Thurcroft Infant School FS1 Music Year Plan

The activities below are intended to be worked on over a whole half term, in short carpet sessions. Do a few sections at a time, building up children's confidence in singing the song, then move on to the further activities when ready.

Term	Songs	Activities	Objectives / learning outcomes	Vocabulary
Au1: Marvellous Me	Can you use your voice? (See resources) See how I'm bouncing See How I'm Bouncing - Sing & Smile (Thursday Week 3), Pre Fives (youtube.com)	 Encourage the children to reply "yes we can, yes we can" in different voices. Play this game at the beginning of music sessions to show how singing voice is different to speaking/shouting Sing the song to the children while rocking a cuddly toy, encourage them to bounce an imaginary/actual toy on their knees at the same time Repeat the song in different ways e.g. changing the dynamics to sing and move quietly/loudly After a few times, encourage the children to start joining in Sing each line of the song for the children to echo back to you. Get any confident children to echo back to you on their own You can move on to the children standing and bouncing and (carefully!) falling at the end Try changing the word bouncing to another action e.g. use chiffon scarves to sing "See how I'm waving" and wave side to side to the pulse Change the dynamics and tempo, modelling how the actions slow down/speed up/get bigger or smaller This is also a good parachute/lycra song, to bounce along with the pulse 	Feel the pulse throughout their body Join in with singing Learn to sing through echoing Matching a few pitches in singing voice, not always accurately	Singing voice Speaking voice Loud/quiet Fast/slow
Au2: Let's celebrate	Star light star bright Star Light Star Bright - Sing & Smile (Monday Week 1), Pre-Fives (youtube.com)	 Sing the song to the children while rocking a cuddly toy, encourage them to rock an imaginary/actual toy in their arms at the same time Repeat the song in different ways e.g. changing the dynamics to sing and move quietly/loudly After a few times, encourage the children to start joining in 	 Feel the pulse throughout their body Join in with singing Learn to sing through echoing Matching a few pitches in singing 	Singing voice Speaking voice Loud/quiet Fast/slow

Sp1: Once upon a time	Thumbkin likes to dance (21) Thumbkin Likes to Dance - Sing & Smile (Thursday Week 4), Pre Fives - YouTube Grand Old Duke of York	 Sing each line of the song for the children to echo back to you. Get any confident children to echo back to you on their own Play the what do you wish for game – teacher sings "what do you wish for" and gives the cuddly toy to a child to answer "I wish for" (see resources) Encourage the children to show the pulse on different parts of their body by modelling patting your head/shoulders/knees etc. Pat with one hand at a time, making the gesture as big as possible Sing the song to the children, they join in with the finger actions Sing each line of the song for the children to echo back to you. Get any confident children to echo back to you on their own Give the different fingers different nursery rhyme character names e.g. Giant for thumb etc (even better if you have finger puppets). Change voices to match the different characters Encourage confident children to be one of the characters on their own Explore some different classroom percussion instruments in a circle. Have some free time to try out different instruments and see what sounds they make. Then bring the circle back together and get volunteers to demonstrate different instruments. Introduce the word "percussion" – instruments that you tap, shake or scrape Listen to some music with a strong pulse e.g. Wellerman and encourage the children to join in with the pulse Using the Thumbkin song, give each instrument a verse e.g. shaker likes to shake (shake), with instrument groups playing on their verses Use instruments to show the pulse when singing Grand 	 body Join in with singing Learn to sing through echoing Matching a few pitches in singing voice, not always accurately Explore ways to use instruments Describe the sounds 	Singing voice Speaking voice Names of instruments Percussion Loud/quiet Fast/slow
	Grand Old Duke of York			
Sp2: Pets!	Touch your shoulders 3. Touch your Shoulders (Song) - First Thing Music	 Sing the song to the children a few times and get them to join in with the actions (see video in link) After a few times, encourage the children to start joining in Echo each line for the children to sing back 	body • Join in with singing	Singing voice Speaking voice

		 Model a few different body percussion sounds. Recap the word "percussion" and relate to "body percussion" Work with the children to change the song to their body percussion ideas e.g. pat your knees and clap your hands, pat your head and touch your chin. Use upper body actions and keep the actions big and slow in order to encourage the children to keep to the pulse of the song This song could also be adapted to use with instruments e.g. shake your shaker tap your drum 	 Matching a few pitches in singing voice, not always accurately Copy body percussion Explore ways to use instruments Describe the sounds of classroom instruments Compose as a class, under teacher direction 	Names of instruments Percussion Body percussion Loud/quiet Fast/slow
Su1: What helps things to grow?	Rain rain go away (see resources) Big Red Combine Harvester	 Sing the song to the children while moving your hands/whole body up and down with the higher and lower pitches. Use different children's names from the class in the song each time Sing the song for them to echo back, then sing the song with the up and down movements for them to each back Discuss whether the song starts/ends with you up high or down low? Use scarves/parachute to move up and down with the two pitches of the song Play in a circle – choose a child's name as you sing the song. At the end of the song that child lies down on the word "away". Continue round the whole circle. Children lying down should still sing! Explore instruments that make the best rain sounds e.g. shakers, tapping fingers on drums. Play the instruments while singing the song but have to all stop at the same time after the last "away" 	 Feel the pulse throughout their body Join in with singing Learn to sing through echoing Matching two pitches (so and mi) accurately Sing the melodic shape of the song Copy body percussion Explore ways to use instruments Describe the sounds of classroom instruments Compose as a class, under teacher direction 	Names of instruments Percussion Loud/quiet Fast/slow High/low
Su2: What do you do at the seaside?	See saw (see resources)	This is a very simple song, the children can learn by watching you as you sing the song and pretend to ride on the seesaw, moving up and down with the high and low pitches of the song	 Feel the pulse throughout their body Join in with singing 	Names of instruments Percussion

	Encourage the children to sing it with you, moving up and down at the same time	Learn to sing through echoing	Loud/quiet
	Model using body percussion to show "the way the words go". This is the rhythm, but we won't use that term at the moment (see resources).	 Matching two pitches (so and mi) accurately 	Fast/slow High/low
	Use classroom instruments to play the way the words go while singing the song. You can split the class into different instrument groups and have them sing the song and play the way the words go one after the other	 Sing the melodic shape of the song Copy body percussion 	The way the words go (rhythm)
Little fish (see resources)	 Sing the song line by line for the children to echo back. Use a different pulse action for each line e.g. hands together like a fish swimming side to side for first line Using parachute/lycra, have the children move up and 	 Copy and improvise rhythm patterns (the way the words go) 	
	down to the high and low pitches of the song. You can have some chiffon scarves/balls/small toys to be the fish. At the end of the song, on the word "out" everyone moves the parachute up quickly to throw the fish off		

Assessment

At the end of the year, children should be able to:

- Move to the pulse while singing
- Play a range of instruments to the pulse while singing
- Show high and low pitches with movement while singing
- Show rhythm by performing "the way the words go" while singing