

EYFS MUSIC (revised 2023)

TERM	EYFS TOPICS	MUSIC OBJECTIVES – SKILLS AND KNOWLEDGE (Taken from the ‘Music at Broom Leys Skills and Knowledge Expectations’ grid)	ACTIVITIES
AUTUMN 1	All about me Families Mr Large in Charge	<p>Sing a range of well- known nursery rhymes and simple songs.</p> <p>Begin to chant, sing, move and play percussion instruments in time to a pulse.</p> <p>Begin to sing quietly and loudly, quickly and slowly in response to instructions.</p> <p>Respond to counting in and a visual instruction to stop singing/playing.</p> <p>Begin to know the names of some percussion instruments.</p> <p><b>Vocabulary:</b> Nursery rhyme Song Sing Chant Quietly Loudly Quickly Slowly Pulse/beat</p> <p>Percussion instruments e.g. <i>Tambour</i> <i>Tambourine</i> <i>Triangle</i> <i>Drum</i> <i>Maracas</i> <i>Jingle stick</i> <i>Bells</i> <i>Claves</i> <i>etc</i></p>	<p><b>Nursery Rhymes</b> (At least the first two weeks and then keep revisiting) The children learn a variety of well-known nursery rhymes. Explore singing them quietly and loudly, quickly and slowly. Tap/clap/create body percussive sounds in time to the pulse to accompany the singing.</p> <p><b>Music Express – Lesson Bank - Foundation: Special People: Hello</b> NB that there are activities for 30-50 months, 40 – 60 months and EYProfile – but all three activities are useful and build progressively. <u>30-50m-</u> <b>How do you do?</b> Teach the children this call and response song. Once the song is familiar, they can go round and shake each other’s hands as they sing. <u>40-60m-</u> Introduce different actions for greeting one another. <u>EYP</u>– explore singing the song with greetings in different languages.</p> <p><b>Music Express - Lesson Bank - Foundation: Special People: Hands feet and faces</b> <u>30-50m-</u> <b>Hand and feet patterns</b> the children clap and stamp a steady pulse in response to the teacher pointing at sets of foot or handprints <u>40-60m-</u> As above but alternate every two beats and go on to use percussion instruments instead of clapping/stamping. <u>EYP</u>– <b>Make a face</b> - the children join in with the song as it becomes familiar to them – making a funny face after the words ‘make a face’. Could also explore making sad, angry, scared faces.</p> <p><b>Music Express - Lesson Bank - Foundation: Special People: My turn, your turn</b> <u>30-50m-</u> Listen to <b>Bounce the teddy</b> and bounce a teddy (or imaginary teddy) up and down in time to the pulse. Join in with the song. <u>40-60m-</u> <b>I’ve got a tambour</b> -The children learn the chant and play tambours in time to the pulse (Just a few children at time whilst the others chant). Repeat with different instruments and use as an opportunity to explore the sounds different percussion instruments make and their names. <u>EYP</u>– <b>Kye, Kye Kule</b> – the children learn this call and response song and tap different body parts in response to the pulse.</p> <p><b>Feel that beat</b> – listen to any music with a strong pulse and encourage the children to clap, move, dance and play percussion instruments in time to the pulse as they listen.</p> <p><b>Additional songs &amp; rhymes:</b> Heads, shoulders, knees and toes.</p>

<p><b>AUTUMN 2</b></p>	<p>I wonder what's special Day and Night Celebrations Autumn</p>	<p>Sing a range of well- known nursery rhymes and simple songs. Begin to chant, sing, move and play percussion instruments in time to a pulse. Begin to sing and play quietly and loudly in response to instructions. Respond to counting in and a visual instruction to stop singing/playing. Begin to echo short simple rhythmic patterns led by the teacher. With support, play instruments/use voices to create simple sound effects. Begin to know the names of some percussion instruments.</p> <p><b>Vocabulary:</b> Song <b>Verse</b> Chant Quietly Loudly Quickly Slowly Pulse/beat <b>Rhythm</b> <b>Repeat</b> <b>Perform</b></p> <p>Percussion instruments e.g. <i>Tambour</i> <i>Tambourine</i> <i>Triangle</i> <i>Drum</i> <i>Maracas</i> <i>Jingle stick</i> <i>Bells</i> <i>Claves</i> <i>etc</i></p>	<p><b>Music Express - Lesson Bank - Foundation : Growth and Change: Boo!</b> NB that there are activities for 30-50 months, 40 – 60 months and EYProfile – but all three activities are useful and build progressively.