

## West Ashton C of E Primary School : Reception Long Term Planning for *Music Area*



Long

Term

Plans

*celebrate the learning opportunities that we offer children on a continuous basis. They form the foundation for the daily learning opportunities of our Early Years Foundation Stage curriculum. We observe children in order to understand and consider their current interests, development and learning. We then respond by adding additional enhanced provision and focussed experiences, to enrich the learning experiences on offer for children.*

## West Ashton C of E Primary School : Reception

### Long Term Planning for Music Area

<p>Key learning opportunities offered in this area of provision</p> <p>The characteristics of effective learning and EYFS aspects of learning and development</p>	
<p><b>Playing and Exploring:</b> demonstrate curiosity, interest, enjoyment and enthusiasm as they play and experiment with what they know.</p> <p><b>Active Learning:</b> being involved and concentrating, persevering and taking pride in achieving what they set out to do.</p> <p><b>Creating and Thinking Critically:</b> having their own ideas, making links and choosing ways to do things, planning, thinking ahead and using their own methods to solve problems.</p> <p><b>Prime Areas:</b> Personal, Social and Emotional Development, Physical Development, Communication and Language</p> <p><b>Specific Areas:</b> Literacy, Mathematics, Understanding the World, Expressive Arts and Design</p> <p><b>Key aspects promoted:</b></p> <p>Mathematics: number    UTW:, EAD: PSED CL</p>	
Learning experiences. Some of the things that children may do...	Adult response to support children's learning...

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#### **PSED:**

*Experiment either on their own or in collaboration with others with different instruments, movements, role play and dance.*

*Make choices as they select resources, tools, appropriate shapes, colours.*

*Negotiate space, make contributions, discuss, listen and offer suggestions.*

#### **Communication and Language:**

*Talk about their experiences as they make connections through music and dance, expressing interests and ideas.*

*Talk about their intentions, ideas and their evolving work.*

*Interact through language and gestures to collaborate on ideas.*

*Respond to instructions during focussed activities- such as musical sessions where they have to repeat a tune or during literacy when adding actions to stories.*

#### **Physical Development:**

*Praise, encourage and show interest in children's ideas and fascinations.*

*Provide a range of equipment which enable children to develop their ideas with satisfaction.*

*Model use of instruments tentatively once children have explored them themselves.*

*Anticipate and provide what they might need to represent their ideas.*

*Observe, Assess, Plan to extend interests through further experiences.*

*Act as an assistant in the playing/ dancing/ music playing - offer comments, suggestions and questions when appropriate.*

*Talk about and praise children's work/ ideas and efforts.*

*Support, supervise and interact sensitively as children develop their social communication skills.*

*"How shall we decide?"*

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<p>Move their bodies in time to a beat.          Move in a variety of different ways, using movement to express themselves. Learn how to play instruments safely and effectively.</p> <p><b>Literacy;</b>          Draw their ideas and label using phonics skills. Experiment with different mark making and give meanings to marks.          Refer to information, fiction books and technology to find out more and to stimulate ideas.</p> <p><b>UTW:</b>          Create environments in which they develop their imaginative ideas- e.g. singing a variety of songs and coming up with a range of shows/ dances based on interests and experiences.          Expressing thoughts and ideas on family members, traditions and routines.</p> <p><b>Mathematics:</b>          Apply understanding of number and time to dances and songs.</p>	<p>Encourage children to persevere, return to play over a number of days and enjoy repetition to develop skills, for example by labelling special models and features.</p> <p>Justify and explain safety rules and develop personal responsibility e.g. safety us of using the stage- 3 children max. Develop awareness of sensible rules and expectations to follow.</p> <p>Support children's excursions into their imaginary worlds by being a partner in play, encourage their inventiveness, offer support and sometimes resources, stories, photographs, mark making resources to draw up plans that act as a stimulus.</p> <p>Observe what they are doing and use this to assess and plan for individuals and groups of children.</p> <p>Develop mathematical language with children as they discuss positioning on the stage or when describing their movements- straight, round,</p>
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Develop use of positional language: next, along, in between, behind, in front, on top, beneath, below, under, over.

Experiment and develop vocabulary of shape and space as they make patterns and arrangements.

**EAD:**

Enjoys joining in with dancing and ring games. Sings a few familiar songs. Beginning to move rhythmically. Imitates movement in response to music. Taps out simple repeated rhythms. Explores and learns how sounds can be changed.

Begins to build a repertoire of songs and dances.

Explores the different sounds of instruments.

Developing preferences for forms of expression.

Uses movement to express feelings. Creates

movement in response to music.

Sings to self and makes up simple songs. Makes up rhythms.

Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.

curved, bendy, long, short, tall, short, taller, shorter, in front, behind, next to.

Talk to children about what they have achieved and help them to reflect so that they may wish to evaluate and modify their ideas.

Observe what the children are doing.

Support children's interests by providing enhancements to basic resources.

Encourage children to solve problems.

Encourage children to evaluate their work.

Provide a focus or stimulus for dance/ music/ singing.