

Unit	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
Nursery	<p><u>Once upon a time</u></p> <p>Learning and singing simple songs trying to pitch match and follow the melodic shape.</p> <p>Exploring the sounds of different instruments.</p>	<p><u>Magnificent Me</u></p> <p>Learning and singing simple songs trying to pitch match and follow the melodic shape.</p> <p>Learning and performing songs with actions.</p> <p>Physically imitating the actions of instrument players.</p> <p>Listening to a range of different music genres.</p>	<p><u>Old McDonald had a farm</u></p> <p>Learning and singing simple songs trying to pitch match and follow the melodic shape.</p> <p>Imitating the sounds of animals.</p> <p>Using voices as instruments.</p> <p>Exploring pulse by beginning to tap and clap.</p>	<p><u>Teddy Bears’ Picnic</u></p> <p>Learning and singing simple songs trying to pitch match and follow the melodic shape.</p> <p>Using instruments to create sounds that link to the bear hunt.</p> <p>Exploring long and short sounds and loud and quiet sounds.</p> <p>Creating a simple representation of a musical instrument.</p>	<p><u>Amazing Animals</u></p> <p>Learning and singing simple songs trying to pitch match and follow the melodic shape.</p> <p>Imitating the sounds of animals.</p> <p>Exploring quiet, loud, slow and fast.</p>	<p><u>Wiggle and Grow</u></p> <p>Learning and singing simple songs trying to pitch match and follow the melodic shape.</p> <p>Responding to classical music using silk scarves.</p> <p>Expressing feelings and musical responses.</p>
Reception	<p>Exploring Sound</p> <p>To explore using voices to make a variety of sounds.</p> <p>To explore how to use our bodies to make sounds.</p> <p>To explore the sounds of different instruments.</p> <p>To identify sounds in the environment and</p>	<p>Celebration Music</p> <p>To learn about music from other cultures, (the festival of Diwali, the festival of Hanukkah, festival of Kwanzaa and Christmas)</p> <p>To learn the names of some traditional Jewish musical instruments.</p> <p>To play and move to traditional Jewish Hanukkah music.</p>	<p>Music and Movement</p> <p>To understand why songs have actions</p> <p>To learn some simple Makaton signs to accompany a song</p> <p>To explore beat through body movement</p> <p>To express feelings and emotions through movement to music</p>	<p>Musical Stories</p> <p>To listen to:</p> <p>“Teddy Bear’s Picnic” by John Walter Bratton and Jimmy Kennedy and recall part of the story.</p> <p>“Peter and the Wolf” by Sergei Prokofiev and recall the characters from the story.</p> <p>To move to music with instruction, changing</p>	<p>Transport</p> <p>To explore and mimic the sounds of different vehicles</p> <p>To interpret symbols to show a change in speed.</p> <p>To interpret a simple score to show tempo changes</p>	<p>Big Band</p> <p>Discussing what makes a musical instrument</p> <p>Using recyclable materials to create a simple representation of a musical instrument.</p> <p>Learning what an orchestra is and the four different groups of musical instruments.</p>