</p> <p><u>30-50m-</u> <b>Dark, dark deeds</b> -the children learn the spooky poem 'Dark, dark deeds' and perform together (see notes). To develop this further, get a group of children playing a simple rhythm on percussion (e.g. claves, woodblocks) throughout the chant – on the last three crotchet beats of each line (dark, dark town). This could change to two crotchets and two quavers for 'dark, dark cup-board'. Repeat a number of times so different groups of children have the chance to play the percussive accompaniment. (A good performance to record.)</p> <p><u>40-60m-</u> the children learn to sing <b>Hairy Scary Castle</b>. Use percussion instruments to add sound effects for the spooky things mentioned in the text. Develop this further by taking phrases from the song (cobwebs tickle, bats go flap, etc) to create rhythms. Say the words for the children to echo, e.g. cobwebs tickle – then say the words and clap the rhythm for them to speak and clap back – (two crotchets followed by two quavers) – then just clap the rhythm created by the words for them to clap back. Have pictures for each rhythm (e.g. a cobweb, a bat etc) and sequence these on the board. Point to one of the cards and speak the words or clap the rhythm. Point to another card and repeat the process. To develop this, this could be repeated using percussion instruments instead of clapping the rhythms. (A good performance to record.)</p> <p><u>EYP – Ghost Dance</u> - Consider how ghosts might move. Listen to the music. The children create ghostly dance moves in response to the music.</p> <p><b>Diwali</b> –when learning about Diwali, listen to some traditional music from India. Let the children move in time to the pulse. <a href="https://youtu.be/8tmGGLrwrEs">https://youtu.be/8tmGGLrwrEs</a> <a href="https://youtu.be/BglvkuLjxhk">https://youtu.be/BglvkuLjxhk</a></p> <p><b>Christmas Nativity</b> The children learn the songs to their Christmas nativity – with actions, movement and dance where appropriate. Some children will add percussive accompaniments to some of the songs. All children will perform to the school and to parents. They will also learn songs to sing in the Carol Service at St David's Church.</p> <p><b>Time permitting:</b></p> <p><b>Music Express - Lesson Bank - Foundation : Light a candle: original song- Candle light, candle bright</b> The children learn the echo responses to the song. Add delicate percussion to make the performance more effective.</p> <p><b>Music Express – Lesson Bank - Foundation: Light a candle: traditional tune- Our Christmas Tree</b> The children learn the song and clap the last three beats of each line. Repeat this using percussion. Create new verses together by adding different animals/characters to the tree.</p>
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<p><b>SPRING 1</b></p>	<p>Vehicles</p>	<p>Sing a range of well- known nursery rhymes and simple songs.          Begin to chant, sing, move and play percussion instruments in time to a pulse.          Begin to sing and play quietly, loudly, quickly and slowly in response to instructions.          Respond to counting in and a visual instruction to stop singing/playing.          Begin to echo short simple rhythmic patterns led by the teacher.          Begin to control vocal pitch - making ‘high’ and ‘low’ sounds.          Begin to know the names of some percussion instruments.          With support, play instruments/use voices to create simple sound effects.          With support, combine and sequence sounds in response to a stimuli or story.</p> <p><b>Vocabulary:</b>          Song - Verse          Quietly -Loudly          Quickly - Slowly          Pulse/beat          Rhythm          Repeat</p> <p><b>Pitch – high pitch/low pitch</b>  <b>Composition - compose</b></p> <p>Percussion instruments          e.g.  <i>Tambour</i>  <i>Tambourine</i>  <i>Triangle</i>  <i>Drum</i>  <i>Maracas</i>  <i>Jingle stick</i>  <i>Bells</i>  <i>Claves</i>  <i>etc</i></p>	<p><b>Music Express – Lesson Bank - Foundation: Moving Patterns: All aboard.</b>          NB that there are activities for 30-50 months, 40 – 60 months and EYProfile – but all three activities are useful and build progressively.</p> <p><u>30-50m-Shaky old train</u> - the children learn the song. They use percussion instruments that are shaken to accompany the song in time to a pulse or copying specific rhythmic patterns modelled by the teacher.</p> <p><u>40-60m- On the train to London</u> – seat the children in a circle with a range of untuned percussion instruments in the middle. Teach the children the song to the tune ‘One man went to mow....’ For each verse, invite a child to choose an instrument and play it during that verse – encouraging them to play a steady beat in time to the pulse. Add more instruments as the song goes on. This is something worth repeating a number of times throughout the week so all the children get the chance to chose an instrument. Use the opportunity to teach the children the names of the instruments.</p> <p><u>EYP- I’m a train</u> – teach the children the song and then walk about moving your arms like train pistons. At the end of the song, invite a child to join your train by holding your waist. Repeat the song, inviting a second child to join the train by holding the waist of the first child. Some children may like to start new trains, with friends joining on behind. When the song is over, encourage children to stay in their trains while you ask some number questions, such as: Which is the longest train? How many children are on Freddie's train? Etc</p> <p><b>Train Journey – composition project</b>          Draw a train track on a large sheet of paper. Together, consider some of the things we might pass on a train journey and draw them at points along the track – eg. A waterfall, a spooky wood, a factory, etc.          Consider how these things can be represented with sounds (vocal and/or percussion instruments) and allocate each one to a group of children. As you, or a child, moves a pointer/train along the track, each group of children play their sounds at the appropriate point. Consider whether the sounds need to be quiet, loud, calm, fast, slow, jerky, smooth etc. and help the children play accordingly. This is a good activity to record.</p> <p><b>Music Express – Lesson Bank - Foundation: Beyond the Stars: Original song: Rocket ride</b>          Sing the song, and encourage the children to let their voices slide upwards from low to high on the word ‘Whoosh!’. Help the children understand what is meant by ‘pitch’ (how high or low a sound is). Emphasise the rising pitch with a physical action, raising hands high. Demonstrate this upward pitch slide by running a beater along the bars of a glockenspiel or chime bar set from left to right (low to high). (NB There is a virtual interactive glockenspiel in ‘Instrumental Resources’ in Music Express.) Invite children to explore percussion or soundmakers to find their own ‘whooshing’ sound to add to the song.</p> <p><b>Music Express – Lesson Bank - Foundation: Beyond the Stars: Traditional Tune: Space Hopper take me to Mars</b>          Ask children to imagine that they are sitting astride a space hopper. Sing the song and model bouncing on the strong beat or pulse. Encourage the children to copy. Once the song is familiar, invite children to join in with the two claps at the end of the first, second and final lines of each verse. Explore substituting other body percussion sounds for the claps.</p> <p><b>Additional songs &amp; rhymes:</b>          Music Express Song bank – Foundation: One little scooter          Five Wonky Bicycles</p>
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<p><b>SPRING 2</b></p>	<p>I wonder how things Change</p> <p>The farm</p>	<p>Sing a range of well- known nursery rhymes and simple songs.</p> <p>Begin to chant, sing, move and play percussion instruments in time to a pulse.</p> <p>Begin to sing quietly and loudly in response to instructions.</p> <p>Begin to control vocal pitch - making 'high' and 'low' sounds.</p> <p>Respond to counting in and a visual instruction to stop singing/playing.</p> <p>Begin to know the names of some percussion instruments.</p> <p>With support, play instruments/use voices to create simple sound effects.</p> <p>With support, combine and sequence sounds in response to a stimuli or story.</p> <p><b>Vocabulary:</b>  Song - Verse  Quietly -Loudly  Quickly - Slowly  Pulse/beat  Rhythm  Repeat  Pitch – high pitch/low pitch  Composition - compose  <b>Rhyme - rhyming words</b></p> <p>Percussion instruments  e.g.  <i>Tambour</i>  <i>Tambourine</i>  <i>Triangle</i>  <i>Drum</i>  <i>Maracas</i>  <i>Jingle stick</i>  <i>Bells</i>  <i>Claves</i>  <i>etc</i></p>	<p><b>Music Express – Lesson Bank - Foundation: New Beginnings: Original song: New Life</b>  Listen to the recording or model singing the song, using real or paper eggs to support children’s understanding of the evolving mathematical pattern – counting down in twos. Invite children to suggest percussion or other soundmakers to play on the words: ‘tap’, ‘crack’, or use body percussion such as tongue clicks, claps or stamps.You could turn the song into a game: organise ten children to sit in the middle of a circle, each curled up like in an egg. On each verse, the leader taps two children on the shoulder on ‘tap’ and ‘crack’. They uncurl as they ‘hatch’ and join the circle. Everyone else claps on ‘tap’ and ‘crack’.