

Sing along superstars



Hendra Unit
Autumn Term 2026

Key Areas of Learning

As communicators, we will learn simple songs and sing them with enthusiasm, joining in with our favourite parts like "London Bridge is falling down" or "The wheels on the bus go round and round". We will begin to understand and use musical vocabulary such as loud, quiet, fast and slow when describing the songs we sing. In Reception, we will perform songs with clear diction and be encouraged to explain what our songs mean, using longer sentences with conjunctions like because and. For example, "I like this song because it makes me happy and it's about a bus."

As physically active people, we will move our bodies to music, dancing and performing actions to songs like "Head, Shoulders, Knees and Toes" and "If You're Happy and You Know It". We will learn to keep in time with the beat and coordinate our movements with the rhythm. In Reception, we will practise holding and playing simple instruments with control, using our fingers correctly to shake, tap and strike instruments to create different sounds and patterns.

As sociable humans, we will gain confidence performing songs and rhymes in front of our friends and teachers. We will take turns to sing solos or lead actions, sharing the spotlight fairly with others in our group. In Reception, we will perform to larger audiences during our class performances and learn to support our friends by listening carefully, clapping encouragingly and joining in together to create musical performances.

Literacy

We will recognise patterns in songs and rhymes, noticing repeated words and phrases like "falling down, falling down" in London Bridge is Falling Down. We will begin to spot rhyming words in our favourite songs and join in with the rhyming parts. In Reception, we will begin our Read Write Inc. phonics programme, learning Set 1 sounds through songs and actions. We will practise our Set 1 sounds by singing sound songs and will begin to write CVC words using our Fred Fingers to help us sound out and spell words like 'cat', 'dog', 'pin' and 'top'.

Mathematics

We will count beats in our songs by clapping or tapping along, counting up to 5 or 10 in time with the music. We will explore concepts of more and fewer when comparing how many shakers we have versus how many drums. In Reception, we will develop our understanding of numbers within 5 by sorting and comparing instruments by size and sound, creating sets and talking about which group has more or fewer. We will use our subitising skills to recognise small quantities of instruments without counting, and create AB patterns with sounds - such as clap-tap-clap-tap. We will explore the composition of numbers within 5 by sharing out instruments between friends and counting

Understanding the World

We will listen to songs from different cultures and countries during our carpet time, discovering that people all around the world enjoy making music. We will talk about the different instruments we see in books like "Zin! Zin! Zin! A Violin" and explore how they make sounds. In Reception, we will investigate how music is made by exploring real instruments in our music area - shaking tambourines, tapping drums and plucking strings. We will compare songs from home with songs we learn at school, sharing our favourite nursery rhymes and lullabies with our friends.

Expressive Arts and Design

We will explore sounds with different instruments in our music area, experimenting with loud and quiet, fast and slow sounds. We will use our voices in different ways - singing high and low notes in songs like "Head, Shoulders, Knees and Toes". In Reception, we will compose our own simple pieces of music to accompany stories like "We're Going to Find the Monster", choosing instruments to represent different characters or actions - perhaps using drums for footsteps or shakers for rain. We will create musical performances for our class, deciding together which songs to sing and which instruments to play, and practising our performance ready to share with our friends during carpet time.



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