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	<p>differentiate between them.</p> <p>To use voices to imitate nature sounds.</p>	<p>To take part in a traditional call and response song</p>	<p>To explore pitch and tempo through scarf dancing and body movement</p> <p>To perform action songs to a small audience.</p> <p>To respond to music with movement</p>	<p>movements to match the tempo, pitch or dynamic of the piece.</p> <p>To talk about how a piece of music makes you feel.</p> <p>To understand that music and instruments can be used to convey moods or represent characters.</p> <p>To use actions to retell a story to music</p> <p>To sing and perform a group song</p> <p>To create a musical story based upon a familiar routine</p> <p>To use instruments to represent moods or actions</p> <p>To play an instrument as part of a group story</p>		<p>Listening, moving to and talking about music, expressing feelings and responses.</p> <p>Engaging in music by performing and dancing.</p> <p>Experimenting with playing tuned and untuned instruments in time to familiar songs.</p> <p>Choosing appropriate instruments to represent different parts of a song.</p>
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<u>Yr</u>	<u>1</u>	<u>2</u>	<u>3</u>
1	<p>Keeping the pulse (Theme: My favourite things)</p> <p><i>What is music slide + Duration (pulse, rhythm) Must Knows</i></p> <p>Clap the rhythm of their name in time to the pulse. Sway or tap in time to the pulse. Sing a rhythm in time with the pulse. Copy rhythms based on word patterns using an instrument. Keep the pulse while playing a rhythm on an instrument. Follow instructions during a performance.</p>	<p>Sound patterns (Theme: Fairytales)</p> <p><i>What is music slide + Duration (pulse, rhythm) and dynamics Must Knows</i></p> <p>Chant in time with others. Make changes to the dynamics (volume) of their voice to represent a character. Respond to hand signals when playing an instrument. Choose a suitable sound to represent a point in the story. Read simple rhythmic patterns comprising one beat sounds and one beat rests. Clap or play a rhythmic pattern along with spoken words. Play given sound patterns in time with the pulse. Follow instructions during a performance. Join in with repeated phrases using a character voice.</p>	<p>Pitch (Theme: Superhero)</p> <p><i>What is music slide + Duration (pulse, rhythm), pitch, tempo and dynamics Must Knows</i></p> <p>Identify high and low notes. Perform high and low notes. Create and perform a two-note and three-note pattern. Identify and perform changes in tempo. Contribute musical ideas and cooperate within a group. Prepare and perform a musical piece. Demonstrate a musical understanding of tempo and pitch. Participate in discussions about pitch and tempo. Offer feedback to groups on their performance. Follow instructions during a performance.</p>
2	<p>Musical symbols (Theme: Under the sea)</p> <p><i>What is music slide + Duration (pulse, rhythm), pitch, tempo and dynamics Must Knows</i></p> <p>Move to reflect a character. Create sounds to reflect a character Move at a speed that reflects the tempo of the audio. Respond to dynamic changes without prompting. Demonstrate a sound pattern correctly to a pulse. Sing and play high and low sounds.</p>	<p>Call and response (Theme: Animals) (Y2)</p> <p><i>What is music slide + Duration (pulse, rhythm), pitch, tempo, timbre and dynamics Must Knows</i></p> <p>Use dynamics when creating sound. Play in time with a group. Experiment with different sounds on the same instrument (timbre). Clap the animal sound patterns mostly accurately. Clap the sound patterns in time with the pulse of the backing track. Demonstrate both a call and response.</p>	<p>Instruments</p> <p>(Theme: Musical storytelling)(Y2)</p> <p><i>What is music slide + Duration (pulse, rhythm), pitch, tempo, structure, timbre and dynamics Must Knows</i></p> <p>Identify sections of the music where the tempo changes. Correctly describe sections of music as fast or slow. Point out moments in the music where the dynamics change.</p>

	<p>Read symbols representing high and low sounds correctly.</p> <p>Demonstrate an awareness of pitch, rhythm and dynamics within a performance and recognise the symbols representing these.</p>	<p>Copy a sound pattern using an instrument.</p> <p>Playing either a call and/or response role in time with another pupil.</p> <p>Perform a composition.</p>	<p>Accurately describe dynamic changes as soft or loud.</p> <p>Give specific examples of how the music corresponds to actions in the story.</p> <p>Provide clear and specific examples of how music supports the story.</p> <p>Justify tempo and dynamic choices made to represent a character, event or feeling.</p> <p>Suggest appropriate musical dynamics and tempo changes for different scenes of the story (structure).</p> <p>Work as part of a group to rehearse a performance.</p> <p>Perform confidently using appropriate instrumental sounds.</p> <p>Play their part at appropriate tempo and dynamics.</p>
3	<p>Yr2 Unit 3 Structure (Myths and Legends)</p> <p><i>What is music slide + Duration (pulse, rhythm), pitch, tempo, structure, timbre and dynamics Must Knows</i></p> <p>Recognise, play and write rhythms with one beats and paired half beats.</p> <p>Show a rest beat using a silent movement.</p> <p>Read and follow a structure from left to right.</p> <p>Add rhythms to a structure to create a beginning, middle and end.</p> <p>Work well as part of a group, listening to others and respecting their ideas.</p> <p>Maintain a steady beat.</p> <p>Use a thinking voice to play rhythms on an instrument.</p>	<p>Yr 2 Unit 4 Pitch (Musical me)</p> <p><i>What is music slide + Duration (pulse, rhythm), pitch, tempo, structure, timbre and dynamics Must Knows</i></p> <p>Move their eyes from left to right to read pitch patterns.</p> <p>Sing high and low notes including the notes in between.</p> <p>Play a pattern of high and low notes on an instrument.</p> <p>Read notation from left to right.</p> <p>Draw high and low sounds using dots at the top and bottom of a page, respectively.</p> <p>Recognise when notes stay the same.</p> <p>Recognise missing notes on a stave.</p>	<p>Developing singing technique (Theme: The Vikings) (Y3)</p> <p><i>What is music slide + Duration (pulse, rhythm), pitch, tempo, structure, timbre and dynamics Must Knows</i></p> <p>Move and sing as a team, following the lyrics on the screen.</p> <p>Recognise minims, crotchets and quavers often by ear and reliably by sight.</p> <p>Perform rhythms accurately from notation and layer them to create a composition.</p> <p>Add appropriate sound effects to their performances using untuned percussion.</p> <p>Join in with the performances confidently, and reasonably in time and tune.</p> <p>Make suggestions for improving their performance.</p>

