

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p><b>Unit 1 – Who shall I be today?</b> Children dress up and engage in imaginative play, acting out their hopes and dreams. Singing, listening, playing, responding, moving to music.</p> <p><b>Unit 2 – Let’s go green!</b> Children thinking of imaginative ways to reuse and recycle. Singing, listening, playing, responding, moving to music.</p>	<p><b>Unit 3 – Busy city</b> Children will explore and compare rural and urban environments. Singing, listening, playing, responding, moving to music.</p> <p><b>Unit 4 – Beyond the stars.</b> Children will discover the wider universe and hear adventures from outer space. Singing, listening, playing, responding, moving to music.</p>	<p><b>Unit 5 – When snowflakes fall.</b> Children will experience the excitement of snowfall and the magic of a frozen world. Singing, listening, playing, responding, moving to music.</p> <p><b>Unit 6 – Fabulous food.</b> Children will discover the many sensory and social pleasures of sharing food. Singing, listening, playing, responding, moving to music.</p>	<p><b>Unit 7 – A tale from long ago.</b> Children will explore the magic of a traditional story. Singing, listening, playing, responding, moving to music.</p> <p><b>Unit 8 – Our growing world.</b> Children will engage with the natural world and the creativity it inspires. Singing, listening, playing, responding, moving to music.</p>	<p><b>Unit 9 – Did you see dinosaurs?</b> Children will delight in the ancient creatures being brought to life in their classroom. Singing, listening, playing, responding, moving to music.</p> <p><b>Unit 10 – A sky full of colour.</b> Children will experiment with colour and learn about the conditions the beautiful rainbows in the sky that we see. Singing, listening, playing, responding, moving to music.</p>	<p><b>Unit 11 – Amazing African animals.</b> Children will learn about the diverse continents of Africa and meet some of its most loved inhabitants. Singing, listening, playing, responding, moving to music.</p> <p><b>Unit 12 – Under the sea.</b> Children will dive into a watery world full of mysterious and exciting marine life. Singing, listening, playing, responding, moving to music.</p>
Year 1	<b>Unit 1 - Ourselves</b>	<b>Unit 3 – Animals</b>	<b>Unit 5 – Machines</b>	<b>Unit 7 – Our school</b>	<b>Unit 9 – Storytime</b>	<b>Unit 11 – Travel</b>



	<p>Students explore ways of using their voices expressively. They develop skills in singing while performing actions, and create an expressive story.</p> <p><b>Unit 2 – Number</b> Students develop a sense of steady beat through using movement, body percussion and instruments.</p>	<p>Students develop an understanding of pitch through using movement, voices and instruments. They identify contrasts of high and low pitches, and create animal chant sounds and sequences.</p> <p><b>Unit 4 – Weather</b> Students use voices, movement and instruments to explore different ways that music can be used to describe the weather.</p>	<p>Students explore beat through movement, body percussion and instruments. They combine a steady beat with word rhythms and explore changes in tempo.</p> <p><b>Unit 6 – Seasons</b> Students further develop their vocabulary and understanding of pitch movements, exploring pitch through singing, tuned percussion and listening games.</p>	<p>Students explore sounds found in their school environment. They investigate ways to produce and record sounds, using IT to stimulate musical ideas related to geography.</p> <p><b>Unit 8 – Pattern</b> Students develop an understanding of metre – groups of steady beat – through counting, body percussion and reading scores.</p>	<p>Students learn how music can be used to tell a story. They identify contrasts of fast and slow, loud and quiet, leading to a performance.</p> <p><b>Unit 10 – Our bodies</b> Students respond with their bodies to a steady beat and rhythms. They experience combining these elements, using body percussion.</p>	<p>Students develop their performance skills and learn songs about travel and transport from around the world.</p> <p><b>Unit 12 – Water</b> Students use voices, movement and instruments to explore changes of pitch. They develop a performance with different vocal pitch shapes and tuned percussion.</p>
Year 2	<p><b>Unit 1 – Ourselves</b> Students discover ways to use their voices to describe feelings and moods. They create and notate vocal sounds, building to a performance.</p> <p><b>Unit 2 – Toys</b> Students move and play to a</p>	<p><b>Unit 3 – Our land</b> Students explore timbre and texture as they explore descriptive sounds. They listen to, and perform, music inspired by myths.</p> <p><b>Unit 4 – Our bodies</b> Students develop a sense of steady beat through using their own bodies. They</p>	<p><b>Unit 5 – Animals</b> Students link animal movement with pitch movement to help develop understanding and recognition of changing pitch. They interpret pitch line notation using voices and tuned instruments.</p> <p><b>Unit 6 – Number</b></p>	<p><b>Unit 7 – Storytime</b> Students are introduced to famous pieces to stimulate composition. They interpret a storyboard with sound effects, and develop their own ideas using voices and percussion</p> <p><b>Unit 8 – Seasons</b></p>	<p><b>Unit 9 – Weather</b> Students have opportunities to create descriptive sounds and word rhythms with raps and songs about weather. They create a descriptive class composition using voices and instruments.</p> <p><b>Unit 10 – Pattern</b></p>	<p><b>Unit 11 – Sleep</b> Students listen to evocative music, compose music about a dream, and join in a lively ‘wake-up’ song.</p> <p><b>Unit 12 – Travel</b> Students learn a Tanzanian game song and accompany a travelling song using voices and</p>