</p> <p><b>Music Express – Lesson Bank - Foundation: New Beginnings: Traditional Tune: Spring Babies</b>  Sing <i>Spring babies</i> with the children and talk about the rhyming words in the song. Can the children identify the rhyming pairs? Can they think of other pairs of rhyming words that could be used instead?</p> <p><b>Music Express – Lesson Bank - Foundation: Our Growing World: Original song – Growing up</b>  This is an echo song so model each line or use the recording for children to copy-sing. Every phrase is made up of ‘stepping’, or next-door notes, which will support children’s ‘pitch-matching’. The song has a rocking rhythm, so model rocking from side to side on the strong beat as you sing, and invite children to mirror your movements.</p> <p><b>Music Express – Lesson Bank - Foundation: Our Growing World: traditional tune – Sunflower seeds</b>  Sing or play the song, and invite children to join in with the three repeated lines in each verse and the clapped beats. Make simple shakers from small boxes part-filled with seeds or pulses (ideally use sunflower seeds to link to the song). Try to find transparent containers for the shakers so that children begin to understand that sounds occur when something moves. Once the verses are familiar, encourage children to substitute shaker sounds for the two clapped beats.</p> <p><b>Music Express – Lesson Bank - Foundation: Working World: Farm time</b>  <u>30-50m- When we’re on the farm</u> - Sing or play ‘When we're on the farm’. Perform the actions and invite children to copy you. In the instrumental repeat of each verse, keep performing the relevant animal movements. Invite children to make up body and instrumental sounds to represent the animals described in the verses. Sing the song again, encouraging children to play their sounds after each verse.</p> <p><u>40-60m- When we’re on the farm-</u> Create a farmyard display using pictures or models of farmyard animals for children to explore.  Sing or play ‘When we're on the farm’ and ask children to suggest sounds they might hear in their farmyard, e.g.- ducks splashing in the pond; pigs slurping in their trough; hens flapping; etc  Between each verse, encourage children to perform animal movements for the animal described in the preceding verse. Encourage children to create sounds to represent their farmyard display using a selection of instruments and soundmakers.  Invite one child to be the farmer who sets off to check that his animals are safe. As the farmer walks around the 'farm', children greet them by playing their animal movement sounds. Can children talk about the effect created when different sounds are played together?</p> <p><b>Additional songs &amp; rhymes:</b></p> <p>Old MacDonald had a farm</p>
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<p><b>SUMMER 1</b></p>	<p>London Kings and Queens</p>	<p>Sing a range of well- known nursery rhymes and simple songs. Begin to chant, sing, move and play percussion instruments in time to a pulse. Begin to sing quietly and loudly in response to instructions. Respond to counting in and a visual instruction to stop singing/playing. Begin to echo short simple rhythmic patterns led by the teacher. Begin to know the names of some percussion instruments. With support, combine and sequence sounds in response to a stimuli or story.</p> <p>Identify some common sounds heard in the environment.</p> <p><b>Vocabulary:</b>  <b>Rap</b> - chant  Song - Verse  <b>Quiet/ly -Loud/ly</b>  <b>Quick/ly - Slow/ly</b>  <b>(Calm busy peaceful jerky smooth short long)</b>  Pulse/beat  Rhythm  Repeat  Pitch – high pitch/low pitch  Composition – compose  <b>March</b>  <b>Band</b></p> <p>Percussion instruments  e.g.  <i>Tambour</i>  <i>Tambourine</i>  <i>Triangle</i>  <i>Drum</i>  <i>Maracas</i>  <i>Jingle stick</i>  <i>Bells</i>  <i>Claves</i></p>	<p><b>Music Express – Lesson Bank - Foundation: Busy City: Original rap - Crazy City rap</b> – the children move to the beat – join in with the words - practise/learn the rap. They could make busy city sounds with percussion instruments to accompany the rap – beginning to play in time to the pulse. This is a good example to record.