Week 1

Sensory: Exploring tempo with nursery rhymes ☐
This activity uses three well-known nursery rhymes to explore the effects of fast, medium, and slow tempo.

Sensory: Multi-sensory listening (twinkling stars) ☐
This activity uses darkness and lights to create an immersive listening experience, offering opportunities for learners to self-regulate and manage anxiety, while promoting shared attention and engagement.

Experiential: Willow the Witch ☐
This is a song featuring the violin. It has a spooky feel, perfect for halloween. Children will hear changes in dynamics in this song.

Experiential: Meet the violin ☐
Children will listen to a violin solo performance and meet Alex, the violin player.

Movement: Chugga Chugga Choo ☐
This is an exciting song featuring the snare drum. This song explores different modes of transport. Children will hear and respond to changes in tempo.

Movement: Shake with me! (step 1) ☐
In this activity, children will warm up their body with energetic movements whilst responding to verbal cues to start and stop their actions.

Communication: Can you say hello? ☐
This is a simple song that can be used as a warm-up or in longer activities which invite children to explore their voices and different ways of saying hello.

Communication: Fast and slow routines ☐
In this activity, children will learn about tempo through different fast and slow movements.

Cognition: Time for music ☐
In this activity, children will warm up their voices and bodies using a rhythmic chant.

Cognition: Rocket Getting Ready ☐
This lively song talks about a rocket getting ready to be launched and would be perfect for a space topic. This song features the trumpet and explores changes in pitch.

Week 2

Sensory: Exploring tempo with nursery rhymes ☐
This activity uses three well-known nursery rhymes to explore the effects of fast, medium, and slow tempo.

Sensory: Multi-sensory listening (snow) ☐
This activity uses an instrumental loop to create a sensory snow experience, offering opportunities for learners to self-regulate and manage anxiety, while promoting shared attention and engagement.

Experiential: Willow the Witch ☐
This is a song featuring the violin. It has a spooky feel, perfect for halloween. Children will hear changes in dynamics in this song.

Experiential: Exploring dynamics with the violin ☐
This activity explores changing dynamics with the violin.

Movement: Shake with me! (step 2) ☐
Ideas for using the Final Dance as the basis for a pulse-based name game.
This activity promotes concentration, imitation skills, motor skills and turn taking.

Movement: Chugga Chugga Choo ☐

Communication: Can you say hello? ☐
This is a simple song that can be used as a warm-up or in longer activities which invite children to explore their voices and different ways of saying hello.

Communication: Fast and slow routines ☐
In this activity, children will learn about tempo through different fast and slow movements.

Cognition: Time for Music ☐
In this activity, children will warm up their voices and bodies using a rhythmic chant.

Cognition: Rocket Getting Ready ☐
This lively song talks about a rocket getting ready to be launched and would be perfect for a space topic. This song features the trumpet and explores changes in pitch.

Week 3

Sensory: Raindrops ☐
This reflective song about a rainy day explores pitch with the marimba and lends itself to simple actions as the raindrops fall.

Sensory: Multi-sensory listening (flowing river) ☐
This activity uses an instrumental loop to depict a flowing river, offering opportunities for learners to self-regulate and manage anxiety while developing imaginative play.

Experiential: Willow the Witch ☐
This activity uses an instrumental loop to depict a flowing river, offering opportunities for learners to self-regulate and manage anxiety while developing imaginative play.

Experiential: Lion and mouse dynamics dance ☐
In this activity children will respond to dynamics with movement, dancing as quiet mice and loud lions as the music changes.

Movement: Chugga Chugga Choo ☐
This is an exciting song featuring the snare drum. This song explores different modes of transport. Children will hear and respond to changes in tempo.

Movement: Meet the percussion ☐
Children will listen to a percussion performance and meet Owen, the percussion player.

Communication: Can you say hello? ☐
This is a simple song that can be used as a warm-up or in longer activities which invite children to explore their voices and different ways of saying hello.

Communication: Fast and slow nursery rhymes ☐
In this activity, children will explore tempo using traditional nursery rhymes.

Cognition: Rocket Getting Ready ☐
This lively song talks about a rocket getting ready to be launched and would be perfect for a space topic. This song features the trumpet and explores changes in pitch.

Cognition: Rocket launch listening game ☐
In this activity, children will explore pitch using part of the Rocket Getting Ready song.

Week 4

Sensory: Raindrops ☐
This reflective song about a rainy day explores pitch with the marimba and lends itself to simple actions as the raindrops fall.

Sensory: Meet the marimba ☐
Children will listen to a marimba solo performance and meet Rosie, the marimba player.

