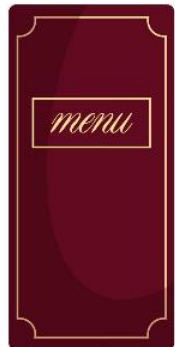


# Knowledge Organiser - Music - Menu Song - Autumn 1 2025 (Key Stage 1)

## What I already know

- I know how to listen attentively and respond to what I hear with relevant questions, comments, and actions.
- I know how to give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- I know how to negotiate space and obstacles safely, with consideration for myself and others.
- I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems, and during role play.
- I have developed pitch matching skills
- I can demonstrate keeping a beat as I sing and clap a rhythm
- I am happy to sing independently or with a partner



## Sticky Knowledge

- To know how to listen and move in time to the song
- To sing a cumulative song from memory, remembering the order of the verses
- To know how to play classroom instruments to accompany the song
- To know how to compose and devise a dramatic group performance using props and kitchen sound makers



**The Acorn Partnership**

Marston Montgomery Primary School  
Long Lane Primary C of E Primary School

## Core Learning

To know how to join in and sing most of a song

To know how to practice singing a song

To know how to show the shape of a pitch using actions

To know how to use percussion instruments to improvise an accompaniment to Menu Song

To know how to sing along to a backing track

To know how to take part in a performance

Name: .....

Class: .....

## Menu song

Year 1 Term 1

Before singing warm-up your voice -  
just like warming up your body for PE.  
Practise these sounds and mouth exercises.



This is a cumulative  
song - it gets longer and  
longer!

Pitch = lower and higher notes.

Imagine climbing up and down a ladder.



The double bass is a very  
big string instrument that  
can play very low notes.  
Listen for the walking  
bassline in the Menu song.



A steady beat helps us sing, perform actions and  
play instruments together.



Play an accompaniment to the song on an untuned  
percussion instrument (something you shake, tap or  
scrape).



Monday

Spaghetti



Tuesday

Chicken



Wednesday

Potatoes



Thursday

Salad



Friday

Fish



Saturday

Curry



Sunday

Roast Dinner



## Musical Focus

Active listening  
(movement),  
beat, echo  
singing, slowing  
pitch moving

Genre =  
musical  
theatre

Copy (echo) a leader  
singing the song.



*Rain is falling down*  
(progression song)

Ready, steady, off we go ...

Rain is falling down (splash!)  
Rain is falling down (splash!)  
Pitter patter, pitter patter,  
Rain is falling down (splash!)



'Food glorious food' from  
*Oliver!* by Lionel Bart

'Be our guest' from *Beauty  
and the beast* by Howard  
Ashman and Alan Menken



How confident do you feel singing the *Menu song*  
and playing in time to the steady beat?



Add a comment:

A long, long time ago

*The herring song* - an old  
traditional folk song.

A long time ago

1968 - 'Food glorious food'  
from *Oliver!*

1991 - 'Be our guest' from *Beauty  
and the beast*.

21st century - present

*Menu song* - An old song but  
a new version.

## Pieces of music

Menu Song (traditional,  
arranged by Sarah Watts)

'Be our Guest' from *Beauty  
and the Beast* (Howard  
Ashman and Alan Menken)

'Food Glorious Food' from  
*Oliver!* (Lionel Bart)

The Herring Song  
(Traditional, performed by  
Chris Haslam)

Rain is Falling Down  
(Traditional)