

Wellesley Park Primary School – Music

Topic: Me!

Year: EYFS

Strand: Nursery Rhymes

What should I already Know?

- Creates movement in response to music.
- Sings to self and makes up simple songs.
- Makes up rhythms.
- Sings a few familiar songs.
- Beginning to move rhythmically.
- Imitates movement in response to music.
- Taps out simple repeated rhythms.
- Explores and learns how sounds can be changed

Musical Skills and Theory (Notation or Song)

- 1.Listen and Respond** to a different style of music each week/step
- 2.Explore and Create** - initially using voices only but building to using classroom instruments too
- 3.Singing** - nursery rhymes and action songs - building to singing and playing
- 4.Share and Perform**

Early Learning Goals

Children listen attentively in a range of situations.

Children sing songs, make music and dance, and experiment with ways of changing them.

- Begins to build a repertoire of songs and dances.
- Explores the different sounds of instruments

They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Diagrams



Pat-a-cake, pat-a-cake,
baker's man.

Bake me a cake as fast as you can;
Pat it, roll it and mark it with a "B",
Put it in the oven for baby and me.



Songs/Resources/Cross curricular

- Pat-a-cake
1, 2, 3, 4, 5, Once I Caught a Fish Alive
This Old Man
Five Little Ducks
Name Song
Things For Fingers

Resources: singing voices

Explore:

**Growing; Homes; Colour; Toys;
How I look**

Vocabulary

Rhythm

Follows the patterns of words – it is often different to the pulse.

You can clap the rhythm of the words.

Pulse

The steady beat felt throughout the music

You might tap your toe in time with the music.

Pitch

High and low sounds