


# On-going Learning Experiences for Music & Singing 36-60 + Months

<p style="text-align: center;"><b>3</b></p> 	<p><b>Key learning opportunities for this area: Unique Child</b></p> <p><b>PSED and CL: Support children with and note their progress with developing relationships and their communication with adults and peers:</b> Learns new words rapidly, uses gestures sometimes with limited talk (22-36) Uses a variety of questions, uses simple sentences (22-36) Shows interest in play with sounds, songs and rhymes (22-36) Joins in with repeated refrains in rhymes (30-50)</p> <p><b>Physical:</b> Shows control in handling equipment (22-36)</p>	<p><b>What the adult will do:</b> <b>Positive relationships</b></p> <p>Start singing to the children. Do the actions to the various songs Dance with the children. Offer praise and celebration at children's achievements. Watch what the children are doing. Encourage the children to sing and dance if they aren't keen on having a go or join in. Know the songs and rhymes that particular children enjoy, that they are familiar with from home. Support children to play musical instruments</p>	<p><b>What the adult will provide:</b> <b>Enabling Environments</b></p> <p><b>Basic Resources</b> Selection of musical instruments (bells, shakers, tambourine, rainmakers), CD player &amp; music CD's, toys that make sounds &amp; play music, musical books, cushions &amp; cosy area <b>Resources to enhance</b> Home made instruments, music to accompany a theme/event for example Christmas music. Instruments from around the world. Take the instruments outside</p>
<p style="text-align: center;"><b>Promoting how children may learn</b></p>	<p><b>Literacy:</b> Has some favourite stories, rhymes, songs, poems or jingles (22-36) Fills in the missing word or phrase in a known rhyme, story or game eg 'Humpty Dumpty sat on a ..... ' (22-36) Enjoys rhyming and rhythmic activities (30-50)</p>		<p><b>Organisation</b></p>
<p><b>Playing and exploring:</b> Acting out experiences with other people Initiating activities Showing a 'can do' attitude</p> <p><b>Active learning:</b> Showing high levels of energy, fascination</p> <p><b>Creating and critical thinking:</b> Finding new ways to do things</p>	<p><b>Expressive arts and design:</b> Creates sounds by banging, shaking, tapping or blowing (22-36) Shows an interest in the way musical instruments sound (22-36) Joins in singing favourite songs (22-36) Enjoys joining in with dancing and ring games (30-50) Sings a few familiar songs (30-50) Beginning to move rhythmically (30-50) Initiates movement in response to music (30-50) Taps out simple repeated rhythms (30-50)</p>		<p>Constant provision in corner of the room on a mat with cushions for comfort Regular adult presence in the area</p> <p style="text-align: center;"><b>This week's enhancements/resources</b></p>

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	<p>Explores and learns how sounds can be changed (30-50) Begins to build up a repertoire of songs (40-60) Explores the different sounds of instruments (40-60)</p>		
		<p><b>Key Vocabulary and Questions</b></p>	
		<p>Sing, dance, music, song, clap hands, shake, bang, bells, drum, tambourine, rattle, play, hands, fingers, arms, legs, feet, toes, wiggle, nursery rhyme names such as Twinkle Twinkle Little Star etc, stop, start Names of musical instruments</p>	