

Nursery - Year A, Term 1

Title	About the unit	Musical material	Books to explore	Complementary listening
Let's be friends	This unit is all about making friends, turn-taking, sharing, working together, and building confidence and unity in a classroom full of new faces.	<ul style="list-style-type: none"> • <i>Hello, let's go!</i> • <i>The high 5 chant</i> • <i>Let's be friends!</i> • <i>Pass the secret round</i> • <i>Let's be friends!</i> lyric video • <i>Let's be friends!</i> action video • <i>Example of a cajon</i> video • <i>Meet the musician... Jessie on clarinet!</i> video • <i>Songs about friendship</i> Spotify playlist (London Rhymes) 	<ul style="list-style-type: none"> • <i>Lost and found</i> – Oliver Jeffers • <i>Be a friend</i> – Salina Yoon • <i>Stick and stone</i> – Beth Ferry • <i>Superworm</i> – Julia Donaldson • <i>Elmer's friends</i> – David McKee • <i>Duck and penguin are not friends</i> – Julia Woolf • <i>Puffin Peter</i> – Petr Horáček • <i>Will you be my friend?</i> – Mollie Potter 	<ul style="list-style-type: none"> • <i>Rhapsody in blue</i> (Leonard Bernstein) • <i>Just a closer walk with thee</i> (Doreen Ketchens & Louisiana Philharmonic Orchestra) • Improvised music on cajon and guitar (Heidi Joubert & friends) • <i>Somewhere over the rainbow</i> (Israel 'IZ' Kamakawiwo'ole)
Travel and movement	This unit is all about different ways that we can move and travel from one place to another. Whether we move our bodies in different ways to get around, or if we get on a train, bus, or car... What about if we could fly? Let's see where our imaginations take us!	<ul style="list-style-type: none"> • <i>How did you get to school today?</i> • <i>This is my walking song</i> • <i>Get on the train</i> • <i>This is my walking song</i> live video • <i>Get on the train</i> lyric video • <i>Get on the train</i> virtual jam video • <i>Meet the musician... Beka on violin!</i> video • <i>Emporer penguins migrating</i> video (National Geographic) • <i>Soar with migrating birds</i> video (National Geographic) • <i>How would it feel?</i> listening sample • <i>Red, red scooter</i> listening sample • <i>Songs about travel and moving around</i> Spotify playlist (London Rhymes) 	<ul style="list-style-type: none"> • <i>Night monkey, day monkey</i> – Julia Donaldson • <i>The train ride</i> – June Crebbin • <i>Hiking day</i> – Anne Rockwell • <i>From my window</i> – Otávio Júnior • <i>Lost and found</i> – Oliver Jeffers • <i>Everywhere, wonder</i> – Matthew Swanson • <i>Some dogs do</i> – Jez Alborough • <i>Rosa rides her scooter</i> – Jessica Spanyol 	<ul style="list-style-type: none"> • <i>William Tell overture</i> (Rossini) • 'We know the way' from <i>Moana</i> • 'Field trip' the <i>Finding Nemo</i> • Improvised music on cajon and guitar (Heidi Joubert & friends)

