



Reception							
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
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Chant To The	Creative Moves	Lilting Lullaby	Number Time	Well-being	Rhythm Adventure		
Animals				matters			
Explore and learn	Find and move to the	Pitch match with	Sing with	Learn to explore	Sing songs		
chants that tell a	beat.	accuracy when singing.	expression.	and share	rhythmically.		
story.	Move creatively,	Feel the lilt of a 2–3	Hear, draw and sing	emotions.	Combine words to		
Know that a chant	expressively and	pattern of beats in	melody shapes	Follow a leader to	compose rhythm.		
uses speaking voices	with control.	music with five		play loudly and			
musically.		beats.		quietly.			





	Year 1						
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
	CDE		FGA &		C D E		
My musical heartbeat.	Dance, sing and play!	Exploring Sounds	Learning to Listen	Having Fun with	Let's Perform		
How can we make				Improvisation	Together		
friends together?							
Vocal:	Vocal:	Vocal:	Vocal:	Vocal:	Vocal:		
Sing songs clearly and	Sing a melody that	Sing a melody that has	Sing a melody that	Sing a melody that	Sing clearly and		
rhythmically.	ascends and descends	long and short rhythms,	has long and short	has long and short	rhythmically.		
Sing songs with long	in steps.	and high and low	rhythms, and high and	rhythms, and high	Sing a melody that		
and short sounds, high	Sing a song with four	sounds.	low sounds.	and low sounds.	ascends and descends		
and low pitches.	beats in a bar.	Sing a song with five	Sing clearly and	Sing a melody that	in steps.		
<u>Instrumental:</u>	<u>Instrumental:</u>	beats in a bar.	rhythmically.	ascends and	Instrumental:		
Play or clap rhythmic	Play or clap rhythmic	<u>Instrumental</u> :	Instrumental:	descends in steps.	Clap three beat		
patterns using long or	patterns using long or	Play or clap rhythmic	Play or clap rhythmic	<u>Instrumental</u> :	rhythms, creating long		
short sounds.	short sounds.	patterns using long or	patterns using long or	Clap three beat	and short sounds.		
Clap four beat rhythms,	Clap four beat rhythms,	short sounds.	short sounds.	rhythms, creating	Compose:		
creating long and short	creating long and short	Clap four beat rhythms,	Clap four beat	long and short	Keep a steady beat		
sounds.	sounds.	creating long and short	rhythms, creating long	sounds.	when improvising.		
Compose:	Compose:	sounds.	and short sounds.	Compose:	Improvise using one,		
Keep a steady beat	Keep a steady beat	Compose:	Compose:	Keep a steady beat	two or three notes		
when improvising.	when improvising.	Keep a steady beat	Keep a steady beat	when improvising.	using C, D and E.		
		when improvising.	when improvising.				





Improvise using one,					
two or three notes					
using C, D and E.	using C, D and E.	using F, G and A.	using F, G and A.	using C, D and E.	





	Year 2						
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Hallo	CDE P		As c	W CONTRACTOR	GABCD 6		
Pulse, Rhythm and	Playing in an	Inventing a Musical	Recognising	Exploring	Our Concert		
Pitch	Orchestra	Story	Different Sounds	Improvisation			
Vocal:	Vocal:	Vocal:	Vocal:	Vocal:	<u>Vocal:</u>		
Sing with attention to	Sing with attention to	Sing with attention to	Sing with attention to	Sing with attention	Sing with attention		
meaning of the words.	meaning of the words.	meaning of the words.	meaning of the words.	to meaning of the	to meaning of the		
Sing while performing	Sing with more pitch	Sing with good singing	Sing with good singing	words.	words.		
actions in time.	accuracy.	posture.	posture.	Sing with good	Sing with good		
Sing with good singing	Instrumental:	Sing while performing	Sing while performing	singing posture.	singing posture.		
posture.	Play or clap simple	actions in time.	actions in time.	Sing while	Sing while		
<u>Instrumental</u> :	rhythmic patterns using	<u>Instrumental</u> :	<u>Instrumental</u> :	performing actions in	performing actions in		
Play or clap simple	long and short sounds.	Play or clap simple	Play or clap simple	time.	time.		
rhythmic patterns using	Respond to different	rhythmic patterns using	rhythmic patterns	Instrumental:	<u>Instrumental</u> :		
long and short sounds.	high and low pitches.	long and short sounds.	using long and short	Play or clap simple	Play or clap simple		
Respond to different	Clap four-beat rhythms	Respond to different	sounds.	rhythmic patterns	rhythmic patterns		
high and low pitches.	using long and short	high and low pitches.	Respond to different	using long and short	using long and short		
Clap four-beat rhythms	sounds.	Clap four-beat rhythms	high and low pitches.	sounds.	sounds.		
using long and short	Compose:	using long and short	Clap four-beat	Respond to different	Respond to different		
sounds.	Keep a steady beat	sounds.	rhythms using long	high and low pitches.	high and low pitches.		
Compose:	when improvising.	Compose:	and short sounds.	Clap four-beat	Clap two-beat		
Keep a steady beat when		Keep a steady beat	Compose:	rhythms using long	rhythms using long		
improvising.		when improvising.		and short sounds.	and short sounds.		





