



## Music at Yeadon Westfield Infant School

### **EFYS learning:** Development Matters and ELGs (2021)

#### *Three- to four-year-olds:*

##### **Communication and language**

Use a wider range of vocabulary.

Understand a question or instruction that has two parts,

Sing a large repertoire of songs.

Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

Use talk to organise themselves and their play

##### **Personal social & emotional development**

Become more outgoing with unfamiliar people, in the safe context of their setting.

Show more confidence in new social situations.

Play with one or more other children, extending and elaborating play ideas.

Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

##### **Physical development**

Use large-muscle movements

Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.

Use one-handed tools and equipment

Show a preference for a dominant hand.

##### **Literacy**

Develop their phonological awareness, so that they can:

- spot and suggest rhymes

- count or clap syllables in a word

##### **Mathematics**

Talk about and identifies the patterns around them

Extend and create ABAB patterns – stick, leaf, stick, leaf.

Notice and correct an error in a repeating pattern.

Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

##### **Understanding of the World**

Explore collections of materials with similar and/or different properties.

Talk about the differences between materials and changes they notice

Know that there are different countries in the world

##### **Expressive Arts & Design**

Develop their own ideas and then decide which materials to use to express them.

Listen with increased attention to sounds.

Respond to what they have heard, expressing their thoughts and feelings.

Remember and sing entire songs.

Sing the pitch of a tone sung by another person ('pitch match').

Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

Create their own songs, or improvise a song around one they know.

Play instruments with increasing control to express their feelings and ideas.

Reception:

##### **Communication and language**

Learn new vocabulary.

Listen carefully to rhymes and songs, paying attention to how they sound.

Learn rhymes, poems and songs.

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.

Understand how to listen carefully and why listening is important.

##### **Personal social & emotional development**

Show resilience and perseverance in the face of challenge.

See themselves as a valuable individual.

Build constructive and respectful relationships.

##### **Physical development**

Develop their small motor skills so that they can use a range of tools competently, safely and confidently

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Combine different movements with ease and fluency

##### **Mathematics**

Continue, copy and create repeating patterns.

##### **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.

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Create collaboratively, sharing ideas, resources and skills.

#### *Early learning goals:*

##### 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. Make comments about what they have heard and ask questions to clarify their understanding.

##### Self-Regulation

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.

##### Managing Self

Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.

##### Understanding the world

Know some similarities and differences between different religious and cultural communities in this country.

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge.

##### Creating with Materials

Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.

##### Being imaginative and expressive:

Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Sing a range of well-known nursery rhymes and songs.

<p><b>How this is achieved</b></p>	<p><b><u>Nursery</u></b>  Children will learn through:</p> <ul style="list-style-type: none"> <li>• Areas of provision – music area inside and out</li> <li>• Phonological awareness – use of tongue and mouth in correct position, syllables, rhyme</li> <li>• Nursery rhyme singing (daily)</li> <li>• Spontaneous learning.</li> <li>• Modelled language, interaction with children</li> <li>• Discussion</li> <li>• Weekly EYFS singing practice</li> <li>• Christmas performance</li> </ul>	<p><b><u>Reception</u></b>  Children will learn through content such as</p> <ul style="list-style-type: none"> <li>• Planned learning see below</li> </ul> <p><a href="#">EYFS Music Lesson Plan   Celebration Music (kapowprimary.com)</a>  <a href="#">EYFS Music Lesson Plan   Musical Stories (kapowprimary.com)</a>  <a href="#">Transport (kapowprimary.com)</a></p> <ul style="list-style-type: none"> <li>• Spontaneous learning.</li> <li>• Areas of provision supporting all of above.</li> <li>• Modelled language, interaction with children.</li> <li>• Areas of provision – music area inside and out</li> <li>• Discussion</li> <li>• Weekly EYFS singing practice</li> <li>• Christmas performance</li> <li>• End of year performance</li> </ul>	
<p><b>Suggestions of resources to aid computing in continuous provision</b></p>	<p><b><u>Continuous provision ideas</u></b>  Percussion instruments: drum, triangle, guiro, rain stick, boomwhacker, claves, tambourine, xylophone, maracas  Recycled/homemade ‘instruments’: pans and spoons, empty bottles made into shakers, shells threaded onto a string, tubs and small boxes  Instruments from a range of countries  CDs  Music player and headphones (or Ipads with music)  Paper and pencils  Seasonal instruments, for example, sleigh bells at Christmas  Instruments related to a particular culture  Instruments related to a special festival  Instruments created by the children  CDs or other listening material related to a topic of interest  Costumes related to a topic of interest</p>		
<p><b><u>Nursery</u></b>  Termly</p>	<p><b><u>Autumn</u></b></p> <ul style="list-style-type: none"> <li>• Continuous provision</li> <li>• Nursery Rhymes – daily and focused learning in phonics</li> <li>• Phonics – Instruments and sounds, listening skills,</li> <li>• Weekly EYFS singing practice</li> <li>• Christmas Performance</li> </ul>	<p><b><u>Spring- Nursery Rhymes</u></b></p> <ul style="list-style-type: none"> <li>• Continuous provision</li> <li>• Nursery rhymes singing daily</li> <li>• Phonological awareness</li> <li>• Listening skills</li> <li>• Weekly EYFS singing practice</li> </ul>	<p><b><u>Summer- Fairytales</u></b></p> <ul style="list-style-type: none"> <li>• Continuous provision</li> <li>• Nursery rhymes singing daily</li> <li>• Phonological awareness</li> <li>• Listening skills</li> <li>• Weekly EYFS singing practice</li> </ul>

