

KStage 1	Term Autumn 2020	KStage 1	Term Spring 2021	KStage 1	Term Summer 2021
Topic	Subject	Topic	Subject	Topic	Subject
Oi Frog -Tiddalik The Great Fire of London-London's Burning		The Magic Paintbrush- Chinese Drumming/dragon dance Lets explore wild things- Chris Columbus		Lighthouse keepers Lunch Traction man (music technology)	
<b>Key Enquiry Question</b>		<b>Key Enquiry Question</b>		<b>Key Enquiry Question</b>	
How do we use music in celebrations?		What songs have been written about famous people?		What songs do we know about the seaside?	
<b>National Curriculum Objectives</b>		<b>National Curriculum Objectives</b>		<b>National Curriculum Objectives</b>	
<ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Play tuned and untuned instruments musically.</li> <li>Listen with concentration and understanding to a range of high quality live and recorded music.</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music (volume, pitch, pulse, rhythm / duration, tempo, structure and basic notation)</li> </ul>		<ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Listen with concentration and understanding to a range of high quality live and recorded music.</li> </ul>		<ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Play tuned and untuned instruments musically.</li> <li>Listen with concentration and understanding to a range of high quality live and recorded music.</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music (volume, pitch, pulse, rhythm / duration, tempo, structure and basic notation)</li> </ul>	
<b>Vocabulary – Tier 2 &amp; 3</b>		<b>Tier 2 &amp; 3</b>		<b>Tier 2 &amp; 3</b>	
Volume, duration, loud, quiet, high, low, tempo, structure (e.g. verse and chorus)		Volume, duration, loud, quiet, high, low, tempo pitch, pulse / beat, rhythm, structure (e.g. verse and chorus)		Volume, duration, loud, quiet, high, low, tempo pitch, pulse / beat, rhythm, structure (e.g. verse and chorus)	
<b>Key Prior Knowledge</b>		<b>Key Prior Knowledge</b>		<b>Key Prior Knowledge</b>	
<ul style="list-style-type: none"> <li>To begin to know how to change the sound of my voice by altering the tempo and pitch including creating loud and soft sounds.</li> <li>To understand that instruments can make different sounds.</li> <li>To investigate different ways of making sounds with materials and instruments.</li> <li>To identify different sounds (animal noises, water etc)</li> </ul>		<ul style="list-style-type: none"> <li>To know songs about people and places e.g. 'London's Burning' song.</li> <li>To know that they can use their voice to speak, sing and chant.</li> <li>To begin to identify simple repeated patterns.</li> </ul>		<ul style="list-style-type: none"> <li>To know songs about people and places e.g. 'London's Burning' song, 'A sailor went to sea sea sea' or 'Underneath the sea'</li> <li>To know how to sing with sense of pulse and with control of pitch and rhythm.</li> <li>To know how music is created using different instruments.</li> </ul>	
<b>Key Sticky Knowledge – By the end of this unit children should know...</b>		<b>Key Sticky Knowledge – By the end of this unit children should know...</b>		<b>Key Sticky Knowledge – By the end of this unit children should know...</b>	
<ul style="list-style-type: none"> <li>How to use their voice to speak, sing and chant.</li> <li>How sounds can be changed when playing an instrument (volume and duration).</li> </ul>		<ul style="list-style-type: none"> <li>Begin to understand how music makes people feel, act and move and link this to the way it is performed.</li> </ul>		<ul style="list-style-type: none"> <li>A range of songs that they can sing from memory.</li> <li>How to play an instrument with care and attention.</li> </ul>	

<ul style="list-style-type: none"> <li>• Begin to identify simple repeated patterns.</li> <li>• Investigate ways of making sounds that are very different (loud and quiet, how and low).</li> </ul>	<ul style="list-style-type: none"> <li>• To know that there are songs written about famous people.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how music can be used to create different moods / effects and communicate ideas.</li> <li>• How to represent music using different colours, shapes, pictures and marks to represent the inter-related dimensions of music.</li> </ul>
<b>Outcomes that demonstrate knowledge &amp; understanding and answer enquiry question</b>	<b>Outcomes that demonstrate knowledge &amp; understanding and answer enquiry question</b>	<b>Outcomes that demonstrate knowledge &amp; understanding and answer enquiry question</b>
Children will take part in performing the Christmas production which includes reciting songs from memory and playing instruments as accompaniments	Music enhances their knowledge and understanding of topics. i.e. Florence Nightingale's nursing role in history.	Compose music – recreating sounds from the seaside using tuned / untuned instruments and other objects.
	Performing Florence Nightingale song in key stage one assemblies.	Use symbols, colours, shapes and patterns to record and create musical compositions
<b>Cross Curricular links / opportunities</b>	<b>Cross Curricular links / opportunities</b>	<b>Cross Curricular links / opportunities</b>
Christmas production Maths, English - singing songs to reinforce learning and knowledge	English and History - singing songs to reinforce learning and knowledge	Geography – visit to seaside Art – choice of colour, shape and symbols to represent musical intention.