



Long Term Planning Overview

Music 2025-2026



Caring, Learning, Growing.

	Autumn	Spring	Summer
Nursery	<p>Music – Let's be friends</p> <p>Music – Travel and Movement and learn Christmas play songs.</p>	<p>Music – This is Me</p> <p>Play instruments and sing songs with a rhythm or pulse.</p> <p>Music – Animal Tea Party exploring instruments and sounds. Make louder/quieter/fast/ slow sounds.</p> <p>Sing songs about Spring, Easter and new life.</p>	<p>Music – I've got feelings</p> <p>Music – Let's jam!</p> <p>Learn songs relating to Summer.</p>
Reception	<ul style="list-style-type: none"> - Music – I've got a grumpy face - <i>Use voices expressively and creatively by singing songs and speaking chants and rhymes.</i> - The Sorcerer's Apprentice - <i>Listen with concentration and understanding to a range of high-quality live and recorded music.</i> <p>Autumn 2 – Music – Witch Witch</p> <p>Row, row, row your boat and learn Christmas play songs.</p>	<p>Music – Bird Spotting</p> <ul style="list-style-type: none"> - <i>Explore the range and capabilities of voices through vocal play</i> - Shake my sillies out - Play a rhythmic accompaniment on percussion instruments <p>Music – Up and down</p> <ul style="list-style-type: none"> - Sing a rising and falling melody tunefully and accurately. (Pitch instruments required). - Music - Five fine bumble bees - <i>Listen to a piece of classical music and respond through dance.</i> 	<p>Music – Summer - Down there under the sea</p> <p>Slap, clap,clap</p> <p>Bow, bow, bow Belinda</p> <p>Reinforce previous objectives</p>
Year 1	<p>Menu Song</p> <p>Listen and move in time to the song.</p> <p>Colonel Hathi's March</p> <p>Listen to a piece of music and move in time to its steady beat.</p>	<p>Football</p> <p>Listen actively and develop skills by responding to musical signals and musical themes using movement.</p> <p>Move and rock to music to develop a sense of beat.</p> <p>The sea: 'Dawn' from Sea Interludes</p>	<p>Come dance with me</p> <p>Pupils creating their own percussive responses and playing simple rhythm patterns on tuned instruments.</p> <p>Nautilus</p>

	<p>Magical musical aquarium Play percussion instruments with expression.</p> <p>The king is in the castle Sing and change voices to suit different characters while performing appropriate actions.</p>	<p>Sing a simple singing game to develop singing skills.</p> <p>Musical conversations Play percussion instruments, taking turns and sharing</p> <p>Who stole my chickens and my hens? Listen carefully and copy short rhythm patterns, sing familiar songs in low and high voices and talk about the difference in sound.</p>	<p>Develop their feeling and understanding of pitch, beat and duration.</p> <p>Cat and Mouse A singing game as a starting point for improvising rhythms and then reading and writing them in simple notation.</p> <p>As I was walking down the street Use movement and instruments to experience the change in metre.</p>
Year 2	<p>Tony Chestnut Listen to, recognise, and play echoing phrases by ear.</p> <p>Carnival of the Animals Identify different qualities of sound (timbres) such as smooth, scratchy, clicking, ringing, and how they are made.</p> <p>Creepy castle Listen to music in a minor key, recognising small steps (intervals) in the music.</p> <p>Magical music aquarium Play percussion instruments with expression.</p>	<p>Grandma rap Chant the piece rhythmically and perform both unison and in a round.</p> <p>Orawa Listen with attention to detail and recall sounds and patterns.</p> <p>Musical conversations Play percussion instruments, taking turns and sharing</p> <p>Minibeasts Listen and match voices accurately in a singing game</p>	<p>Tanczymy labada Focusing on aspects of singing, playing, improvising, composing, and listening</p> <p>Swing-a-long with Shostakovich Identify different metres in familiar songs.</p> <p>Cat and Mouse Explores how we use a combination of musical elements – rhythm, tempo, timbre, and dynamics – to create an emotional response that helps us tell a story.</p> <p>The rockpool rock Focusing on aspects of singing, playing, improvising, composing, and listening</p>
Year 3	<p>I've been to Harlem Listen and identify where notes in the melody of the song go down and up.</p> <p>Nao chariya de/Mingulay boat song Begin to develop an understanding and appreciation of music from different musical traditions.</p> <p>Sound symmetry</p>	<p>Ukulele 1: Latin dance Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features.</p> <p>Latin dance continues</p>	<p>Ukulele 2: Fly with the stars Fly with the stars continues</p> <p>Play the chords of Fly with the stars on tuned percussion as part of a whole-class performance. Sing solo or in a pair in call-and-response style.</p>