<b>Reception</b> Termly	<b>Autumn Celebrations</b> <ul style="list-style-type: none"> <li>• Continuous provision</li> </ul> <a href="#">EYFS Music Lesson Plan   Celebration Music (kapowprimary.com)</a> To learn about music from another culture, particularly when related to the festival of Diwali To respond to music with movement 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. 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 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 To suggest appropriate actions to match song lyrics To sing and move to Christmas songs  Harvest performance Christmas Performance		<b>Spring Musical Stories</b> <ul style="list-style-type: none"> <li>• Continuous provision</li> </ul> <a href="#">EYFS Music Lesson Plan   Musical Stories (kapowprimary.com)</a> To listen to the lyrics and melody: “ 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. To use actions to retell a story to music To sing and perform a group song To learn how instruments can represent a certain mood, character or action To experiment with the sounds of different instruments 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 To play an instrument as part of a musical story and perform as a group		<b>Summer – Transport</b> <ul style="list-style-type: none"> <li>• Continuous provision</li> </ul> <a href="#">Transport (kapowprimary.com)</a> To explore creating sound effects. To explore making sounds at different speeds. To explore moving to different tempos To interpret symbols to show a change in speed. To interpret a simple score to show tempo changes.  End of Year performance
	<b>Inter related dimensions of music</b>				
<b>Key Stage 1</b>	<b>Performing</b>	<b>Listening</b>	<b>Composing</b>	<b>The history of music</b>	
<b>National Curriculum KS1</b>	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically.	Listen with concentration and understanding to a range of high-quality live and recorded music	Experiment with, create, select and combine sounds using the inter-related dimensions of music	Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians	




