

Title		<i>I've got a grumpy face</i>	<i>The sorcerer's apprentice</i>	<i>Witch, witch</i>	<i>Row, row, row your boat</i>
<b>Musical focus</b>		Timbre, beat, pitch contour	Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre	Call-and-response, pitch (la-so-mi-do), timbre	Beat, pitch (step/leap), timbre
<b>Number of lessons</b>		3	3	3	3
<b>National Curriculum for Music</b>					
Programme of study	1	★		★	★
Programme of study	2			★	★
Programme of study	3	★	★	★	★
Programme of study	4	★			
<b>Statutory Framework for the Early Years Foundation Stage</b>					
Communication & Language	a	★	★	★	★
	b	★			★
Personal, Social, & Emotional Development	a	★	★	★	★
	b	★		★	
Physical Development	a	★	★	★	★
	b	★		★	★
Literacy	a	★	★		★
Mathematics					
Understanding the World					
Expressive Arts & Design	a	★		★	★

Title		<i>Birdspotting: Cuckoo polka</i>	<i>Shake my sillies out</i>	<i>Up and down</i>	<i>Five fine bumble bees</i>
<b>Musical focus</b>		Active listening, beat, pitch (so-mi), vocal play	Timbre, pitch (higher/lower), tempo (faster/slower), beat	Pitch contour rising and falling	Timbre, tempo, structure (call-and-response), active listening
<b>Number of lessons</b>		3	3	3	3
<b>National Curriculum for Music</b>					
<b>Programme of study</b>	1	★	★	★	★
<b>Programme of study</b>	2		★	★	★
<b>Programme of study</b>	3	★	★	★	★
<b>Programme of study</b>	4		★		★
<b>Statutory Framework for the Early Years Foundation Stage</b>					
<b>Communication &amp; Language</b>	a	★	★	★	★
	b		★	★	★
<b>Personal, Social, &amp; Emotional Development</b>	a	★	★	★	★
	b	★	★	★	★
<b>Physical Development</b>	a	★		★	★
	b		★	★	★
<b>Literacy</b>	a		★	★	★
<b>Mathematics</b>					
<b>Understanding the World</b>					
<b>Expressive Arts &amp; Design</b>	a	★	★	★	★

Title		<i>Down there under the sea</i>	<i>It's oh so quiet!</i>	<i>Slap clap clap</i>	<i>Bow, bow, bow Belinda</i>
<b>Musical focus</b>		Timbre, structure, active listening, tune moving in step, soundscape	Dynamics, timbre, musical storytelling	Music in 3-time, beat	Beat, active listening, accompaniment
<b>Number of lessons</b>		3	3	3	3
<b>National Curriculum for Music</b>					
<b>Programme of study</b>	1	★	★	★	★
<b>Programme of study</b>	2	★	★	★	★
<b>Programme of study</b>	3	★	★	★	★
<b>Programme of study</b>	4	★			
<b>Statutory Framework for the Early Years Foundation Stage</b>					
<b>Communication &amp; Language</b>	a	★	★	★	★
	b	★	★	★	★
<b>Personal, Social, &amp; Emotional Development</b>	a	★	★	★	★
	b	★		★	★
<b>Physical Development</b>	a		★	★	★
	b	★	★	★	★
<b>Literacy</b>	a	★	★		
<b>Mathematics</b>					
<b>Understanding the World</b>					
<b>Expressive Arts &amp; Design</b>	a	★	★	★	★

**National Curriculum for Music KS1 (for Reception)**

<b>Programme of study</b>	<b>1</b>	Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes.
<b>Programme of study</b>	<b>2</b>	Pupils play tuned and untuned instruments musically.
<b>Programme of study</b>	<b>3</b>	Pupils listen with concentration and understanding to a range of high-quality live and recorded music.
<b>Programme of study</b>	<b>4</b>	Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music.

**Statutory Framework for the Early Years Foundation Stage**

<b>Communication &amp; Language</b>	<b>a</b>	Listen attentively and respond to what they hear with relevant questions, comments, and actions.
	<b>b</b>	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
<b>Personal, Social, &amp; Emotional Development</b>	<b>a</b>	Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
	<b>b</b>	Work and play cooperatively and take turns with others.
<b>Physical Development</b>	<b>a</b>	Negotiate space and obstacles safely, with consideration for themselves and others.
	<b>b</b>	Use a range of small tools (e.g. instrument beaters).
<b>Literacy</b>	<b>a</b>	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems, and during role play.
<b>Mathematics</b>		
<b>Understanding the World</b>		
<b>Expressive Arts &amp; Design</b>	<b>a</b>	Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music.