

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N3 Caterpillars	<b>All about me</b> Body songs Pet songs	<b>Celebrations</b> Music from India Christmas songs Spooky Halloween music	<b>Down in the woods</b> Goldilocks song Chinese New Year Music Dragon/Lion dance	<b>Heroes and villains</b>	<b>Amazing animals</b>	<b>Under the sea</b> Pirate songs and sea shanties
	Continuous coverage throughout the year of Music skills through Expressive arts- being imaginative and expressive					
Reception Butterflies		<b>Celebration music</b> Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas		<b>Exploring sound</b> Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment		<b>Big band</b> Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience
	Continuous coverage throughout the year of Music skills through Expressive arts- being imaginative and expressive					
Year 1 Bumblebees	<b>All about me (Pulse and rhythm)</b> Identify the difference between the pulse and rhythm of a song and understand these concepts through listening and performing activities.		<b>Under the sea (Music vocabulary)</b> Explore under the sea through music, movement, chanting and the playing of tuned percussion instruments		<b>Superheroes (Pitch and tempo)</b> Learning how to identify high and low notes and to compose a simple tune, investigate how tempo changes, help tell a story and make music more exciting.	
Year 2 Seahorses		<b>Musical me (singing and playing a song)</b> Learn to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion. Using letter notation to write a melody.		<b>Animals (African call and response song)</b> Learning a traditional Ghanaian call and response song, recognising simple notation and composing animal-based call and response rhythms..		<b>Traditional stories (Orchestral instruments)</b> Look at the instruments of the orchestra and practice identifying these within a piece of music
Year 3 Hummingbirds	<b>India (Traditional instruments and improvisation)</b> Listen to a range of rag and tal music, identifying traditional instruments as well as creating their		<b>Chinese New Year (Pentatonic melodies and composition)</b> Revising key musical terminology, playing and creating pentatonic melodies, composing a		<b>The Vikings (Developing singing techniques and keeping in time)</b> Develop their singing technique. Learning to keep in time and work on musical notation and rhythm, the unit finishes	

	own improvisations and performing as a class.		piece of music using layered melodies.		with a group performance of a song with actions.	
<b>Year 4 Dragonflies</b>		<b>Rivers</b> (Changes in pitch, tempo and dynamics) Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar.		<b>Romans</b> (Adapting and transposing motifs) Use understanding of repeating patterns in music look at the concept of motifs.		<b>Rainforests</b> (Body and tuned percussion) Explore the rainforest through music and be introduced to new musical terms.
<b>Year 5 Owls</b>	<b>Egyptians</b> (Composing notation) Based on the theme of Ancient Egypt, learn to identify the pitch and rhythm of written notes and experiment with their composition.		<b>South and West Africa</b> Learn 'Shosholoza', a traditional South African song, play the accompanying chords using tuned percussion and learn to play the djembe.		<b>Blues</b> Look at the famous genre of music and its history, and learn to identify the key features and mood of Blues music and its importance and purpose.	
<b>Year 6 Sharks</b>		<b>Fingal's Cave by Mendelssohn</b> (Dynamics, pitch and texture: Coast) Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.		<b>Songs from WW2</b> Developing greater accuracy in pitch and control, identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.		<b>Baroque</b> Exploring the music and composers of the Baroque Period and investigating the structural and stylistic features of their work