## Curriculum Coverage KS1 Music - Year A

KS1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Dinosaurs		Underground		Where I live
Topic	Tempo (Snail and Mouse) <a href="https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/snail-and-mouse/">https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/snail-and-mouse/</a>		Instruments (Musical Storytelling) <a href="https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/instruments-theme-musical-storytelling/">https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/instruments-theme-musical-storytelling/</a>		Call and Response (Animals) <a href="https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/call-and-response-theme-animals/">https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/call-and-response-theme-animals/</a>	
NC KS1 Content	Experiment with, create, select and combine sounds using the inter-related dimensions of music Use their voices expressively and creatively by singing songs and speaking chants and rhymes' Listen with concentration and understanding to a range of high-quality live and recorded music' Play tuned and untuned instruments musically'		Experiment with, create, select and combine sounds using the inter-related dimensions of music Use their voices expressively and creatively by singing songs and speaking chants and rhymes' Listen with concentration and understanding to a range of high-quality live and recorded music' Play tuned and untuned instruments musically'		Experiment with, create, select and combine sounds using the inter-related dimensions of music Use their voices expressively and creatively by singing songs and speaking chants and rhymes' Listen with concentration and understanding to a range of high-quality live and recorded music' Play tuned and untuned instruments musically'	
Skills	Recognising basic tempo changes. Describing the character, mood, or 'story' of music they listen to (verbally or through movement). Describing the differences between two pieces of music. Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group. Combining instrumental and vocal sounds within a given structure. Beginning to make improvements to their work as suggested by the teacher. Using their voices expressively to speak and chant. Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. Responding to simple musical instructions such as tempo changes. Competently singing songs with a very small pitch range (two notes that are different but close together).		Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. Identifying some common instruments when listening to music. Relating sounds in music to real-world experiences (eg. It sounds like squelching mud'). Talking about the tempo of music using the vocabulary fast and slow. Talking about the dynamics of the music, using the vocabulary loud, quiet and silent. Talking about the pitch of music, using the vocabulary high and low. Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. Stating what they enjoyed about their peers' performances. To recognise and name the following instruments: up to three instruments from Group A and B. Creating sound  Developing an awareness of how dynamics are affected by the force with which an instrument is played. Using instruments		Listening and evaluating  Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated). Stating what they enjoyed about their peers' performances. Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. Creating sound  Breathing at appropriate times when singing. Singing a range of call and response chants, matching the dynamic and tempo they hear with accuracy. Singing part of a given song in their head (using their 'thinking voice'). Developing an awareness of how dynamics are affected by the force with which an instrument is played. Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. Maintaining a comfortable position when sitting or standing to sing and play instruments.	

		<p>imaginatively to create soundscapes which convey a sense of place. Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. Starting to understand how to produce different sounds on pitched instruments. Maintaining a comfortable position when sitting or standing to sing and play instruments.</p> <p>Composing</p> <p>Creating sound responses to a variety of physical stimuli such as nature, artwork and stories. Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.</p> <p>Key knowledge</p>	<p>Improvising and composing</p> <p>Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories. Improvising simple question and answer phrases, using untuned percussion or voices. Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.</p> <p>Performing</p> <p>Offering positive feedback on others' performances. Starting to maintain a steady beat throughout short singing performances. Standing or sitting appropriately when performing or waiting to perform. Performing actively as a group, clearly keeping in time with the beat.</p> <p>Key knowledge To:</p> <p>Recognise and nam</p>
Outcomes	<p>Demonstrate slow and fast with their bodies and voices.</p> <p>Demonstrate slow and fast beats while saying a rhyme and using an instrument.</p> <p>Perform a song using a singing voice.</p> <p>Perform with an instrument.</p> <p>Observe others and move, speak, sing and play appropriately.</p> <p>Sing in time from memory, with some accuracy.</p> <p>Keep a steady pulse.</p> <p>Move, speak, sing and play demonstrating slow and fast beats.</p>	<p>Identify sections of the music where the tempo changes.</p> <p>Correctly describe sections of music as fast or slow.</p> <p>Point out moments in the music where the dynamics change.</p> <p>Accurately describe dynamic changes as soft or loud.</p> <p>Give specific examples of how the music corresponds to actions in the story.</p> <p>Provide clear and specific examples of how music supports the story.</p> <p>Justify tempo and dynamic choices made to represent a character, event or feeling.</p> <p>Suggest appropriate musical dynamics and tempo changes for different scenes of the story.</p> <p>Work as part of a group to rehearse a performance.</p> <p>Perform confidently using appropriate instrumental sounds.</p> <p>Play their part at appropriate tempo and dynamics.</p>	<p>Use dynamics when creating sound.</p> <p>Play in time with a group.</p> <p>Experiment with different sounds on the same instrument.</p> <p>Clap the animal sound patterns mostly accurately.</p> <p>Clap the sound patterns in time with the pulse of the backing track.</p> <p>Demonstrate both a call and response.</p> <p>Copy a sound pattern using an instrument.</p> <p>Playing either a call and/or response role in time with another pupil.</p> <p>Perform a composition.</p>
Possible	<p>Physical Education perform dances using simple movement patterns</p> <p>Science</p>	<p>Geography: Locational Knowledge name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>English Spoken Language Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p>

