

Cycle 1	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Acorn	<p>Focus: Pulse and Rhythm</p> <p>Topic- Exploring Autumn- Seed Shakers, rainmakers Harvest Song</p>	<p>Focus: Listening and singing</p> <p>Topic: Dinky people & giants- Fairy Tale Songs, Sing along</p> <p>Nativity-</p>	<p>Focus: Singing and performance</p> <p>Topic: Winter Wonderland: Icy Music for Nursery</p>	<p>Focus: Listening, singing and Performance, composition.</p> <p>Topic: Dangerous Dinosaurs – Move Like a Dinosaur</p>	<p>Focus: Music Appreciation, significant person</p> <p>Topic: Big Wide World- Say Hello!</p>	<p>Focus: singing and Performance</p> <p>Topic: Sunshine and Sunflowers- How does your garden grow?</p>
Willow	<p>Focus: Pulse and Rhythm, Singing and performance</p> <p>Topic: Once Upon a Time</p> <p>Harvest Song</p>	<p>Focus: Listening, singing and performance</p> <p>Topic: Stories and Rhymes</p> <p>Nativity</p>	<p>Focus: Composition and performance/ Significant person (Vivaldi)</p> <p>Topic: Winter Wonderland: Icy Music for Reception</p>	<p>Focus: Listening, singing and Performance.</p> <p>Topic: Starry Night- Lullabies</p>	<p>Focus: singing and Performance.</p> <p>Topic: Sunshine and Sunflowers- How does your garden grow? (Reception)</p>	<p>Focus: Music Appreciation , singing and Performance</p> <p>Topic: Moving on- Favourite Songs</p>
Birch	<p>Focus: Music Appreciation (You've Got a Friend)</p>	<p>Focus: Pulse and Rhythm (SS)</p>	<p>Focus: Singing and performance, significant people</p> <p>Significant people in Music and History.</p>	<p>Focus: Notation and performance (SS) (ukulele)</p>	<p>Focus: Composition and Performance (SS)</p>	<p>Focus: Listening, singing and Performance . (Rhythm in the Way you Walk)</p>
Chestnut	<p>Focus: Music Appreciation and listening</p> <p>Topic: (Bringing us together)</p>	<p>Focus Topic: Pulse and Rhythm (SS)</p>	<p>Focus: Significant people, singing and performance</p> <p>Significant people in Music and History</p>	<p>Focus: Notation and performance (SS)</p>	<p>Focus: Composition (SS)</p>	<p>Focus: Singing and performance (Three Little Birds)</p>
Elm	<p>Focus: Pulse and Rhythm (SS)</p>	<p>Focus Singing and performance</p> <p>Christmas Carolling</p>	<p>Topic: Notation (SS)</p>	<p>Focus: Music Appreciation and Significant People</p> <p>Blackbird</p>	<p>Focus: listening Reflect Rewind, Replay (4)</p>	<p>Focus: Composition and performance (SS)</p>
Oak	<p>Focus: Pulse and Rhythm (SS)</p>	<p>Focus: Singing and performance</p> <p>Christmas Carolling</p>	<p>Focus: Notation (SS)</p>	<p>Focus: Significant People</p> <p>Reflect Rewind, Replay (6)</p>	<p>Focus: Music Appreciation and listening Happy</p>	<p>Focus: Composition and performance (SS)</p>
Cycle 2	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Acorn	<p>Focus: Listening and singing</p> <p>Topic- Let's Explore- Nature Sounds, Songs and rhymes Harvest Song</p>	<p>Focus: Pulse and Rhythm, singing, performance</p> <p>Topic: Build it Up</p> <p>Nativity-</p>	<p>Focus: Listening, composition, significant person (Grieg)</p> <p>Topic: Sounds of Spring</p>	<p>Focus: Listening, singing and Performance, composition.</p> <p>Topic: Puppets performance</p>	<p>Focus: Music Appreciation, singing,</p> <p>Topic: Lullabies, nursery rhymes</p>	<p>Focus: singing and Performance .</p> <p>Topic: Stories and rhymes- sing a rainbow.</p>