Experiential: Willow the Witch ☐
This is a song featuring the violin. It has a spooky feel, perfect for Halloween. Children will hear changes in dynamics in this song.

Experiential: Lion and mouse dynamics dance ☐
In this activity children will respond to dynamics with movement, dancing as quiet mice and loud lions as the music changes.

Movement: What does the drum say? ☐
Children will listen for clues in Owen's drum rhythms and try to hear what the drum is saying.

Movement: Chugga Chugga Choo ☐
This is an exciting song featuring the snare drum. This song explores different modes of transport. Children will hear and respond to changes in tempo.

Communication: Different voices ☐
In this activity, children will warm up and explore different timbres with their voices.

Communication: Fast and slow nursery rhymes ☐
In this activity, children will explore tempo using traditional nursery rhymes.

Cognition: Meet the trumpet ☐
Children will listen to a trumpet solo performance and meet Imogen, the trumpet player.

Cognition: Rocket Getting Ready ☐
This lively song talks about a rocket getting ready to be launched and would be perfect for a space topic. This song features the trumpet and explores changes in pitch.

Week 5

Sensory: Raindrops ☐
This reflective song about a rainy day explores pitch with the marimba and lends itself to simple actions as the raindrops fall.

Sensory: High and low listening ☐
This activity uses a series of high and low excerpts of music to help explore the difference between high and low pitches.

Experiential: Anything for Me? ☐
This is a song featuring the French horn. It is a bright and bouncy song about a postman that would fit into a 'People Who Help Us' topic. The song features changes in tempo.

Experiential: Exploring tempo with the French horn ☐
This activity uses the middle 8 from Anything for Me? to explore the effects of fast, medium, and slow tempo.

Movement: Meet the djembe and dundun ☐
Children can listen to a djembe and dundun performance and meet Sidiki and Aboubacar, the djembe and dundun players.

Movement: Ji Kunu ☐
Ji Kunu means 'the rhythm of water' and is a traditional song from the Ivory Coast, accompanied by the djembe and dundun.

Communication: Different voices ☐
In this activity, children will warm up and explore different timbres with their voices.

Communication: Sleepy Bear ☐
This is a song featuring the double bass. They will meet a sleepy bear, who wakes up and has a dance! Children will hear changes in tempo in this song.

Cognition: Flying Machine ☐
This is a song featuring the flute and an engineer making a flying machine.

Cognition: Meet the flute ☐
Children will listen to a flute solo performance and meet Jane, the flute player.

Week 6

Sensory: Tree Power ☐
This lyrical song features the cello and talks about the wonder of a tree.

Sensory: Meet the cello ☐
Children will listen to a cello solo performance and meet Seb, the cello player.

Experiential: Anything for Me? ☐
This is a song featuring the French horn. It is a bright and bouncy song about a postman that would fit into a 'People Who Help Us' topic. The song features changes in tempo.

Experiential: Exploring tempo with the French horn ☐
This activity uses the middle 8 from Anything for Me? to explore the effects of fast, medium, and slow tempo.

Movement: Djembe and dundun performances ☐
Children can watch two further performances with Sidiki and Aboubacar playing the djembe and dundun.

Movement: Ji Kunu ☐
Ji Kunu means 'the rhythm of water' and is a traditional song from the Ivory Coast, accompanied by the djembe and dundun.

Communication: Sleepy Bear ☐
This is a song featuring the double bass. They will meet a sleepy bear, who wakes up and has a dance! Children will hear changes in tempo in this song.

Communication: Meet the double bass ☐
Children will listen to a double bass solo performance and meet Will, the double bass player.

Cognition: Flying Machine ☐
This is a song featuring the flute and an engineer making a flying machine.

Cognition: Island Quest composition (part 1) ☐
In this activity children will learn the refrain for the Island Quest story.

Week 7

Sensory: Tree Power ☐
This lyrical song features the cello and talks about the wonder of a tree.

Sensory: Multi-sensory listening (spiky and smooth) ☐
This activity uses two contrasting extracts of music to explore spiky and smooth articulation in music.

Experiential: Anything for Me? ☐
This is a song featuring the French horn. It is a bright and bouncy song about a postman that would fit into a 'People Who Help Us' topic. The song features changes in tempo.

Experiential: Starting and stopping ☐
In this activity, children will use movement to rehearse starting and stopping with music.
You can also try this activity using sound-makers

Movement: Find the pulse (piece 1) ☐
Children are invited to find the pulse and tap in time to the beat to an extract of music. This is a follow-the-leader activity.

Movement: Ji Kunu ☐
Ji Kunu means 'the rhythm of water' and is a traditional song from the Ivory Coast, accompanied by the djembe and dundun.