Cross-curricular links	identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals English: Reading Comprehension learning to appreciate rhymes and poems, and to recite some by heart English: Spoken Language participate in discussions, presentations, performances, role play, improvisations and debates English: Spoken Language articulate and justify answers, arguments and opinions	English: Spoken Language maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments English: Spoken Language participate in discussions, presentations, performances, role play, improvisations and debates	Participate in discussions, presentations, performances, role play, improvisations and debates. Science- Living things and their habitats Identify and name a variety of plants and animals in their habitats, including microhabitats.
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 <div style="text-align: center;"> <h2>Curriculum Coverage KS1</h2> <h3>Music - Year B</h3> </div>						
KS1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Space		Castles, Spring and Growth		Oceans and Seas	
Topic	Contrasting Dynamics (Space) <a href="https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/contrasting-dynamics-theme-space/">https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/contrasting-dynamics-theme-space/</a>		Structure (Myths and Legends) <a href="https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/structure-theme-myths-and-legends/">https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/structure-theme-myths-and-legends/</a>		Musical Symbols (Under the sea) <a href="https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/musical-symbols-theme-under-the-sea/">https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/musical-symbols-theme-under-the-sea/</a>	
NC KS1 Content	Experiment with, create, select and combine sounds using the inter-related dimensions of music Use their voices expressively and creatively by singing songs and speaking chants and rhymes' Listen with concentration and understanding to a range of high-quality live and recorded music' Play tuned and untuned instruments musically'		Experiment with, create, select and combine sounds using the inter-related dimensions of music Use their voices expressively and creatively by singing songs and speaking chants and rhymes' Listen with concentration and understanding to a range of high-quality live and recorded music' Play tuned and untuned instruments musically'		Listen with concentration and understanding to a range of high-quality live and recorded music Play tuned and untuned instruments musically Experiment with, create, select and combine sounds using the inter-related dimensions of music'	
Skills	Listening and evaluating  Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Beginning to explain why the music has a		Listening  Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Confidently moving in time with the beat of the music when		Listening and evaluating  Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Coordinating the speed of their movements	

	<p>certain effect on them, which could be related to the music or a personal experience. Identifying some common instruments when listening to music. Relating sounds in music to real-world experiences (e.g. 'It sounds like squelching mud'). Recognising simple patterns and repetition in rhythm (e.g. where a pattern of beats is repeated). Talking about the tempo of music using the vocabulary fast and slow. Talking about the dynamics of the music using the vocabulary loud, quiet and silent. Stating what they enjoyed about their peers' performances. Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent. Appreciating music from a wide variety of cultures and historical periods. Creating sound</p> <p>Using instruments imaginatively to create soundscapes which convey a sense of place. Using bilateral and hand-eye coordination to play/hold instruments using both hands. Starting to understand how to produce different sounds on pitched instruments. Maintaining a comfortable position when sitting or standing to sing and play instruments. Notation</p> <p>Reading different types of notation by moving eyes from left to right as sound occurs. Confidently reading simple rhythmic patterns comprising of one-beat sounds and one-beat rests. Composing</p> <p>Improvising simple question and answer phrases, using untuned percussion or voices. Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories. Performing</p> <p>Offering positive feedback on others' performances. Beginning to acknowledge their own feelings around performance.</p>	<p>modelled. Beginning to keep movements to the beat of different speeds of music. Beginning to explain why the music is having a certain effect on them: this could be related to the music or related to a personal experience. Identifying some common instruments when listening to music. Stating what they enjoyed about their peers' performances. Creating sound</p> <p>Using instruments imaginatively to create soundscapes which convey a sense of place. Using bilateral and hand-eye coordination to play/hold instruments using both hands. Starting to understand how to produce different sounds on tuned instruments. Maintaining a comfortable position when sitting or standing to sing and play instruments. Notation</p> <p>Reading different types of notation by moving eyes from left to right as sound occurs. Using pictorial representations to stay in time with the pulse when singing or playing. Beginning to read simple rhythmic patterns which include paired half beats (quavers). Composing and improvising</p> <p>Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. Performing</p> <p>Offering positive feedback on others' performances. Starting to maintain a steady beat throughout short performances. Standing or sitting appropriately when performing or waiting to perform. Following a leader to start and end a piece appropriately.</p>	<p>to match the speed of the music (not the beat). Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy). Identifying some common instruments when listening to music. Relating sounds in music to real-world experiences (e.g. "it sounds like squelching mud"). Talking about the tempo of music using the vocabulary fast and slow. Talking about the dynamics of the music, using the vocabulary loud, quiet and silent. Talking about the pitch of music, using the vocabulary high and low. Stating what they enjoyed about their peers' performances. Creating sound</p> <p>Developing an awareness of how sound is affected by the way an instrument is held. Using instruments imaginatively to create soundscapes which convey a sense of place. Using bilateral and hand-eye coordination to play/hold instruments using both hands. Maintaining a comfortable position when sitting or standing to sing and play instruments. Notation</p> <p>Reading different types of notation by moving eyes from left to right as sound occurs. Composing and improvising</p> <p>Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories. Experimenting with creating different sounds using a single instrument. Experimenting with creating loud, soft, high and low sounds. Selecting objects and/or instruments to create sounds to represent a given idea or character. Performing</p> <p>Offering positive feedback on others' performances. Showing awareness of the leader, particularly when starting or ending a piece.</p>
<p><b>Outcomes</b></p>	<p>Use their voice to create a variety of sounds. Use dynamics to create an atmosphere. Collaborate with peers to contribute to a group soundscape. Correctly identify changes in dynamics. Show changes in dynamics using bodies and vocals. Compare two pieces of music using musical vocabulary to describe the changes in dynamics. Interpret music in a visual form. Identify and discuss patterns in different pieces of music. Successfully create and play patterns, notating them. Create and play a simple pitch pattern accurately.</p>	<p>Recognise, play and write rhythms with one beats and paired half beats. Show a rest beat using a silent movement. Read and follow a structure from left to right. Add rhythms to a structure to create a beginning, middle and end. Work well as part of a group, listening to others and respecting their ideas. Maintain a steady beat. Use a thinking voice to play rhythms on an instrument.</p>	<p>Move to reflect a character. Create sounds to reflect a character Move at a speed that reflects the tempo of the audio. Respond to dynamic changes without prompting. Demonstrate a sound pattern correctly to a pulse. Sing and play high and low sounds. Read symbols representing high and low sounds correctly. Demonstrate an awareness of pitch, rhythm and dynamics within a performance and recognise the symbols representing these.</p>
<p><b>Possible Cross-</b></p>	<p>English: Writing – transcription name the letters of the alphabet English: Spoken Language</p>	<p>English: Reading – comprehension Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p>	<p>English: Writing- vocabulary, grammar and punctuation Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly]</p>

