

**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.**

<b>Term</b>	<b>Songs</b>	<b>Activities</b>	<b>Objectives / learning outcomes</b>	<b>Vocabulary</b>
Au1: Marvellous Me	<p>Can you use your _____ voice? (See resources)</p> <p>See how I'm bouncing <a href="#">See How I'm Bouncing - Sing &amp; Smile (Thursday Week 3), Pre Fives (youtube.com)</a></p>	<ul style="list-style-type: none"> <li>Encourage the children to reply "yes we can, yes we can" in different voices.</li> <li>Play this game at the beginning of music sessions to show how singing voice is different to speaking/shouting</li> <li>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</li> <li>Repeat the song in different ways e.g. changing the dynamics to sing and move quietly/loudly</li> <li>After a few times, encourage the children to start joining in</li> <li>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</li> <li>You can move on to the children standing and bouncing and (carefully!) falling at the end</li> <li>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</li> <li>Change the dynamics and tempo, modelling how the actions slow down/speed up/get bigger or smaller</li> <li>This is also a good parachute/lycra song, to bounce along with the pulse</li> </ul>	<ul style="list-style-type: none"> <li>Feel the pulse throughout their body</li> <li>Join in with singing</li> <li>Learn to sing through echoing</li> <li>Matching a few pitches in singing voice, not always accurately</li> </ul>	<p>Singing voice</p> <p>Speaking voice</p> <p>Loud/quiet</p> <p>Fast/slow</p>
Au2: Let's celebrate	<p>Star light star bright <a href="#">Star Light Star Bright - Sing &amp; Smile (Monday Week 1), Pre-Fives (youtube.com)</a></p>	<ul style="list-style-type: none"> <li>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</li> <li>Repeat the song in different ways e.g. changing the dynamics to sing and move quietly/loudly</li> <li>After a few times, encourage the children to start joining in</li> </ul>	<ul style="list-style-type: none"> <li>Feel the pulse throughout their body</li> <li>Join in with singing</li> <li>Learn to sing through echoing</li> <li>Matching a few pitches in singing</li> </ul>	<p>Singing voice</p> <p>Speaking voice</p> <p>Loud/quiet</p> <p>Fast/slow</p>

		<ul style="list-style-type: none"> <li>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</li> <li>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)</li> <li>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</li> </ul>	voice, not always accurately	
Sp1: Once upon a time	<p>Thumbkin likes to dance  <a href="#">(21) Thumbkin Likes to Dance - Sing &amp; Smile (Thursday Week 4), Pre Fives - YouTube</a></p> <p>Grand Old Duke of York</p>	<ul style="list-style-type: none"> <li>Sing the song to the children, they join in with the finger actions</li> <li>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</li> <li>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</li> <li>Encourage confident children to be one of the characters on their own</li> <li>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</li> <li>Listen to some music with a strong pulse e.g. Wellerman and encourage the children to join in with the pulse</li> <li>Using the Thumbkin song, give each instrument a verse e.g. shaker likes to shake (shake), with instrument groups playing on their verses</li> <li>Use instruments to show the pulse when singing Grand Old Duke of York</li> </ul>	<ul style="list-style-type: none"> <li>Feel the pulse throughout their body</li> <li>Join in with singing</li> <li>Learn to sing through echoing</li> <li>Matching a few pitches in singing voice, not always accurately</li> <li>Explore ways to use instruments</li> <li>Describe the sounds of classroom instruments</li> </ul>	<p>Singing voice</p> <p>Speaking voice</p> <p>Names of instruments</p> <p>Percussion</p> <p>Loud/quiet</p> <p>Fast/slow</p>
Sp2: Pets!	<p>Touch your shoulders  <a href="#">3. Touch your Shoulders (Song) – First Thing Music</a></p>	<ul style="list-style-type: none"> <li>Sing the song to the children a few times and get them to join in with the actions (see video in link)</li> <li>After a few times, encourage the children to start joining in</li> <li>Echo each line for the children to sing back</li> </ul>	<ul style="list-style-type: none"> <li>Feel the pulse throughout their body</li> <li>Join in with singing</li> <li>Learn to sing through echoing</li> </ul>	<p>Singing voice</p> <p>Speaking voice</p>



	Little fish (see resources)	<ul style="list-style-type: none"> <li>• Encourage the children to sing it with you, moving up and down at the same time</li> <li>• 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).</li> <li>• 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</li> <li>• 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</li> <li>• Using parachute/lycra, have the children move up and 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</li> </ul>	<ul style="list-style-type: none"> <li>• Learn to sing through echoing</li> <li>• Matching two pitches (so and mi) accurately</li> <li>• Sing the melodic shape of the song</li> <li>• Copy body percussion</li> <li>• Copy and improvise rhythm patterns (the way the words go)</li> </ul>	<p>Loud/quiet</p> <p>Fast/slow</p> <p>High/low</p> <p>The way the words go (rhythm)</p>
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#### 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

