



EYFS Singing

Songs from Singing Games and Rhymes for Early Years, Lucinda Geoghegan
Voiceplay, Alison Street and Linda Bance

Theme: Finding and using different voices

Autumn 1st half term

Musical concepts and skills

- Experience and identify different types of voice.
- Find and use the singing voice.

Songs and activities

If you want to sing a song
It's time to sing a song
Hello, how are you?
Copy kitten
Song for harvest festival

Have you brought your talking voice?
Saying hello using different voices.
Copy and repeat different vocal sounds.
'Off we go' to pitch match the start of each song.
Using voices to describe the weather

Learning outcomes

I can distinguish talking, whispering and singing voices.
I can use my singing voice.

Theme: Experience of pulse, Singing performance

Autumn 2nd half term

Musical concepts and skills

- Experience a steady pulse while singing
- Move to the pulse.
- Take part in a singing performance.

Songs and Activities

If you want to sing a song. Suggest alternative things to do at the end of the song.

It's time to sing a song
Hello, how are you. Two parts.

Inky Bear is walking. Suggest other actions for Inky bear and move to the music.
Old King Glory on the mountain

Christmas production songs

Shower warm up. Encourage good posture for singing. Sense of performance.

Learning outcomes

I can use my singing voice to perform.

I can move in response to songs with a strong pulse.

Theme: Understanding and keeping the pulse, using the thinking voice.

Spring 1st half term

Musical concepts and skills

- Understand pulse – move to the pulse, walk, tap, clap
- Develop ability to maintain a steady pulse
- Use the thinking voice

Songs and activities

It's time to sing a song. Change words – it's time to clap our hands, tap our knees etc.

Inky Bear is walking

Old King Glory

The grand old Duke of York

Bell horses

Ickle ockle blue bottle

Have you brought your talking voice? Introduce the thinking voice.

Head, shoulders, knees and toes

Create movements to the pulse in songs eg tapping knees, shoulders, marching etc.

Keep pulse going after song is finished.

Perform the pulse to a song with eyes closed.

Use traffic light signs to indicate when to use the thinking voice. Keep pulse movements/ actions going.

Introduce the 'song bag' for children to choose songs.

Learning outcomes

I can move to the pulse of a song.

I can tap a pulse as a steady beat in time with known songs.

I can use the thinking voice in known songs.

Theme: Developing sense of pitch

Spring 2nd half term

Musical concepts and skills

- Use large gestures to show changes of pitch
- Develop ability to pitch-match with sung phrases
- Change sounds to make them higher/lower

Songs and activities

Have you brought your talking voice?

Copy Kitten

Jack-in-the-box

Here is the beehive

The Grand Old Duke of York

Five little monkeys

Other known songs: If you want to sing a song; Hello how are you? Old King Glory

High voice, low voice

Copy high and low sounds and sounds that go up or down in pitch

Buzzing bees game – high and low buzzing and following changes of pitch.

Whole body movement to show changes in pitch.

Learning outcomes

I can recognise high and low sounds.

I can do actions that show changes of pitch in a song.

I can pitch-match a phrase that my teacher sings.

I can use high and low voices.

Theme: Changing sounds – faster/slower, quieter/louder, higher/lower

Summer 1st half term

Musical concepts and skills

- Recognise 'opposites' (faster/slower, louder/quieter, higher/lower)
- Change sounds to make them faster/slower, louder/quieter, higher/lower
- Set changes of tempo by controlling speed of pulse.

Songs and activities

Copy Kitten

Listen, listen here I come

Here is the beehive

Snail, snail

Touch your shoulders

Other known songs

Copy loud and quiet sounds.

Continue to use song bag to choose known songs. Sing loudly and quietly, while maintaining the singing voice.

Tap the pulse. Change tempo – fast and slow pulse. Tap pulse as an introduction to singing.

Sing 'Here is the beehive' thinking of tired and excited bees – slow and fast.

Use conductor cards to choose how to sing a song or to change the singing in the middle of a song.

Learning outcomes

I can identify faster/slower, louder/quieter and higher/lower sounds

I can use my voice in different ways to change the tempo, volume or pitch of my singing.

I can follow a 'conductor' and sing a song in different ways.

Theme: Taking a part: encouraging individual singing

Summer 2nd half term

Musical concepts and skills

- Sing part of a song in a group
- Sing individually in a call and response song
- Sing solo a verse of a song

Songs and activities

Hello, how are you?

Tommy thumb

Cuckoo, where are you? (Inky Bear, where are you?)

Tommy tattlemouse

Other known songs

Sing parts of songs as questions and answers.

Play singing games with individual parts.

Pick know songs out of the song bag. Confident children to lead the singing or sing solos.

Learning outcomes

I can sing a part of a song in a group.

I can sing individually in a call and response song.

I can sing a verse of a song by myself.