Nursery - Year A, Term 2

Title	About the unit	Musical material	Books to explore	Complementary listening
<i>This is me</i>	This unit is all about exploring who we are! How we say hello, how old we are, our families, our likes and dislikes, and what makes us special and unique.	<ul style="list-style-type: none"> • <i>I say hello like this</i> • <i>The family song</i> • <i>Yes I can!</i> • <i>We're all amazing</i> • <i>This is me, I am 3</i> • <i>Meet the musician – Rosie on handpan!</i> video • <i>Roaring waves</i> (Rosie Bergonzi) • <i>Questions</i> demonstration video • <i>Yes I can!</i> lyric video • 'Food for thought' Assumptions of gender roles video • Carlos Acosta performing in <i>Don Quixote</i> (Act I finale) video • <i>We're all amazing</i> lyric video • <i>We're all amazing</i> live video • A day in the life of a child in urban Kenya (BBC) • <i>This is me, I am 3</i> demonstration video • <i>All about me!</i> Spotify playlist (London Rhymes) 	<ul style="list-style-type: none"> • <i>What we'll build</i> – Oliver Jeffers • <i>And tango makes three</i> – Justin Richardson and Peter Parnell • <i>The family book</i> – Todd Parr • <i>The great big book of families</i> – Mary Hoffman • <i>The Smeds and the Smoos</i> – Julia Donaldson • <i>All are welcome</i> – Alexandra Penfold • <i>Julian is a mermaid</i> – Jessica Love • <i>From the stars in the sky to the fish in the sea</i> – Kai Cheng Thom • <i>Red: A crayon's story</i> – Michael Hall • <i>Pink is for boys</i> – Robb Pearlman • <i>The rainbow fish</i> – Marcus Pfister • <i>All people are beautiful</i> – Vincent Kelly 	<ul style="list-style-type: none"> • <i>The Enigma variations</i> (Edward Elgar) • <i>No place like</i> (Kerry Andrew)
<i>Animal tea party</i>	This unit is all about an animal tea party! We'll be asking the children to invite their own cuddly toys, as well as baking some delicious cakes for the party. We'll also be exploring animal movements and sounds, and will be discovering some musical terms through the song and activity <i>Bang my drum</i> .	<ul style="list-style-type: none"> • <i>I see animals!</i> • <i>Animal circle time</i> • <i>Bake, bake, bake</i> • <i>Animal tea party</i> • <i>Bang my drum</i> • <i>Twinkle, twinkle little star</i> (Zosia on cello) • Learn the Makaton sign for 'bake' • Learn the Makaton sign for 'cake' • <i>Animal tea party</i> lyric video • <i>Animal rhythms</i> activity video • <i>Animal rhythms</i> rhythmic backing track • <i>Bang my drum</i> lyric video • <i>The best animal songs!</i> Spotify playlist (London Rhymes) 	<ul style="list-style-type: none"> • <i>The story orchestra, Carnival of the animals</i> – Katy Flint • <i>Magnificent creatures: Animals on the move!</i> – Anna Wright • <i>Animal music</i> – Julia Donaldson • <i>Animal opposites</i> – Petr Horáček • <i>The tiger who came to tea</i> – Judith Kerr • <i>Chocolate cake</i> – Michael Rosen • <i>Mini rabbit not lost</i> – John Bond 	<ul style="list-style-type: none"> • <i>Carnival of the animals</i> (Camille Saint-Saëns) • <i>It's oh so quiet</i> (Björk) • <i>Cello concerto in E minor</i> (Op. 85) (Edward Elgar)