<p>4</p>	<p>Instrumental Scheme:</p> <p>South Africa</p> <p><i>What is music slide + Duration (pulse, rhythm), pitch, tempo, structure, timbre and dynamics Must Knows</i></p> <p>To identify the basic key features of staff notation</p> <p>To recognise and play minims by ear and from staff notation, moving up and down by step</p> <p>To recognise and play semibreves by ear and from staff notation</p> <p>To recognise and play crotchets and crotchet rests by ear and from staff notation</p> <p>To compose rhythmic patterns for a gumboot dance</p>	<p>Little People Big Noise Project</p> <p>or if not going ahead</p> <p><i>What is music slide + Duration (pulse, rhythm), pitch, tempo, structure, <u>texture</u>, timbre and dynamics Must Knows</i></p> <p>Samba and Carnival sounds and instruments</p> <p>Recognising and identifying the main features of samba music.</p> <p>Understanding and playing syncopated rhythms.</p> <p>Composing a basic rhythmic break.</p> <p>Performing rhythmic breaks within the samba piece.</p>	<p>Adapting and transposing motifs</p> <p>(Theme: Romans)</p> <p><i>What is music slide + Duration (pulse, rhythm), pitch, tempo, structure, <u>texture</u>, timbre and dynamics Must Knows</i></p> <p>Singing in tune and in time with other people and a backing track.</p> <p>Understanding what a musical motif is.</p> <p>Composing, notating, developing and transposing a motif.</p> <p>Combining and performing different versions of a musical motif.</p>
<p>5</p>	<p>Composition notation</p> <p>(Theme: Ancient Egypt)</p> <p><i>What is music slide + Duration (pulse, rhythm), pitch, tempo, structure, <u>texture</u>, timbre and dynamics, Must Knows</i></p> <p>Singing with accuracy fluency, control, and expression.</p> <p>Exploring and using different forms of notation.</p> <p>Understanding note length.</p> <p>Reading simple pitch notation.</p>	<p>Blues</p> <p><i>What is music slide + Duration (pulse, rhythm), pitch, tempo, structure, <u>texture</u>, timbre and dynamics Must Knows</i></p> <p>Knowing the key features of blues music.</p> <p>Playing the first line of the twelve bar blues.</p> <p>Playing the twelve bar blues.</p> <p>Playing the blues scale going up and down.</p> <p>Improvising with notes from the blues scale.</p>	<p>South and West Africa</p> <p><i>What is music slide + Duration (pulse, rhythm), pitch, tempo, structure, <u>texture</u>, timbre and dynamics Must Knows</i></p> <p>To sing a traditional African song unaccompanied.</p> <p>Using tuned percussion to play a chord progression.</p> <p>Using vocals or tuned percussion to perform a piece of music as an ensemble.</p> <p>Playing African inspired rhythms using percussion instruments</p>

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	Using hieroglyphs and staff notation to write a piece of music.		Creating an eight beat break to play within a performance
6	Calderdale Music – Clarinet tuition		