

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p align="center">Story time/playground exploration</p> <p align="center">Twinkle Twinkle Little Star The Wheels on the Bus Miss Polly</p> <ul style="list-style-type: none"> • Listen with increased attention to sounds and rhymes • Join with singing and movement to favourite action songs • Take part in circle games • Explores different sounds they can make using everyday objects such as spoons and bowls, and their own body 		<p align="center">Story time/playground exploration</p> <p align="center">Old MacDonald The Farmer's in his Dell Baa Baa Black Sheep</p> <ul style="list-style-type: none"> • Listen carefully to sounds in music and match sounds • Sing a large repertoire of songs • Express preference of particular rhymes • Explores different sounds they can make using everyday objects such as spoons and bowls, and their own body • Knows a few rhymes off by heart 		<p align="center">Story time/playground exploration</p> <p align="center">Five Currant Buns Five Little Ducks</p> <ul style="list-style-type: none"> • Listen carefully to sounds in music and match sounds • Sing a large repertoire of songs • Sing the melodic shape • Improvise a song around one they know • Know many rhymes • Use sequence of colours to learn how to play a musical phrase on a pitched instrument, e.g. piano. 	
	<p align="center">Introduction to instruments</p> <ul style="list-style-type: none"> • Make and control long and short sounds, loud and quiet, slow and fast using instruments. • Make sounds on an instrument with care so that they are clear. • Perform with control and awareness of others. • Listen between a selection of non-pitched percussive and identify the right instrument. • Follow music instructions by observing body language and hand gestures • Use hand gestures to conduct a group of children 		<p align="center">Singing playground</p> <p align="center">Say Hello/Say Goodbye Clap your Hands Wake up</p> <ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing and combine with actions. • Make and control long and short sounds, using voice. • Imitate changes in pitch. • Clap rhythms. 		<p align="center">Graphic Scores</p> <ul style="list-style-type: none"> • Use symbols to represent a composition and use them to help with a performance. • Make and control long and short sounds, loud and quiet, slow and fast using instruments. • Make sounds on an instrument with care so that they are clear. • Perform with control and awareness of others. • Play instruments with increasing control to express feelings and ideas 	

Reception	Singing playground Say Hello Hot Potato Higgeldy Piggeldy Wake up 1234555 <ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing and combine with actions. • Make and control long and short sounds, using voice. • Imitate changes in pitch. • Clap rhythms. 	Nativity Play repertoire <ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing and combine with actions. • Make and control long and short sounds, using voice. • Imitate changes in pitch. • Clap rhythms. 	Percussion and singing Loud and Quiet Grandpa’s Strolling (slow and fast) <ul style="list-style-type: none"> • Take part in singing, accurately following the melody and playing an instrument. • Follow instructions on how and when to sing and combine with actions and instruments. • Make and control long and short sounds, loud and quiet, slow and fast using voice and instruments. • Imitate changes in pitch. 	Graphic Scores Metallophones Little Bird Little Fly Caterpillar <ul style="list-style-type: none"> • Perform melodic songs with instruments. • Create short, musical patterns. • Create short, rhythmic phrases. • Use symbols to represent a composition and use them to help with a performance. • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. 	Recorder: Little Fly Little Bird Ukulele: My Dog Has Fleas <ul style="list-style-type: none"> • Perform melodic songs with instruments. • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. • Synchronise instrument performance within a small group • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. 	Singing playground Kumala Vista The Do Be Do song Hello everybody <ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing and combine with actions. • Make and control long and short sounds, using voice. • Imitate changes in pitch. • Clap rhythms.
Year 1	Singing playground Alive, alert awake Higgeldy, Piggeldy John Kanakanaka 123 The Penguin Song	Percussion and singing Choose an instrument The Wheels on the Bus Bang Bang Shake Shakety Shake <ul style="list-style-type: none"> • Take part in singing, accurately following 	Recorders Little Fly Little Bird Caterpillar BAG it! Hot Cross Buns <ul style="list-style-type: none"> • Perform melodic songs with instruments. 	Organology Xylophones/Metallophones Little Bird/Fly, Caterpillar 1234555 Hot Cross Buns (three note version) Ukuleles My Dog has Fleas Row your Boat		