Nursery - Year A, Term 3

Title	About the unit	Musical material	Books to explore	Complementary listening
I've got feelings	<p>This unit is all about exploring our feelings and emotions. Music is an incredible tool to express our feelings through song, which we will do in some of the songs and warm ups, but we'll also be exploring the breadth of different emotions through sounds and music that we listen to. What do certain sounds make us feel? How could we express our own feelings through the sounds and music that we make?</p>	<ul style="list-style-type: none"> • <i>How are you?</i> • <i>Happy happy happy</i> • <i>I've got feelings</i> • Introduction to the unit video • A stormy soundscape – body percussion video • A stormy soundscape – with instruments video • <i>Happy happy happy</i> lyric video • <i>Happy happy happy</i> Makaton demonstration video • <i>Meet the musician... Jessie on clarinet!</i> video • <i>I've got feelings</i> lyric video • <i>Inside Out: Guessing the feeling</i> video • <i>Meet the musician... Rosanna on the flute!</i> video • <i>Musical feelings</i> listening track 	<ul style="list-style-type: none"> • <i>Dogger</i> – Shirley Hughes • <i>Lost and found</i> – Oliver Jeffers • <i>Are you my mother?</i> – P. D. Eastman • <i>The day the crayons quit</i> – Oliver Jeffers • <i>Rainbow fish</i> – Marcus Pfister • <i>Ruby's worry</i> – Tom Percival • <i>Ravi's roar!</i> – Tom Percival • <i>The bad mood and the stick</i> – Daniel Handler • <i>The rabbit listened</i> – Cori Doerrfeld • <i>The great big hug</i> – Isy Abraham-Raveson • <i>Grumpy monkey</i> – Suzanne Lang 	<ul style="list-style-type: none"> • <i>The Arrival of the Queen of Sheba</i> (G. F. Handel) • <i>Misère</i> (Gregorio Allegri) • 'Fish in my hair!' from <i>Finding Nemo</i> (Thomas Newman) • 'Dance of the knights' from <i>Romeo and Juliet</i> (Sergei Prokofiev) • <i>The entertainer</i> (Scott Joplin)
Let's jam!	<p>This unit is all about developing our love for music, exploring different sounds and instruments, as well as playing together as a 'band' and in small groups. In a culture where often being a 'singer' or a musician is associated with TV auditions, pop stars, and celebrities, we want to emphasise the importance of enjoying music for music's sake! There's so much joy to be found in taking part in ensembles, singing together, and freedom in playing freely through improvisation. Having fun making music can have a huge impact on cohesion of your class, and the wellbeing of the children.</p>	<ul style="list-style-type: none"> • <i>Tap your name</i> • <i>Hot cross buns</i> • <i>This is what it sounds like</i> • <i>Let's jam!</i> • <i>Who's in the band?</i> • <i>Shake and stop</i> • <i>Let's jam</i> musician video • 'Jack Sparrow Theme' from <i>Pirates of the Caribbean</i> (Szeged Trombone Ensemble) • <i>Meet the musician... Raph on trombone!</i> video • <i>Exploring the blues</i> video • <i>Meet the musician... Rosie on cajon!</i> video • MEINL percussion artists playing Afro-Peruvian percussion with congas, bongos, and cajons • <i>Let's jam! Celebrating music</i> Spotify playlist (London Rhymes) 	<ul style="list-style-type: none"> • <i>Little people big dreams: Aretha Franklin</i> – Maria Isabel Sanchez Vegara and Amy Blackwell • <i>Little people big dreams: Stevie Wonder</i> – Maria Isabel Sanchez Vegara and Melissa Lee Johnson • <i>Ella queen of jazz</i> – Helen Hancocks • <i>Where are all the instruments?</i> – Nathan Holder • <i>Drum dream girl: how one girl's courage changed music</i> – Margarita Engle and Rafael López • <i>The story of the orchestra: listen while you learn about the instrument</i> – Robert Levine and Meredith Hamilton • <i>Trombone Shorty</i> – Troy Andrews and Bryan Collier 	<ul style="list-style-type: none"> • <i>The young person's guide to the orchestra</i> (animation) (Benjamin Britten) • A live jazz jam session, led by Jesús Molina

