the rhythm of a familiar song/rhyme? Can I recognise a familiar song/rhyme by hearing its rhythm? Can I keep a steady beat along with a familiar song/rhyme? Which songs have the same tune? Do you like the song? How does it make you feel? What can we change in this song? How can we change this song? What if we changed this word? What if we changed this sound? Can we turn this sound into a song?	I know and can sing at least 8 simple songs/rhymes by heart. I can identify a familiar song/rhyme by hearing the rhythm. I can clap along to a steady beat, slowing down or speeding up by following the lead. I recognise some familiar tunes. I can create my own tunes and music.	Song Tune Rhythm Beat Steady Fast slow	Nursery rhymes Songs and rhymes linked to relevant topics Rhythm and beat – phase 1 phonics	
Summer Term	To create sounds, movement and drawings in response to music and stories. To play instruments with increasing control and to express feelings and ideas.	What sounds would be good to represent how this character was feeling? What sounds do you think you would have heard as this happened? How can I use these instruments to perform along with this song/story? How would I describe this instrument? How many different sounds can I make from it? Can I make it louder/quieter, faster/slower? Can you show me how to use your instrument to make a sound? Does my instrument make a high pitched, moderate or low-pitched sound? Let's play our instruments together - Does yours make a different sound to mine?	I can create simple sounds and music in response to stories. I can make sounds in different ways using one sound maker/instrument I can perform music in response to stories as part of a group. I know how to play an instrument louder, quieter, faster or slower	Perform Loud Quiet Speed Pitch High low	Music and songs linked to stories – The Gruffalo, traditional tales etc. Sound makers/Instruments	