	<ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing and combine with actions. • Make and control long and short sounds, using voice. • Imitate changes in pitch. • Clap rhythms. • Perform combining singing and actions by following a sequence of images or symbols 	<p>the melody and playing an instrument.</p> <ul style="list-style-type: none"> • Follow instructions on how and when to sing and combine with actions and instruments. • Make and control long and short sounds, loud and quiet, slow and fast using voice and instruments. • Memorise instructions and perform a selection of tunes as part of a mini-concert. 	<ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. • Synchronise instrument performance within a small group • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. 	<ul style="list-style-type: none"> • Perform melodic songs with instruments. • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. • Synchronise instrument performance within a small group • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others.
<p>Year 2</p>	<p>Long and short sounds</p> <p>Good Day Tinga Layo Mi Caballo</p> <ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Pronounce words within a song clearly. • Show control of voice. • Perform with control and awareness of others. 	<p>Metallophones/Xylophones and pitch</p> <p>Chest, Knees, Toes Mary Had a Little Lamb Hot Cross Buns (five note version) Little Fly (composition)</p> <ul style="list-style-type: none"> • Play notes on an instrument with care so that they are clear. • Sing from memory with accurate pitch. • Sing in tune. • Perform with control and awareness of others. 	<p>Recorders</p> <p>B-A-G Little Fly, Little Bid, Caterpillar BAG it! Hot Cross Buns C-B-A-G Flying High</p> <ul style="list-style-type: none"> • Play notes on an instrument with care so that they are clear. • Use drones as accompaniments. • Perform with control and awareness of others. • Improvise with harmonic accompaniment. 	<p>Ukuleles</p> <p>Row your Boat Rain, Rain Hot Cross buns Mary had a Little Lamb</p> <p>Graphic Scores</p> <ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play and rest. • Sing from memory with accurate pitch. • Sing in tune. • Perform with control and awareness of others.

	<ul style="list-style-type: none"> • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Read graphs to perform a sequence of different sounds. • Listen and transcribe graph notation accurately. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. 	<ul style="list-style-type: none"> • Compose and perform melodic songs. • Use the terms: duration, pitch, beat, tempo, and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Listen to different sounds and identify their pitch and movement. 	<ul style="list-style-type: none"> • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. 	<ul style="list-style-type: none"> • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes.
Year 3	<p>Music Notation Xylophones/Metallophones</p> <p>Introduction to staff notation Autumn Leaves Indian Warrior</p> <ul style="list-style-type: none"> • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. 	<p>Rhythmical Notation/African Drums</p> <p>Notation (Kodaly system, semibreve, minim, crotchet, quaver, rest) Performing Rhythms Constructing a rhythmical piece</p> <ul style="list-style-type: none"> • Recognise the symbols for a minim, crotchet, quavers and semibreve and say how many beats they represent. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. • Compose and perform rhythmic patterns with an awareness of timbre and duration. 	<p>Ukuleles</p> <p>C-F-Am-G Row your Boat/Rain Rain Hot Cross Buns London Bridge</p> <ul style="list-style-type: none"> • Play notes on an instrument with care so that they are clear. • Use drones as accompaniments. • Show control of voice. • Perform with control and awareness of others. • Understand layers of sounds and discuss their effect on mood and feelings. • Combine a variety of musical devices, including melody, rhythm and chords. 	<p>Recorders</p> <p>BAG it! Hot Cross Buns Indian Warrior Elephants St. Ives</p> <ul style="list-style-type: none"> • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. • Compose and perform melodic songs.

	<ul style="list-style-type: none"> Evaluate music using musical vocabulary to identify areas of likes and dislikes. 	<ul style="list-style-type: none"> Understand layers of sounds and discuss their effect on mood and feelings. Listen and transcribe music notation accurately. 		
<p>Year 4</p>	<p>Music Notation Xylophones/Metallophones</p> <p>Introduction to staff notation Rain Rain Twinkle Twinkle Little Star St. Ives</p> <ul style="list-style-type: none"> Recognise the notes EGBDF and FACE on the musical stave. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. Play notes on an instrument with care so that they are clear. Perform with control and awareness of others. Improvise melodies under harmonic accompaniment Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. 	<p>Rhythmical Notation/African Drums</p> <p>Read, Write, Play rhythmical patterns Djembe Technique Rhythms, including dynamics Cyclic patterns</p> <ul style="list-style-type: none"> Recognise the symbols for a minim, crotchet, quaver and semibreve and say how many beats they represent. Play notes on an instrument with care so that they are clear. Perform with control and awareness of others. Compose and perform rhythmic pieces with an awareness of timbre and duration. Listen and transcribe music notation accurately. 	<p>Ukuleles</p> <p>Row your Boat, Rain Rain Mary had a Little Lamb, Hot Cross Buns You are my sunshine Old MacDonald Twinkle Twinkle Little Star</p> <ul style="list-style-type: none"> Play notes on an instrument with care so that they are clear. Use drones as accompaniments. Perform with control and awareness of others. Sing in tune. Understand layers of sounds and discuss their effect on mood and feelings. Combine a variety of musical devices, including melody, rhythm and chords. Sing or play from memory with confidence. 	<p>Recorders</p> <p>St. Ives Twinkle Twinkle Little Star London’s Burning Nursery rhyme composition</p> <ul style="list-style-type: none"> Play notes on an instrument with care so that they are clear. Perform with control and awareness of others. Compose and perform melodic songs. Hold a part within a round. Understand and use the # (sharp) and ♭ (flat) symbols. Use and understand simple time signatures. Use drones as accompaniments. Evaluate music using musical vocabulary to identify areas of likes and dislikes.