curricular links	participate in discussions, presentations, performances, role play, improvisations and debates	British values: Mutual respect. English: Spoken Language participate in discussions, presentations, performances, role play, improvisations and debates	English: Spoken Language articulate and justify answers, arguments and opinions Physical Education perform dances using simple movement patterns Geography use basic geographical vocabulary to refer to: ♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Geography identify seasonal and daily weather patterns in the United Kingdom Art and design to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
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### Key Musical Language at Yeadon Westfield Infant School

Inter related dimensions of music				
	Performing	Listening	Composing	The history of music
<b>Nursery</b>	Actions Tambourine Action songs Body percussion Celebration Drum Sleigh bells	Slow Fast High Low Song		Musical Story Dance Music Response Rhythm Beat
<b>Reception</b>	<u>Celebration Music</u> Actions Action songs Africa African music Body percussion Beat Christmas Christian Culture Celebration Call Cymbals Drum Dance Diwali Harp Hanukkah Instrument Jewish Kwanzaa Music	Tambourine Tradition Voice sounds	<u>Musical Stories</u> Classical music Character Compose Dynamic Fast High Instrument Loud Lyrics Low Musical story Melody Names of percussion and other instruments Percussion Pitch Song Slow Tempo Quiet	<u>Transport</u> boat beat car cruise fast faster journey rowing Slow Slower stopping score speed symbols train water

	Response Rhythm Sleigh bells		
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<b>KS1</b>	Tempo (Snail and Mouse)	Instruments (Musical Storytelling)	Call and Response (Animals)	Contrasting Dynamics (Space)	Structure (Myths and Legends)	Musical Symbols (Under the sea)
	beat		dynamics	composer	one-beat notes	dynamics
	fast	dynamics	call and response	dynamics	composition	pitch
	singing voice	encore	sound pattern	pitch pattern	paired half-beat notes	rest
	slow	instrumental sound		planet	legend	sound pattern
	speaking voice	sound effect		representation	myth	tempo
	warm up	tempo		soundscape	notation	
				tempo	pulse	
					rest	
					rhythm	
					structure	
					tempo	
					thinking voice	