


Thurcroft Infant School
FS2 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. Summer 2 only has one song to give time for going back over other songs if necessary.

Term	Songs	Activities NB thinking voice, again the way the words go but not too much	Objectives / learning outcomes	Vocabulary
Au1: Tell me a story	<p>Can you use your _____ voice? (See resources)</p> <p>Swing me over the water 1. Swing me over the water (Song) – First Thing Music</p> <p>Copy cat 2. Copy Cat (Song) – First Thing Music</p>	<ul style="list-style-type: none"> 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 while rocking a cuddly toy to the pulse and encourage children to rock an imaginary/real toy in their hands Sing the song line by line for the class to echo back Sing the song together while doing rocking pulse action. At the end of the song say “whee” and turn to face the other direction, singing the song again Repeat the same way but holding hands with a partner to do rocking action. When turned around, go back to just rocking with own hands This song can be used with a cuddly toy in a parachute, with children swaying side to side to rock the cuddly toy Start by singing the song with a simple pulse action e.g. tapping head and get the class to echo back Repeat with other upper body pulse actions e.g. touching nose, clapping hands Get the class to give you other ideas for actions to do with upper body (in sitting position, with arms). When confident singing the song and using a range of pulse actions, pair the children and get them each to come up with their own individual action. They then sing to their partner who has to echo back with 	<ul style="list-style-type: none"> Feel the pulse through their body Sing songs as a group, knowing when to start and stop Learn new songs through echoing Sing in different voices 	Quieter/louder

	Grand Old Duke of York Big Red Combine Harvester	<p>their action. Then swap to other partners. This may need modelling first.</p> <ul style="list-style-type: none"> • Get the whole class to sing to their partners at the same time, so you will see all different actions – make sure they are all moving to the pulse of the song! • Demonstrate changing dynamics – sing quietly with small pulse actions and louder with big pulse actions. Get the children to copy then get some of them to lead the class, either quietly or loudly 		
Au2: The world in Winter	<p>Touch your shoulders 3. Touch your Shoulders (Song) – First Thing Music</p> <p>Incy Wincy Spider Christmas songs</p>	<ul style="list-style-type: none"> • Sing the song while performing the actions, as in the video. Sing again and encourage the children to join in the actions • Sing the song a line at a time for the children to echo, while also performing the actions • Sing the song in a few different sessions. Vary the tempo and dynamics to give some variety. You could also get a cuddly toy to perform the song • When the children can sing and perform the actions confidently, encourage them to include some of their own actions e.g. flick your nose and touch your toes • Play the circle game as on the “song card” from the website link 	<ul style="list-style-type: none"> • Feel the pulse through their body • Sing songs as a group, knowing when to start and stop • Learn new songs through echoing 	Quieter/louder Faster/slower
Sp1: How to be healthy	<p>Ickle ockle 4. Ickle Ockle (Song) – First Thing Music</p> <p>https://firstthingmusic.co.uk/song-4-ickle-ockle/</p>	<ul style="list-style-type: none"> • Teach the song a line at a time, with the children echoing back • Discuss what kind of animal an Ickle Ockle could be? Sing the song while moving around the classroom how they think the Ickle Ockle would move (could also draw this imaginary creature) • Using a sheet/parachute/lycra, have some toy/paper fish in the middle. Children gently bounce the 	<ul style="list-style-type: none"> • Feel the pulse through their body • Sing songs as a group, knowing when to start and stop • Learn new songs through echoing 	Pulse Rhyme (uses speaking voice instead of singing voice Faster/slower

	<p>Feet feet</p> <p>5. Feet Feet (Rhyme) – First Thing Music</p>	<p>parachute to the pulse while singing the song. On the word “me” at the end, everyone lifts the parachute quickly to try to throw all the fish off</p> <ul style="list-style-type: none"> • Introduce a range of classroom percussion and discuss their names • Give time to experiment with different instruments and what sounds they make (this could be a small group activity). • Create class composition where children sing the song then demonstrate their different ickle ockle sounds around a circle before singing the song again to finish <ul style="list-style-type: none"> • If the children are able to reliably demonstrate the pulse with their upper body actions while singing, you can introduce the word “pulse” as the steady heartbeat of the song as the thing they have been performing. You can display this as 4 heartbeats (see below) • *The idea of feet feet is to get children moving their lower body accurately to the pulse – they need to be able to sing and move their upper body to the pulse accurately first* • Teach the rhyme one line at a time, with the children echoing it back • All say the rhyme together, patting alternate knees along to the pulse – you can refer to this as “walking” the pulse, as your hands are mimicking feet walking. • Try walking to the pulse on the spot using “stompy feet” – this usually slows children down so that they can more easily match the pulse • Get some children who have got it to demonstrate to the class • If struggling, get the children to walking the pulse on their knees at the same time as moving their feet • Draw 4 heartbeats on the board. Model tapping the pulse along them as you say the rhyme, then encourage children to come up and do this 	<ul style="list-style-type: none"> • Add sounds to a song • Sing a familiar song in a high or low voice • Use and name percussion instruments, describing how to play them • Use instruments to accompany a rhyme or song • Class composition for sound effects 	Names of percussion instruments
	Head, shoulders, knees and toes			