Willow	Focus: Pulse and Rhythm, Singing and performance Topic: Let's Explore-Nature Sounds, Songs and rhymes Harvest Song	Focus: Listening, singing and performance Topic: Build it Up Nativity	Focus: Listening, composition, significant person (Grieg) Topic: Sounds of Spring	Focus: Listening, singing and Performance. Topic: Puppets performance	Focus: singing and Performance. Topic: Lullabies	Focus: Music Appreciation , singing and Performance Topic: Stories and rhymes- sing a rainbow.
Birch	Focus: Pulse and Rhythm (SS)	Focus: Music Appreciation significant people (Tchaikovsky)	Focus: Singing and performance Sea Shanties	Focus: Notation and performance (SS) (ukulele)	Focus: Composition and Performance (SS)	Focus: Listening, singing and Performance (Your Imagination)
Chestnut	Pulse and Rhythm (SS)	Significant people Music Appreciation (Romantic Composers: Clara Schuman, Mozart, Chopin.)	Focus: Singing and performance Sea Shanties	Focus: Notation and performance (SS)	Focus: Composition (SS)	Focus: Singing and performance (I wanna Play in a Band).
Elm	Focus: Singing, Listening and Music Appreciation, Significant People Topic: Life on Mars- Space Music- cornerstones	Focus: Pulse and Rhythm (SS)	Focus: Notation (SS)	Focus: Singing and performance Topic: KS2 Music: Ancient Egypt - BBC Teach	Focus: Significant People Topic: Blackbird (The Beatles)	Topic: Composition and performance (SS)
Oak	Focus: Singing, Listening and Music Appreciation, Significant People Topic: Life on Mars- Space Music- cornerstones	Focus: Pulse and Rhythm (SS)	Focus: Notation (SS)	Focus: Significant composer Topic: study- Music Appreciation and listening (Classical Music Period)	Focus: Singing and performance Topic: Don't Stop Believing	Focus: Composition and performance (SS)
Cycle 3	Autumn Term 1	Autumn Term 2	Spring Term 1	Summer Term 2	Summer Term 1	Summer Term 2
Acorn	Focus: Listening, singing and performance Significant person (Handel) Topic: Water Music - Handel Harvest Song	Focus: Pulse and Rhythm Topic- Shadows and reflections- Echoes Nativity-	Focus: Listening, composition Topic: Marvellous Machines: Weather Songs	Focus: Listening, singing and Performance, composition. Topic: Farm Songs	Focus: Music Appreciation, Topic: Familiar rhymes.	Focus: singing and Performance Topic: Favourite Songs
Willow	Focus: Listening, singing and performance Significant person (Handel) Topic: Water Music - Handel Harvest Song	Focus: Pulse and Rhythm, Singing and performance Topic: Shadows and reflections- Echoes Nativity	Focus: Listening, composition Topic: Marvellous Machines: Weather Songs	Focus: Listening, singing and Performance. Topic: Farm Songs	Focus: singing and Performance. Topic: Familiar rhymes.	Focus: Music Appreciation , singing and Performance Topic: Moving on- Favourite Songs

Birch	Focus: Pulse and Rhythm (SS)	Focus: Singing and performance, significant people Christmas Music	Focus: Composition and performance/ Significant person Topic: Marvellous Machines: Machine Music	Focus: Notation and performance (ss) (ukulele)	Focus: Composition and Performance (SS)	Focus: Listening, singing and Performance
Chestnut	Topic: Pulse and Rhythm (SS)	Topic: Significant people singing and performance Christmas Music	Topic: Music Appreciation listening (Dragon Song)	Topic: Notation and performance (SS)	Topic: Composition (SS)	Topic: Listening Singing and performance The Romans (BBC Teach)
Elm	Topic: Singing, Listening and Music Appreciation, performance Hola Mexico-cornerstones	Topic: Pulse and Rhythm (SS)	Topic: Notation (SS)	Topic: Music appreciation and listening-significant person Make You Feel My Love- Adele, Bob Dylan	Topic: Singing and performance War Child-Cornerstones	Topic: Composition and performance (SS)
Oak	Focus: Singing, Listening and Music Appreciation, performance Topic: Hola Mexico-cornerstones	Focus: Pulse and Rhythm (SS)	Focus: Notation (SS)	Focus: Significant composer study-Music Appreciation and listening Classical Composer Study- Classics For Kids	Focus: Singing and performance War Child-Cornerstones	Focus: Composition and performance (SS)

Why is our Music curriculum organised in this way?

As we have split year groups we carefully plan to ensure we cover all national curriculum objectives, knowledge and skills in every year group.

In Music, we ensure we develop our key curriculum areas every year:

Investigation

- Music Appreciation
- Listening
- Significant Person

Creativity

- Singing
- Performance
- Composition
- Pulse and Rhythm
- Notation

Each topic is taught ensuring that the skills and knowledge needed in each year group is developed. For example, in our year 1/2 class, children in year 1 will focus on year 1 knowledge and skills, whilst children in year 2 work on year 2 skills and knowledge.

Skills and knowledge involving investigation are taught as much as possible towards the beginning of

the year to allow children to access a wide range of music genres. Whereas creativity knowledge and skills in particular composition are taught further in the year as children will then be able to apply some of their learning from genres they have covered within their creativity of music.

Pulse and rhythm is also taught before notation work as children need to develop their understanding of pulse and rhythm so they can apply this to note values and begin creating and further developing their tuneful music.

Music projects where possible are placed alongside other subject projects where there are opportunities for making meaningful connections.

Opportunities for performance skills to be demonstrated within lessons and in front of an audience are available to children more than once within a year to build on children’s self-confidence and resilience.

Our intent

We develop, ‘Be ready, Be respectful and Be safe’ through our Music curriculum.

We ensure children:

Have opportunities to...	Demonstrate...	Learn to ...
<ul style="list-style-type: none"> - Be Ambitious - Be Independent - Be Resilient 	<ul style="list-style-type: none"> - Respectful behaviours - Respect rights - Respect the environment 	<ul style="list-style-type: none"> - Keep themselves safe - Be safe in the school and community - Be safe online