

	By the end of Autumn Term All children will know:	By the end of Spring Term All children will know:	By the end of Summer Term All children will know:
FS2	<p>Creates movement in response to music.</p> <p>Makes up rhythms.</p> <p>Joins in with rhymes, action rhymes and songs</p> <p>Captures experiences and responses with a range of media, such as music.</p> <p>To develop a sense of pulse and make the pulse conscious through a variety of physical actions.</p> <p>To develop memory and listening skills, through trying to recognise a song when the tune is hummed or the rhythm tapped out.</p> <p>Explore the sounds of a variety of percussion instruments: claves, wood blocks, drums. Develop confidence and self-esteem</p> <p>Explore concepts of musical opposites: loud/quiet.</p>	<p>Sings songs, makes music and dances, and experiment with ways of changing them.</p> <p>Repeat and know a range of songs</p> <p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>To be able to perform the rhythm of a song or rhyme – clap/tap out the pattern of the words.</p> <p>Use claves, wood blocks, drums to support the performance of pulse.</p> <p>To sing with the teacher's help Develop confidence and self-esteem</p> <p>Explore concepts of musical opposites: loud/quiet and fast/slow.</p>	<p>Represents own ideas, thoughts and feelings through music</p> <p>Talks about the processes which lead them to make music</p> <p>Use claves, wood blocks, drums to support the performance of pulse (the steady beat) and rhythm (the pattern of words)</p> <p>Be familiar with a wide range of songs and rhymes</p> <p>To sing without the teacher's help</p> <p>To sing in a class, in a group and as an individual</p> <p>Develop confidence and self-esteem</p> <p>Explore concepts of musical opposites: high/low, loud/quiet and fast/slow.</p>