## Medium term planning Autumn Term - Year 1 – Superheroes

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| Week | Learning Objective **Pupils should learn…………..** | Summary of Teaching activities | **Learning Outcomes**  **1 – exceeding**  **2 – achieving**  **3 – working towards** |
| 1 | *To be able to sing back s/m echos*  *To be able to keep a steady pulse*  *To play the pulse on an instrument* | **Warm up:** Exploring different voices  Game and song Hey Hey look at me  **Main activity:**  3 tapping Teddies (3TT)  Hold up each bear – children find and action then instrument to match. They play a steady pulse. | 1 – children will accurately copy back phrases at the same pitch as you  2 – children will sing a high and low note but not necessarily at your pitch  3 – children will not be able to sing 2 different pitches  1 – children will consistently keep the pulse at exactly the same time as you. 2 –  2 – children will be able to match you for periods of time but not consistently. They may keep steady pulse at their own tempo.  3 – children cannot keep a steady pulse at any tempo |
| 2 | *To sing back a s/m echo*  *To sing a song using s/m*  *To keep a steady pulse* | **Warm up:**  Singing with different expressions  Hey Hey  **Main activity:**  Learn a superhero song and keep pulse  Learn a superhero chant | See week 1 |
| 3 | *To be able to sing solo*  *To keep a steady pulse*  *To be able to clap/say a word rhythm* | **Warm up:** Solo singing game  **Main activity:**  Chant and clap word rhythm.  Combine word rhythms | 1 – children will be able to sing confidently by themselves  2 – children will attempt to sing but may use a soft voice or be unable to finish  3 – children will not sing unless someone is singing with them  1 – children can accurately clap and say a word rhythm and can copy a range of different rhythms  2 – children can say the rhythm accurately but may leave out some syllables when clapping  3 – children may clap but it does not have any resemblance to the words you are saying |
| 4 | *To be able to sing solo*  *To be able to copy sml patterns*  *To create/play a word rhythm on an instrument* | **Warm up:**  Solo singing game  **Main Activity:**  Chant and clap word rhythms.  Create own word rhythms | 1 – children can accurately create/play and say a word rhythm and can copy a range of different rhythms  2 – children can say the rhythm accurately but may leave out some syllables when playing  3 – children may play but it does not have any resemblance to the words you or they are saying |
| 5 | *To be able to sing solo*  *To create/play a word rhythm on an instrument* | **Warm up:**  Solo singing game  **Main Activities:**  Learn to play instruments correctly  Play and say work rhythms |  |
| 6 | *To be able to sing s/m/l*  *To play an instrument with purpose and control*  *To follow a graphic score* | **Warm up:** revise warm ups from the unit and assess singing/pulse  **Main Activity:**  Follow graphic score  Play instruments expressively | 1 - Children can play the correct sound for each picture. They play with expression and purpose to show what is happening (i.e. loud for a bang, make a shhhhh sound at the end of the story)  2 – children know which is their picture and make a sound on their instrument when they see it. The sound may not be related to the picture  3 – children cannot make the correct sound when shown a given picture. They may play for every picture or not at all. They may play their instrument incorrectly and may not be able to produce an effective sound |