Communication: Sleepy Bear ☐
This is a song featuring the double bass. They will meet a sleepy bear, who wakes up and has a dance! Children will hear changes in tempo in this song.

Communication: Wake up bear! ☐
In this activity, children will respond to changes in tempo with movements of a sleepy bear waking up.

Cognition: Flying Machine ☐
This is a song featuring the flute and an engineer making a flying machine.

Cognition: Island Quest composition (part 1) ☐
In this activity children will learn the refrain for the Island Quest story.

Week 8

Sensory: Tree Power ☐
This lyrical song features the cello and talks about the wonder of a tree.

Sensory: High and low listening ☐
This activity uses a series of high and low excerpts of music to help explore the difference between high and low pitches.

Experiential: Anything for Me? ☐
This is a song featuring the French horn. It is a bright and bouncy song about a postman that would fit into a 'People Who Help Us' topic. The song features changes in tempo.

Experiential: Starting and stopping ☐
In this activity, children will use movement to rehearse starting and stopping with music.
You can also try this activity using sound-makers

Movement: Find the pulse (piece 2) ☐
Children are invited to find the pulse and tap in time to the beat to an extract of music. This is a follow-the-leader activity.

Movement: Ji Kunu ☐
Ji Kunu means 'the rhythm of water' and is a traditional song from the Ivory Coast, accompanied by the djembe and dundun.

Communication: Sleepy Bear ☐
This is a song featuring the double bass. They will meet a sleepy bear, who wakes up and has a dance! Children will hear changes in tempo in this song.

Communication: Wake up bear! ☐
In this activity, children will respond to changes in tempo with movements of a sleepy bear waking up.

Cognition: Flying Machine ☐
This is a song featuring the flute and an engineer making a flying machine.

Cognition: Island Quest composition (part 2) ☐
In this activity children will compose soundscapes to accompany the Island Quest story.

Week 9

Sensory: Create a soundscape ☐
This activity uses a looped track to encourage children to create their own music.

Sensory: Sing both songs ☐
Children have the opportunity to perform one, or both, of the songs from the sensory strand of the scheme of work: Raindrops and Tree Power.

Experiential: Exploring pitch game ☐
In this activity, children will respond to changing pitches with physical movement.

Experiential: Sing both songs ☐
Children have the opportunity to perform one, or both, of the songs from the experiential strand of the scheme of work: Willow the Witch and Anything for Me?

Movement: Fast and slow game ☐
Children are invited to explore tempo and warm up their bodies by moving in response to different extracts of music.

Movement: Sing both songs ☐
Children have the opportunity to perform one, or both, of the songs from the movement strand of the scheme of work: Chugga Chugga Choo and Ji Kunu.

Communication: Mr Goop's Soup (step 1) ☐
In this activity, children will warm up their voices in a simple story exploring pitch.

Communication: Sing Sleepy Bear song ☐
Children have the opportunity to perform the song from the Communication strand of the scheme of work: Sleepy Bear.

Cognition: Guess what I can play ☐
In this activity, children will warm up their voices using a song to explore different instrumental timbres.

Cognition: Sing both songs ☐
Children have the opportunity to perform one, or both, of the songs from the cognition strand of the scheme of work: Rocket Getting Ready and Flying Machine.

Week 10

Sensory: Create a soundscape ☐
This activity uses a looped track to encourage children to create their own music.

Sensory: Sing both songs ☐
Children have the opportunity to perform one, or both, of the songs from the sensory strand of the scheme of work: Raindrops and Tree Power.

Experiential: Exploring pitch game ☐
In this activity, children will respond to changing pitches with physical movement.

Experiential: Sing both songs ☐
Children have the opportunity to perform one, or both, of the songs from the experiential strand of the scheme of work: Willow the Witch and Anything for Me?

Movement: Fast and slow game ☐
Children are invited to explore tempo and warm up their bodies by moving in response to different extracts of music.

Movement: Sing both songs ☐
Children have the opportunity to perform one, or both, of the songs from the movement strand of the scheme of work: Chugga Chugga Choo and Ji Kunu.

Communication: Mr Goop's Soup (step 2) ☐
In this activity, children will warm up their voices in a simple story exploring pitch.

Communication: Sing Sleepy Bear song ☐
Children have the opportunity to perform the song from the Communication strand of the scheme of work: Sleepy Bear.

Cognition: Island Quest composition (step 2) ☐
In this activity children will compose soundscapes to accompany the Island Quest story.

Cognition: Sing both songs ☐
Children have the opportunity to perform one, or both, of the songs from the cognition strand of the scheme of work: Rocket Getting Ready and Flying Machine.