	<p>Sing by improvising simple melodies and rhythms.</p> <p>Chilled out clap rap</p> <p>Sing and rap accurately and rhythmically with marked dynamic contrasts.</p>	<p>March' from The Nutcracker</p> <p>Develop a sense of beat and rhythmic pattern through movement.</p> <p>From a railway carriage</p> <p>Compose creating rhythm patterns and longer sequences with words.</p>	
Year 4	<p>This little light of mine</p> <p>Listen and move in time to songs in a gospel style.</p> <p>My fantasy football team</p> <p>Sing with clear articulation, expression, and actions.</p> <p>The Pink Panther Theme</p> <p>Recognise elements of the music e.g. the rhythm that establishes the mood and character.</p> <p>Composing with Colour</p> <p>Demonstrate how to use colour as an inspiration and starting point when creating new pieces of music.</p>	<p>The doot doot song</p> <p>Listen and identify similarities and differences between acoustic guitar styles.</p> <p>Fanfare for the common man</p> <p>Improvise fanfare melodies using a note set combined with short, repeated rhythms.</p> <p>From a railway carriage</p> <p>Compose using words to create atmosphere and effect in music</p>	<p>Global Pentatonics</p> <p>Children will experience a range of pieces, with opportunities for improvisation and composing using classroom percussion instruments.</p> <p>The Horse in Motion</p> <p>Create music inspired by one of the first ever motion pictures showing the movement of a horse, composing to a moving image, graphic score, orchestration, ostinatos, dynamics.</p> <p>Favourite song</p> <p>Pupils will learn to sing and play the song, develop technical skills on tuned percussion, and experience playing in a class band.</p>
Year 5	<p>What shall we do with the drunken sailor?</p> <p>Sing a sea shanty expressively observing phrasing and accuracy in pitch and rhythm.</p>	<p>Madina tun nabi</p> <p>Listen and copy back simple melodic patterns.</p> <p>Época</p>	<p>Baloo baleerie</p> <p>Pupils will explore lullabies from across the globe.</p> <p>Balinese music – gamelan beleganjur and kecak</p>

	<p>Why we sing Identify key elements that give the music its unique sound and talk about the music using appropriate musical language.</p> <p>Keep the home fires burning Sing with expression and an appreciation of the song's history and purpose, perform for an audience as part of Remembrance services, or a class history topic assembly.</p> <p>Songwriting Compose and create fragments of songs that can develop into fully fledged songs.</p>	<p>Experience how different instrumental parts interact with each other to develop an understanding of texture in music.</p> <p>Building a groove Play drum patterns, basslines, and riffs on a variety of instruments as part of a group.</p> <p>Three little birds Develop a knowledge and understanding of the origins, history, and social context of Reggae music.</p>	<p>Develop an understanding of the repeating cycles that structure almost all Balinese music</p> <p>Composing in tenary form Focusing on aspects of singing, playing, improvising, composing, and listening</p> <p>Kis nay banaayaa Pupils will learn to play an instrumental accompaniment on tuned percussion and compose a soundscape for some of the creatures in the world.</p>
Year 6	<p>Hey Mr Miller Listen to historical recordings of big band swing</p> <p>Shadows Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music.</p> <p>-Touch the sky Listen to traditional Scottish folk music identifying the features that have influenced the composing of the song Touch the sky .</p> <p>Composing for protest Create fragments of songs that can develop into fully fledged songs.</p>	<p>Dona nobis pacem Listen to and identify music with a polyphonic texture</p> <p>You to me are everything Play drum patterns, basslines, and riffs on a variety of instruments as part of a group.</p> <p>Building a groove Appreciate and understand a wide range of high-quality recorded music drawn from different traditions and from great composers and musicians.</p> <p>Ain't gonna let nobody Play bass notes and chords to accompany improvised melodies on tuned percussion, ukulele, keyboard or Apps.</p>	<p>- Ame sau vala tara bal Pupils will learn about a variety of styles of Indian music, focussing on three in particular – bhangra, Bollywood, and classical</p> <p>Race create music to accompany a short film about a race, composing an extended melody and accompaniment. Motif, ostinato, beat.</p> <p>Exploring Identity through Song Vocal range, voice change, vocal technique, lyrics (internal rhymes), anthems.</p>