</p> <p><b>Music Express – Lesson Bank - Foundation: Busy City: Go to next lesson for - City Sounds</b> – the children listen to and try to identify and describe sounds they would hear in the city and then compare these with sounds from the countryside.</p> <p><b>Processional March:</b> the children march in time to a processional march  – e.g. <a href="https://youtu.be/ELAgJd2xVSw">https://youtu.be/ELAgJd2xVSw</a> (Black Dyke Band playing 1: "The British Grenadiers" 2: "Lilliburlero" 3: "Highland Laddie" 4: "Men of Harlech" 5: "Rule Britannia")</p> <p>The children could then use percussion instruments to create their own marching music for other children to march to. Help them to keep in time by playing a steady beat on a dominating percussion instrument such as a metal agogo. This would be a good example to record.</p> <p><b>Additional songs &amp; rhymes:</b>  Music Express Song bank – Foundation: I hear the band  Kings and Queens  The King is in the Castle</p> <p>Also: London’s Burning; Pussy Cat, pussy cat; London Bridge is falling down</p>
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<p><b>SUMMER 2</b></p>	<p>Dinosaurs Volcanoes</p>	<p>Sing a range of well- known nursery rhymes and simple songs. Begin to chant, sing, move and play percussion instruments in time to a pulse. Begin to sing quietly and loudly in response to instructions. Respond to counting in and a visual instruction to stop singing/playing. Begin to identify high and low sounds. Begin to control vocal pitch - making 'high' and 'low' sounds. Begin to know the names of some percussion instruments. With support, play instruments/use voices to create simple sound effects. Listen with some concentration to a range of recorded music.</p> <p><b>Vocabulary:</b> Song - Verse Quiet/ly -Loud/ly Quick/ly - Slow/ly Pulse/beat Rhythm Repeat Pitch – high pitch/low pitch Composition – compose</p> <p><b>Orchestra</b></p> <p>Percussion instruments e.g. <i>Tambour</i> <i>Tambourine</i> <i>Triangle</i> <i>Drum</i> <i>Maracas</i> <i>Jingle stick</i> <i>Bells</i> <i>Claves</i> <i>Chime bars</i></p>	<p><b>Music Express – Lesson Bank - Foundation: Do you see dinosaurs?</b> <b>High and low</b> – Share the poem 'Tyro the baby dinosaur'. Make high pitched squeaks for Baby Tyro and low roars for Mum. Remind the children of the terms 'high pitch' and 'low pitch'. (Make sure children don't confuse low with loud or high with quiet.) Point to the images of mum or Baby Tyro – the children make the appropriate squeak or roar. Explore and sort high and low pitched sounds made using objects in the classroom and percussion instruments including chime bars. Make a sound and decide together whether the sound is high or low pitched. (Choose sounds that can easily be distinguished as high or low.)</p> <p><b>Music Express – Lesson Bank - Foundation: Do you see dinosaurs?: original song -Tyrannosaurus Rex</b> Play the song then encourage the children to join in with the repeated line 'It's a tyrannosaurus rex' – pointing out how the pitch for these notes comes down step by step. Explore creating dinosaur sounds on different percussion instruments/sound makers and use these to accompany the repeated lines. Move around the room like a dinosaur – moving in time to the pulse.</p> <p><b>Music Express – Lesson Bank - Foundation: Do you see dinosaurs?: traditional tune -Dinosaur Parade</b> The children echo modelled lines of the song. Add actions to accompany each verse and create sound effects to answer the questions in the song.</p> <p><b>Music Express – Lesson Bank - Foundation: Do you see dinosaurs?: Listening – Dance of the Knights</b> (Sergei Prokofiev – from the Romeo and Juliet Suite) Listen to and describe the music. Show the children a picture of an orchestra so they appreciate that lots of instruments are playing this music. Move like dinosaurs – flying, stomping, swaying etc in time to the pulse.</p> <p><b>Volcano music</b> As a class, create sound effects (voices and or instruments) for the bubbling magma underground, the rise of the magma up through the vent, the explosion as magma, rocks and gases shoot out of the volcano and the lava running down the volcano slopes. Link vocal or tuned percussion sounds with previous work done on pitch – e.g. make voices rise in pitch as the magma rises or play descending notes on a glockenspiel for the lava sliding down the side of the volcano.</p>
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