	<ul style="list-style-type: none"> Evaluate music using musical vocabulary to identify areas of likes and dislikes. 			
<p>Year 5</p>	<p>Music Notation/Xylophones, Metallophones</p> <p>Row your boat The Wheels on the Bus BINGO</p> <ul style="list-style-type: none"> Recognise the notes EGBDF and FACE on the musical stave. Recognise the notes above and below the musical stave, including simple ledger line notes. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. Play notes on an instrument with care so that they are clear. Understand the purpose of the treble clef and use it in transcribing compositions. Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. Choose from a wide range of musical vocabulary to accurately describe and appraise music. Perform with controlled breathing (voice) and skillful playing (instrument). 	<p>Guitars</p> <p>Little Fly Little Bird Caterpillar BAG it Hot Cross Buns St. Ives Nursery Rhyme Composition</p> <ul style="list-style-type: none"> Play notes on an instrument with care so that they are clear. Perform with control and awareness of others. Compose and perform melodic songs. Use and understand simple time signatures. Evaluate music using musical vocabulary to identify areas of likes and dislikes. Play expressively and in tune. Perform with controlled breathing (voice) and skillful playing (instrument). 	<p>Ukulele</p> <p>Row your Boat, Rain Rain Hot Cross Buns, Mary had a Little Lamb You are my sunshine Octopus's Garden</p> <ul style="list-style-type: none"> Play notes on an instrument with care so that they are clear. Use drones as accompaniments. Perform with control and awareness of others. Sing in tune. Understand layers of sounds and discuss their effect on mood and feelings. Combine a variety of musical devices, including melody, rhythm and chords. Sing or play from memory with confidence. Describe how lyrics often reflect the cultural context of music and have social meaning. Perform with controlled breathing (voice) and skillful playing (instrument). 	<p>Recorders</p> <p>Au Claire De la Lune BINGO Lucy Locket</p> <ul style="list-style-type: none"> Play notes on an instrument with care so that they are clear. Perform with control and awareness of others. Compose and perform melodic songs. Hold a part within a round. Understand and use the # (sharp) and b (flat) symbols. Use and understand simple time signatures. Use drones as accompaniments. Evaluate music using musical vocabulary to identify areas of likes and dislikes. Perform solos or as part of an ensemble. Play expressively and in tune. Perform with controlled breathing (voice) and skillful playing (instrument).

<p>Year 6</p>	<p>Music Notation Xylophones/Metallophones</p> <p>Lean on Me EastEnders theme tune Ayre Shobe Meele</p> <ul style="list-style-type: none"> • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the notes above and below the musical stave, including simple ledger line notes. • Play notes on an instrument with care so that they are clear. • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Choose from a wide range of musical vocabulary to accurately describe and appraise music. • Perform with controlled breathing (voice) and skillful playing (instrument). • Understand the concept of harmony and play along with the melody. 	<p>Guitars</p> <p>BAG it Hot Cross Buns St. Ives Old McDonald</p> <ul style="list-style-type: none"> • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. • Use and understand simple time signatures. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Play expressively and in tune. • Perform with controlled breathing (voice) and skillful playing (instrument). • Sing or play from memory with confidence. 	<p>Ukuleles</p> <p>These Days Uno Dos Tres Un Barquito Chiquitito</p> <ul style="list-style-type: none"> • Play notes on an instrument with care so that they are clear. • Use drones as accompaniments. • Perform with control and awareness of others. • Sing in tune. • Understand layers of sounds and discuss their effect on mood and feelings. • Combine a variety of musical devices, including melody, rhythm and chords. • Sing or play from memory with confidence. • Describe how lyrics often reflect the cultural context of music and have social meaning. • Perform with controlled breathing (voice) and skillful playing (instrument). 	<p>Recorders</p> <p>Au Claire De la Lune BINGO Lucy Locket Little Liza Jane Ode to Joy</p> <ul style="list-style-type: none"> • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. • Compose and perform melodic songs. • Hold a part within a round. • Understand and use the # (sharp) and b (flat) symbols. • Use and understand simple time signatures. • Use drones as accompaniments. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Perform solos or as part of an ensemble. 	<p>Year 6 Final Show</p> <ul style="list-style-type: none"> • Perform as part of a multi-instrumental music performance • Perform with controlled breathing (voice) and skillful playing (instrument). • Play notes on an instrument with care so that they are clear. • Play expressively and in tune. • Perform with control and awareness of others. • Perform solos or as part of an ensemble. • Sing in tune.
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