Reception - Year A, Term 1

Title No. lessons	Musical learning	Musical material
<i>I've got a grumpy face</i> - 3 lessons	<p>Focus: Timbre, beat, pitch contour.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Make up new words and actions about different emotions and feelings. • Explore making sound with voices and percussion instruments to create different feelings and moods. • Sing with a sense of pitch, following the shape of the melody with voices. • Mark the beat of the song with actions. 	<p>Song Bank: <i>I've got a grumpy face</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • 'Mars' from <i>The planets suite</i> (Gustav Holst). • 'Happy' from <i>Despicable Me 2</i> (Pharrell Williams). • 'In the hall of the mountain king' from <i>Peer Gynt</i> (Edvard Grieg). • 'The imperial march' from <i>Star wars</i> (John Williams). • 'Dance of the sugar plum fairy' from <i>The nutcracker</i> (Pyotr Ilyich Tchaikovsky).
<i>The sorcerer's apprentice</i> - 3 lessons	<p>Focus: Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Explore storytelling elements in the music and create a class story inspired by the piece. • Identify and describe contrasts in tempo and dynamics. • Begin to use musical terms (louder/quieter, faster/slower, higher/lower). • Respond to music in a range of ways e.g. movement, talking, writing. 	<p>Song Bank: <i>Alice the camel</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>The sorcerer's apprentice</i> (Paul Dukas). • <i>Percussion instruments for kids</i> (Green Bean's Music). • <i>BBC Young Musician 2020</i> Percussion final clips: <ul style="list-style-type: none"> • Isaac Harari – <i>Concerto, 1st mvmt</i> (Sergei Golovko). • Fang Zhang – <i>Rain the blind monk</i> (Heng Liu). • Toril Azzalini-Machecler – <i>Le corps a corps</i> (George Aperghis). • Lewis Kentaro Isaacs – <i>Til the cows come home</i> (Rick Dior). • <i>Fantasia</i> – The 1940 Disney animation (Parts 1, 2, & 3).
<i>Witch, witch</i> - 3 lessons	<p>Focus: Call-and-response, pitch (la-so-mi-do), timbre.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Make up a simple accompaniment using percussion instruments. • Use the voice to adopt different roles and characters. • Match the pitch of a four-note (la-so-mi-do) call-and-response song. 	<p>Song Bank: <i>Witch, witch</i>.</p>
<i>Row, row, row your boat</i> - 3 lessons	<p>Focus: Beat, pitch (step/leap), timbre.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Make up new lyrics and vocal sounds for different kinds of transport. • Sing a tune with 'stepping' and 'leaping' notes. • Play a steady beat on percussion instruments. 	<p>Song Bank: <i>Row, row, row your boat; The transport song</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Rowing a boat</i> video. • A short clip demonstrating rowing actions. • <i>Row, row, row your boat</i> animation (Super Simple Songs).

Reception - Year A, Term 2

Title No. lessons	Musical learning	Musical material
Bird spotting: Cuckoo polka - 3 lessons	<p>Focus: Active listening, beat, pitch (so-mil), vocal play.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Explore the range and capabilities of voices through vocal play. • Develop a sense of beat by performing actions to music. • Develop active listening skills by recognising the 'cuckoo call' in a piece of music (so-mil). • Enjoy moving freely and expressively to music. 	<p>Song Bank: <i>Dabbling ducks</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • Video clips of different bird song (Wildlife World): <ul style="list-style-type: none"> • Tawny owl, Black grouse, Whooper swans, & Common quail. • <i>The blue Danube</i> (Johann Strauss II). • <i>Cuckoo polka</i> (Johann Strauss II). • <i>The lark ascending</i> (Ralph Vaughan Williams).
Shake my sillies out - 3 lessons	<p>Focus: Timbre, pitch (higher/lower), tempo (faster/slower), beat.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Create a sound story using instruments to represent different animal sounds/ movements. • Sing an action song with changes in speed. • Play along with percussion instruments. • Perform the story as a class. • Listen to music and show the beat with actions. 	<p>Song Bank: <i>Jelly on a plate; Shake my sillies out</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Sharing the beat</i> video from Sing Up's Developing musicianship toolkit • <i>Hippobottomus</i> video (Steve Smallman & Ada Grey. Mr Wickins Reads).
Up and down - 3 lessons	<p>Focus: Pitch contour rising and falling, classical music.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Make up new lyrics and accompanying actions. • Sing and play a rising and falling melody, following the shape with voices and on tuned percussion. • Use appropriate hand actions to mark a changing pitch. 	<p>Song Bank: <i>Rain is falling down; Up and down; Hickory dickory dock; Five fine bumble bees</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Feeling the shape of a melody using a body ladder (m-r-d)</i> and <i>Pitch pencils</i> videos from Sing Up's Developing musicianship toolkit. • <i>Flight of the bumble bee</i> (Nikolai Rimsky-Korsakov. Performed by Emma He). • <i>Flight of the bumble bee</i> animation (Nikolai Rimsky-Korsakov). • <i>The lark ascending</i> (Ralph Vaughan Williams).
Five fine bumble bees - 3 lessons	<p>Focus: Timbre, tempo, structure (call-and-response), active listening.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Improvise a vocal/physical soundscape about minibeasts. • Sing in call-and-response and change voices to make a buzzing sound. • Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo. • Listen to a piece of classical music and respond through dance. 	<p>Song Bank: <i>Five fine bumble bees</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • Bumblebee warm-up video – Spring vocal exploration (Track Tribe). • <i>Le Festin de l'Araignée</i> ('The spider's feast') (Albert Roussel). • <i>The glow worm</i> (Johnny Mercer, Lilla C. Robinson, & Paul Lincke). • <i>La cucaracha</i> ('The cockroach') (The Mariachis). • 'Overture' to <i>The wasps</i> (Ralph Vaughan Williams). • Close up video of bees collecting pollen from flowers to make honey by Flow Hive. • <i>Mad about minibeasts</i> video (Giles Andreae & David Wojtowycz. Storyvision Studios UK).

