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| updated logo Rabbits Class Medium Term Planning for Music SpringTerm 2022 | |
| Topic: Once upon a Time  Musical Elements: Singing, playing, listening, responding, moving to music. | Music will have dedicated slots throughout the week. There will be specific planned opportunities to support the children’s progress and may be altered to suit the needs of the children during the term.  Continuous provision will also enhance the opportunities to explore music and sound on a daily basis.  **Learn MAKATON with ALL SONGS** |

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| **Week 1 sessions Link it.**  **(Spring Term 1)**  Choose from a choice of rhymes already known.  Winter -Dance around the snowman song (Need to make a big snowman) | **Week 2 Learn it**  Practice Dance around the snowman song  And learn I’m a little penguin song. | **Week 3 Learn it**  Chinese New Year  Listen to and learn Chinese New Year songs.  Begin to clap / tap along to the beat.  Move / Dance to a dragon dance. (Make a dragon head) Do a dragon parade | **Week 4 - 6 Learn it**  Goldilocks and the three bears song.  Use props as well as signing. | **Week 7 Check it**  Use a choice board - Make a choice from a picture of the songs learned this half term.   * Sing * Dance / Move to music |
| **Week 1 Check it**  **(Spring Term 2)**  The Gingerbread Man – Songs and rhymes | **Week 2 Show it**  The Gingerbread Man – Songs and rhymes  Explore instruments to accompany the music. | **Week 3 Show it**  The three little pigs  Explore instruments to accompany the music. | **Week 4 Know it**  Use a choice board - Make a choice from a picture of the songs learned this half term. | **Week 5 Know it**  Use a choice board - Make a choice from a picture of the songs learned this half term.  Perform to others. |

Take the objectives for the LO stickers from this section

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills) |
| Children sing a range of well-known nursery rhymes and songs. Children perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. | * Show attention to sounds and music. * Respond emotionally and physically to music when it changes. * Move and dance to music. * Anticipate phrases and actions in rhymes and songs, like ‘Peepo’. * Explore their voices and enjoy making sounds. * Join in with songs and rhymes, making some sounds. * Make rhythmical and repetitive sounds. * Explore a range of soundmakers and instruments and play them in different ways. * Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’. * Listen with increased attention to sounds. * Explore and engage in music making and dance, performing solo or in groups. |

**Progression of Learning**

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| ‘Link It’ | ‘Learn It’ | ‘Check It’ | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils   * Rhymes they already know | Activities provided during lesson  Resources  Learn a range of themed songs. | Independent activities linked to lesson  Resources  Practice songs, actions and making a choice of song. | How will the pupils share knowledge during or end of lesson  Add dancing and accompany with instruments. | Retrieve or generalization of learning after lesson  Perform to others. |