Improvise using one, two	Improvise using one,	Improvise using one, two	Keep a steady beat	Compose:	Compose:
or three notes using C, D	two or three notes	or three notes using A, B	when improvising.	Keep a steady beat	Keep a steady beat
and E.	using C, D and E.	and C.	Improvise using one,	when improvising.	when improvising.
			two or three notes	Improvise using one,	Improvise using one,
			using A, B and C.	two or three notes	two or three notes
				using A, B and C.	using G, A, B, C and
					D.





	Year 3						
G G G	Codo Ray	BE SAPE ONLINE			RSSO SCOTLAND'S NATIONAL ORCHESTRA		
A shining	Sing and Move	Music and video	Percussion power	Music and Sound	Sound		
performance					Exploration		
Read and play G, A and B	Sing songs with	Use storyboards to	Compose song	Add an	New topic –		
(doh, re, me) on a	attention to expression	sequence and structure	accompaniments on	accompaniment to a	currently being		
musical instrument.	and dynamics, following	a music video.	untuned percussion	song/piece of music.	uploaded.		
	the conductor's cues.	Explore self-	using known rhythms	Compose in			
Use creative ideas		representation through	and note values.	response to a			
inspired by different	Perform actions with	portraits and	Introduce and	musical stimulus.			
stimuli to improve a	accuracy and	personalised avatars	understand the				
performance.	confidence.		differences between				
			crotchets and paired				
			quavers.				





	Year 4						
	ecc Cold Rings	PLASTIC	() () () () () () () () () () () () () (Sound for video UNDERWATER	State		
Create and notate	Singing and	Recycling songs	Exploring musical	FX sound effects	Round and Round		
	traditions		contrasts				
Copy and improvise short melodic phrases. Compose a short, structured piece using a D minor scale in Music Explorer.	Sing 2-part songs as duets or melody and accompaniment with accurate pitching. Understand contrasting traditions and stories.	Compose a song demonstrating an understanding of the musical components. Capture and record creative ideas.	Develop and deepen instrumental skills. Explore musical contrasts, such as staccato and legato, as well as crescendo and decrescendo.	Use sound effects to add drama to a film clip. Begin to make compositional decisions.	Sing rounds and songs with small and large leaps. Perform a range of songs in a school assembly.		





	Year 5						
\$15.5.5.1 \$15.5.1.5.1	Out	Sience Urig 7 STORY	Processing to the second secon	BRAZILIAN SAMBA GORUMMING	BRAZILIAN SAMBA CHARACHE DRUMMING		
Shaping Music	Unlocking vocal potential	Sounds dramatic	Decoding sound and notation	Carnival time 1	Carnival time 2		
Improvise freely over a	Sing with a sense of	Introduce major and	Develop and expand	Develop the skill of	Perform as an		
drone or groove.	ensemble, paying	minor chords.	musical understanding	playing by ear on	ensemble using		
	attention to phrasing,		through critical	instruments, copying	acoustic instruments.		
Compose a short ternary	pitching and musical	Use chords when	listening.	longer phrases.			
piece using Music	style.	composing music to			Understand the		
Notepad.		evoke a specific	Read and play notated	Play musical	stories, origins,		
	Sing songs in unison,	atmosphere, mood or	melodies.	instruments with	traditions, history		
	and in two or three	environment.		increasing technical	and social context of		
	parts.			control, accuracy,	Brazilian samba.		
				fluency and			
				expression.			





	Year 6						
Musical Styles HIP HOP	Out.		sinai ni	Remix project DRAGON BEATS	C A S D G A		
Music speaks	Express, Inspire and Perform	Music Reimagined	Musical sketches	Music Remixed	The Grand Finale		
Create and produce	Perform songs in school	Compose a piece using	Plan and compose 8	Develop students'	Sing a range of		
music with multiple	assemblies, school	music software to create	bars of music with	knowledge and	songs, including		
sections that include	performance	and record it.	melodic and rhythmic	understanding of the	those that involve		
repetition and contrasts.	opportunities and to a		interest.	music they are	syncopated rhythms,		
	wider audience.	Understand and be able		listening to.	with appropriate		
Use chord changes as		to explain how musical	Notate and play this		style.		
part of a (sequenced)	Develop listening skills,	contrasts are achieved.	music, adding dynamic	Learn how to remix			
composition	balance between parts		contrasts.	instrumental loops.	Sing rounds and		
	and vocal independence				partner songs.		
	by experimenting with						
	where students stand.						