		<ul style="list-style-type: none"> Set out a trail of 16 spots across the carpet/other suitable space (in colour groups of 4 as below, if possible)  <p>Children have to walk along this path to the pulse while the rest of the class pat the pulse on their knees and say the rhyme</p>		
Sp2: Amazing animals/what's on the farm?	<p>Early in the morning 6. Early in the Morning (Song) – First Thing Music</p> <p>Sally go round the sun 7. Sally goes round the sun (Song) – First Thing Music</p>	<ul style="list-style-type: none"> Encourage children to walk the pulse on the spot while you sing the song to introduce it. Do this at different tempos and discuss which were faster/slower Teach the song one line at a time, with the children echoing it back Sing the song in a circle, walking the pulse on knees while singing Designate a “postie” who walks around the circle while the song is sung. Their steps determine the pulse of the song. This is a good opportunity for dressing up/props for the postie! In the space in the song for someone's name, the teacher can fill in the name of the next person to be the postie. The postie then swaps places with that person at the end of the song Encourage the children to tap a finger of the palm of their hand like a drum to the pulse as you sing the song Teach the song one line at a time, with the children echoing it back Model playing a small drum/other classroom percussion instrument to the pulse while all sing the song. Play the “boom” loudly! Choose a child to walk around the outside of the circle while the teacher plays the instrument, matching their steps to the pulse. At the end of the song they tap the person they are stood behind on the shoulder and race them around the circle back to the same place Give all children a percussion instrument, recap their names 	<ul style="list-style-type: none"> Feel the pulse through their body Sing songs as a group, knowing when to start and stop Learn new songs through echoing Use and name percussion instruments, describing how to play them Use instruments to accompany a rhyme or song 	<p>Pulse</p> <p>Faster/slower</p> <p>Names of percussion instruments</p>

	Old MacDonald had a farm Farmer's in his den	<ul style="list-style-type: none"> All children then play to the pulse while playing the game. NB if they have a shaken instrument e.g. egg shaker they will need to tap it on their hand to be able to mark the pulse accurately 		
Su1: The great outdoors	<p>One two three four 8. One Two Three Four (Rhyme) – First Thing Music</p> <p>Queen Queen Caroline 9. Queen Queen Caroline (Rhyme) – First Thing Music</p>	<ul style="list-style-type: none"> This is another rhyme and has a call and response element to it – the leader says a phrase and the group responds with the answer. As the teacher says “1, 2, 3, 4” encourage the children to respond “someone’s at the kitchen door”, then “5, 6, 7, 8” and the children respond “someone’s at the garden gate”. You can use a variety of voices to do this to help the class learn the words, they should do their response in the same voice, however silly. Saying all four lines now, demonstrate the rhyme with a different pulse action for each phrase. The children have to remember the four actions and perform them with you as you go through the rhyme Get four confident volunteers to the front to say the rhyme one line each. Then get them to add their own action on their line. The class then have to perform the rhyme using the correct actions on each line You can incorporate this call and response idea with percussion instruments. Initially, have a leader say the first line while playing the pulse, with the group playing the pulse as they say the response. You can then broaden this out into a more exploratory activity, with children improvising different patterns on instruments for the group to copy This is another rhyme, get the children to echo each line back Perform the song with one pulse action for the first and last lines and a different one for the middle two Use some ideas for the children for the two different pulse actions Use different voices to accompany the two different actions Do the painting activity as in the video link. You can also bring this to instruments too – playing loudly for 	<ul style="list-style-type: none"> Feel the pulse through their body Sing songs as a group, knowing when to start and stop Learn new songs through echoing Match pitches in 2/3 pitch songs with increased accuracy Use and name percussion instruments, describing how to play them Use instruments to accompany a rhyme or song Copy back a short rhythm led by the teacher Play untuned instruments as a group, and sometimes on their own, knowing when to start and stop 	Pulse Quieter/louder Rhyme

	Tiny Caterpillar There's a worm at the bottom of the garden	the first and last lines and quietly for the second and third, working on control while playing		
Su2: Commotion in the ocean	Jack be nimble 10. Jack be Nimble (Song) – First Thing Music The big ship sails on the ally ally oh The Pirate Song (When I was one) Poetry Basket: A Little Shell, Monkey Babies	<ul style="list-style-type: none"> • Sing the song, modelling tapping the first 8 beats and the second 8 beats of the song on different parts of your body • Children copy your actions while you sing again • Sing each line for the children to echo back, while performing the pulse actions • When they are confident singing the song, clap on one of the numbers as you say them in the second half of the song – get the children to tell you which number. Then have volunteers clap on a number a few times • When confident with this, introduce the idea of the “thinking voice” – model saying the numbers in the second half of the song in your head while silently showing the pulse as you count e.g. swaying from side to side or tapping your head. You can mouth the words as you think them to show the children what's happening inside your head. Then clap on one of the numbers and ask the children which one. • This is quite tricky. When they get good at it, you can get children to do the clap. • If the class struggle with this, they may need more practise with some of the other songs you have practised this year. You can practise the thinking voice with a puppet (see resources) 	<ul style="list-style-type: none"> • Feel the pulse through their body • Sing songs as a group, knowing when to start and stop • Learn new songs through echoing • Match pitches in 2/3 pitch songs with increased accuracy • Move in time to the music 	Pulse Thinking voice

Assessment

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

- Demonstrate the pulse accurately in many different ways while singing a variety of songs
- Match pitch accurately in songs with 2/3 pitches
- Demonstrate they have internalised the pulse, showing it with movement and identifying beats
- Play the pulse accurately with a range of untuned percussion instruments