Reception - Year A, Term 3

Title No. lessons	Musical learning	Musical material
<i>Down there under the sea</i> - 3 lessons	<p>Focus: Timbre, structure, active listening, tune moving in step (stepping notes), soundscape.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Develop a song by composing new words and adding movements and props. • Sing a song using a call-and-response structure. • Play sea sound effects on percussion instruments. • With some support, play a call-and-response phrase comprising a short, stepping tune (C-D-E). • Listen to a range of sea-related pieces of music and respond with movement. 	<p>Song Bank: <i>Down there under the sea; Well done, everyone!; Doggie, doggie, where's your bone?</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • Recreating ocean sounds with layered percussion instruments (Percussive Sounds ASMR). • <i>Miroirs III – Une barque sur l’océan</i> (Maurice Ravel). • Video of sea life swimming in an aquarium (Georgia Aquarium).
<i>It's oh so quiet</i> - 3 lessons	<p>Focus: Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Improvise music with different instruments, following a conductor. • Compose music based on characters and stories developed through listening to Beethoven's <i>5th symphony</i>. • Play different instruments with control. • Explore dynamics with voices and instruments. • Develop listening skills, identifying dynamics (<i>forte, piano, crescendo</i>, and <i>diminuendo</i>) across a range of different musical styles. 	<p>Song Bank: <i>Pass the secret round; Bang my drum.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>It's oh so quiet</i> (Björk). • <i>Bang my drum</i> video (London Rhymes). • <i>5th symphony</i> (1st mvmt) (Ludwig van Beethoven). • <i>In the mood</i> (The Glenn Miller Orchestra).
<i>Slap clap clap</i> - 3 lessons	<p>Focus: Music in 3-time, beat, composing and playing.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Compose a three-beat body percussion pattern and perform it to a steady beat. • Sing a melody in waltz time and perform the actions. • Transfer actions to sounds played on percussion instruments. • Listen actively to music in 3/4 time. • Find the beat and perform a clapping game with a partner. 	<p>Song Bank: <i>Slap clap clap; Rocking; Hey, hey.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • 'Once upon a dream' from Disney's <i>Sleeping Beauty</i>. • <i>Mull of Kintyre</i> (Paul McCartney & Wings).
<i>Bow, bow, bow Belinda</i> - 3 lessons	<p>Focus: Beat, active listening, instrumental accompaniment.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Invent and perform actions for new verses. • Sing a song while performing a sequence of dance steps. • Play a two-note accompaniment, playing the beat, on tuned or untuned percussion. • Listen to and talk about folk songs from North America. 	<p>Song Bank: <i>Bow, bow, bow Belinda; Siren.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • Video of children singing and playing <i>In and out the dusty bluebells</i>. • <i>Shenandoah</i> (Traditional, version by Tom Roush).