

Topic: Transport

<p>Development Matters Objectives which are covered in this unit:</p> <p>Communication and Language</p> <ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. ELG: Listening, Attention and Understanding> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Create collaboratively, sharing ideas, resources and skills. ELG: Being Imaginative and Expressive>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music. ELG: Being Imaginative and Expressive>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music. <p>Characteristics of Effective Learning</p> <ul style="list-style-type: none"> Playing and Exploring Active Learning Creating and Thinking Critically 	<p>Children in Nursery will be able to:</p> <ul style="list-style-type: none"> Use their voices, bodies and instruments, and to interpret symbols. <p>Children in Reception will be able to:</p> <ul style="list-style-type: none"> Use their voices, bodies and instruments to interpret and perform a simple score. 	<p>Key skills – Nursery:</p> <ul style="list-style-type: none"> Creating sound effects with voices. Moving to different tempos. Interpreting symbols that show a change (e.g., red for stop, green for go). <p>Key skills – Reception:</p> <ul style="list-style-type: none"> Creating sound effects with voices. Moving to different tempos. Interpreting symbols and a simple score to show a change in tempo. 	<p>Key knowledge – Nursery:</p> <ul style="list-style-type: none"> That symbols can be used to show a change. How to create sound effects using their voices. How to make sounds at different tempos. <p>Key knowledge – Reception:</p> <ul style="list-style-type: none"> That symbols can be used to show a change in tempo. How to create sound effects using their voices. How to make sounds at different tempos. How to interpret symbols and a simple score that show different tempos.
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Lesson sequence - include the key concept, L.O. and brief description of lesson

<p>Lesson 1 – Exploring Different Types of Transport <i>Exploring the sounds of different types of vehicles.</i></p> <p>LO: To explore creating sound effects.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> Differentiate between the sounds of different types of vehicles? Sing the song with a sense of pulse? Create appropriate sounds to represent different vehicles? 	<p>Lesson 2 - Trains <i>Exploring and mimicking the sounds of a train.</i></p> <p>LO: To explore making sounds at different sounds.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> Are the children able to imitate the train going on a journey? When using the instruments, is there a clear change in speed; fast and slow? 	<p>Lesson 3 - Boats <i>Exploring sounds heard on and around boats.</i></p> <p>LO: To explore moving to different tempos.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> Can the children make suggestions for sounds they might hear on a boat? Are they able to move to the beat during the song? 	<p>Lesson 4 - Cars <i>Interpreting symbols to reflect a car's journey.</i></p> <p>LO: To interpret symbols to show a change in speed.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> Use movement that shows a change in speed? Interpret traffic light symbols? Show a difference in speed when using their singing voice? 	<p>Lesson 5 – Transport Journey <i>Demonstrating simple rhythms on an instrument.</i></p> <p>LO: To interpret a simple score to show tempo changes.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> Follow the score accurately? Make an obvious change in speed between the boxes on the score? Make suggestions to others to improve their playing of the score?
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<ul style="list-style-type: none"> • Create appropriate movements to represent different vehicles? 	<ul style="list-style-type: none"> • Can the children follow the score and make appropriate changes in speed? 	<ul style="list-style-type: none"> • Are they able to work with others to move together? • Are they able to show moving at a different tempo? 		
<p>Prior learning</p> <p><i>List year groups and topics with connected learning</i></p>	<p>Nursery</p> <p>Exploring Sound Celebration Music Music and Movement Musical Stories Transport Big Band</p>		<p>Reception</p> <p>Exploring Sound Celebration Music Music and Movement Musical Stories</p>	
<p>Future learning</p> <p><i>List year groups and topics with connected learning</i></p>	<p>Reception</p> <p>Big Band</p> <p>Year 1</p> <p>Keeping the Pulse (Theme: My Favourite Things) Tempo (Theme: Snail and Mouse) Dynamics (Theme: Seaside) Sound Patterns (Theme: Fairytales) Pitch (Theme: Superheroes) Musical Symbols (Theme: Under the Sea)</p> <p>Year 2</p> <p>Call and Response (Theme: Animals) Instruments (Theme: Storytelling) Singing (Theme: On This Island) Contrasting Dynamics (Theme: Space) Structure (Theme: Myths and Legends) Pitch (Theme: Musical Me)</p> <p>Year 3</p> <p>Ballads Creating Composition in Response to Animation (Theme: Mountains) Developing Singing Technique and Keeping in Time (Theme: Vikings) Pentatonic Melodies and Composition (Theme: Chinese New Year) Instrumental Unit One (Theme: South Africa) Traditional Instruments and Improvisation (Theme: India)</p> <p>Year 4</p> <p>Body and Tuned Percussion (Theme: Rainforests) Rock and Roll Changes in Pitch, Dynamics and Tempo (Theme: Rivers) Haiku, Music and Performance (Hanami) Samba and Carnival Sounds and Instruments Adapting and Transposing Motifs (Theme: Romans)</p>		<p>Year 5</p> <p>Blues Musical Theatre Composition Notation (Theme: Ancient Egypt) Looping and Remixing Composition (Theme: Festival of Colour) South and West Africa</p> <p>Year 6</p> <p>Dynamics, Pitch and Texture (Theme: Coast – Fingal’s Cave by Mendelssohn) Songs of World War 2 Film Music Theme and Variations (Theme: Pop Art) Baroque Composing and Performing a Leavers’ Song</p>	
<p>Key vocabulary to be explicitly taught</p>	<p>Score; fast; slow; tempo</p>			

<u>Cross-curricular links</u>	Understanding the world
<u>Enrichment</u>	Watch a video of different vehicles travelling and listen for the sounds they make
<u>Useful websites/resources</u>	Kapow Music BBC Teach BBC Ten Pieces Rocksteady Feel Good Friday