

EYFS Music Medium Term Planning

Year group EYFS	Topic	Key knowledge	Listening	Composing (incl notation & improvising)	Performing
Autumn 1	Exploring sound	<ul style="list-style-type: none"> • To understand how to listen carefully and talk about what I hear. • To know that sounds can be copied by my voice, body percussion and instruments. • To understand that instruments can be played loudly or softly. • To know that music often has more than one instrument being played at a time. 	<ul style="list-style-type: none"> • Responding to music with movement, altering it to reflect the tempo, dynamics or pitch of the music. • Listening to and following a beat using body percussion and instruments. • Considering whether a piece of music has a fast, moderate or slow tempo. • Listening to sounds and matching to the object or instrument. • Listening to sounds and identifying high and low pitch. • Listening to and repeating a simple rhythm. • Understanding that different instruments make different sounds and grouping them accordingly. 	<ul style="list-style-type: none"> • Experimenting with body percussion and vocal sounds to respond to music. • Experimenting with playing instruments in different ways 	<ul style="list-style-type: none"> • Remembering and maintaining their role within a group performance. • Stopping and starting playing at the right time.
Autumn 2	Celebration Music	<ul style="list-style-type: none"> • To know that there are special songs we can sing to celebrate events. • To understand that my voice or an instrument can match an action in a song. • To know that moving to music can be part of a celebration. • To recognise that different sounds can be long or short. • To recognise music that is 'fast' or 'slow' 	<ul style="list-style-type: none"> • Responding to music with movement, altering it to reflect the tempo, dynamics or pitch of the music. • Exploring lyrics by suggesting appropriate actions. • Exploring the story behind the lyrics or music. • Listening to and following a beat using body percussion and instruments. • Listening to sounds and matching to the object or instrument. • Listening to and repeating a simple rhythm. • Listening to and repeating simple lyrics. • Understanding that different instruments make different sounds and grouping them accordingly. 	<ul style="list-style-type: none"> • Playing untuned percussion 'in time' with a piece of music. • Selecting classroom objects to use as instruments. • Experimenting with body percussion and vocal sounds to respond to music. • Selecting appropriate instruments to represent action and mood. 	<ul style="list-style-type: none"> • Using their voices to join in with well-known songs from memory. • Remembering and maintaining their role within a group performance. • Moving to music with instruction to perform actions. • Stopping and starting playing at the right time.
Spring 1	Music and Movement	<ul style="list-style-type: none"> • To know that the beat is the steady pulse of a song. • To recognise music that is 	<ul style="list-style-type: none"> • Responding to music with movement, altering it to reflect the tempo, dynamics or pitch of the music. 	<ul style="list-style-type: none"> • Experimenting with body percussion and 	<ul style="list-style-type: none"> • Using their voices to join in with well-known songs from memory.



		<p>'fast' or 'slow.'</p> <ul style="list-style-type: none"> To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music. To know that signals can tell us when to start or stop playing. 	<ul style="list-style-type: none"> Exploring lyrics by suggesting appropriate actions. Exploring the story behind the lyrics or music. Listening to and following a beat using body percussion and instruments. Considering whether a piece of music has a fast, moderate or slow tempo. Listening to sounds and identifying high and low pitch. Listening to and repeating simple lyrics. 	vocal sounds to respond to music.	<ul style="list-style-type: none"> Music with instruction to perform actions. Participating in performances to a small audience. Stopping and starting playing at the right time.
Spring 2	<u>Musical Stories</u>	<ul style="list-style-type: none"> To understand that a piece of music can tell a story with sounds. To know that different instruments can sound like a particular character. To understand what 'high' and 'low' notes are. 	<ul style="list-style-type: none"> Responding to music with movement, altering it to reflect the tempo, dynamics or pitch of the music. Exploring lyrics by suggesting appropriate actions. Exploring the story behind the lyrics or music. Considering whether a piece of music has a fast, moderate or slow tempo. Listening to sounds and matching to the object or instrument. Listening to sounds and identifying high and low pitch. Listening to and repeating simple lyrics. Understanding that different instruments make different sounds and grouping them accordingly. 	<ul style="list-style-type: none"> Experimenting with body percussion and vocal sounds to respond to music. Selecting appropriate instruments to represent action and mood. Experimenting with playing instruments in different ways. 	<ul style="list-style-type: none"> Using their voices to join in with well-known songs from memory. Remembering and maintaining their role within a group performance. Moving to music with instruction to perform actions. Participating in performances to a small audience. Stopping and starting playing at the right time.
Summer 1	<u>Transport</u>	<ul style="list-style-type: none"> To recognise that voices and instruments can imitate sounds from the world around us (eg. vehicles). To know that the beat is the steady pulse of a song. To recognise music that is 'fast' or 'slow.' 	<ul style="list-style-type: none"> Responding to music with movement, altering it to reflect the tempo, dynamics or pitch of the music. Exploring lyrics by suggesting appropriate actions. Listening to and following a beat using body percussion and instruments. Considering whether a piece of music has a fast, moderate or slow tempo. Listening to and repeating simple lyrics. 	<ul style="list-style-type: none"> Experimenting with body percussion and vocal sounds to respond to music. Experimenting with playing instruments in different ways. 	<ul style="list-style-type: none"> Remembering and maintaining their role within a group performance. Moving to music with instruction to perform actions. Participating in performances to a small audience. Stopping and starting playing at the right time.
Summer 2	<u>Big Band</u>	<ul style="list-style-type: none"> To know that an orchestra is a big group of people 	<ul style="list-style-type: none"> Exploring the story behind the lyrics or music. Listening to and following a beat using body percussion and instruments. 	<ul style="list-style-type: none"> Playing untuned percussion 'in time' with a piece of music. 	<ul style="list-style-type: none"> Using their voices to join in with well-known songs from memory. Remembering and