	steady beat and to sound sequences. They learn to control changing tempo as they take a scooter ride.	respond to music and play rhythm patterns on body percussion and instruments.	Students explore steady beat and rhythm patterns. They play beats and patterns from Renaissance Italy to West Africa and create their own body percussion, voices and instruments.	Students develop an understanding of pitch through movement, songs and listening games. They become familiar with pitch shapes and perform them in a variety of musical arrangements.	Using simple notations, students play, create and combine minibeast rhythms using body percussion and instruments.	instruments. They listen to an orchestral piece and improvise their own descriptive 'theme park' music.
Year 3	<p><b>County music service</b> Introduction in what a dood is. How to hold it, how to assemble the reed on the mouthpiece. How to make a sound. Maintenance and care advice.</p> <p>Introducing musical games to understand beats and rhythm.</p>	<p><b>County music service</b> Start playing the note B</p> <p>1, 2 and 4 count notes.</p>	<p><b>County music service</b> Continue to build on the notes and note lengths from the previous term. Learning new pieces and learning how to read the notes and note lengths used in music notation.</p>	<p><b>County music service</b> Move on to learning the note G.</p>	<p><b>County music service</b> Continuing to build on the previous 3 notes. Learning more new pieces.</p> <p>Move on to learn 1/2 count notes and the note E.</p>	<p><b>County music service</b> Continuing to build on the previous 3 notes. Learning more new pieces.</p> <p>Move on to learn 1/2 count notes and the note E.</p>



Year 4	<p><b>County music service</b> Beginning of the new academic year starts with a recap on the previous years knowledge. This should include the notes B A G and E along with note lengths 1, 2, 4 and 1/2 count.</p>	<p><b>County music service</b> Move on to learning the note D</p> <p>Learning new pieces which are longer and more complicated.</p>	<p><b>County music service</b> Continue to develop and strengthen current knowledge with new pieces.</p> <p>Move on to learn the note F# and more musical notation instructions, including dynamics (volume).</p>	<p><b>County music service</b> Continue to develop and strengthen current knowledge with new pieces.</p> <p>Move on to learn the note F# and more musical notation instructions, including dynamics (volume).</p>	<p><b>County music service</b> Consolidate all knowledge from across the 2 academic years. Learning more new pieces.</p>	<p><b>County music service</b> Small group and solo performances performed to the class. Pieces are played along to backing tracks and played as a whole class ensemble.</p>
Year 5	<p><b>Unit 1 - Say it with sound</b> Students will learn to conduct, explore structure and improvise.</p>	<p><b>Unit 2 – The solar system</b> Embark on a musical journey through the solar system, exploring how our universe inspired composers including Claude Debussy, Gustav Holst and George Crumb. Students learn a song, and compose pieces linked to space.</p>	<p><b>Unit 3 – Life cycles</b> Explore the human life cycle with music by Johannes Brahms, Luciano Berio, Franz Liszt and Claudio Monteverdi. The wide variety of musical moods, styles and genres inspires singing, performing and composing using new techniques and structures.</p>	<p><b>Unit 4 – Keeping healthy.</b> From body-popping and gospel-singing to swimming and cycling, students are taken through their paces, and they put together an invigorating performance using new musical techniques</p>	<p><b>Unit 5 – At the movies</b> Explore music from 1920s animated films to present day movies. Students learn techniques for creating soundtracks and film scores, and they compose their own movie music</p>	<p><b>Unit 6 – Celebration</b> A lively celebration in song for the children to perform at a class assembly or school concert. The celebratory, upbeat mood will soon have the audience joining in.</p>



Year 6	<p><b>Unit 1 – World unite</b> Get into the groove by exploring rhythm and melody in singing, movement and dance. The children learn about beat, syncopation, pitch and harmony, and take a trip around the world to celebrate the universal language of music.</p>	<p><b>Unit 2 – Journeys</b> The theme of challenging journeys in life resonates through this selection of songs with thoughts of change and transition, and binds them in an optimistic and uplifting song cycle performance.</p>	<p><b>Unit 3 – Growth</b> The street' is the setting for this unit of buskers and flash mobs. The children explore Ravel's Bolero through rhythmical mine, learn songs with instrumental accompaniments, and create a dance to build into a thrilling street performance.</p>	<p><b>Unit 4 – Roots</b> A complete musical performance about the effects of the slave trade on a West African village. The integrated music features traditional Ghanaian songs and percussion rhythms, and the infamous spiderman Anansi, who saves the day.</p>	<p><b>Unit 5 – Class awards</b> An ideal opportunity to celebrate the children's achievements at the end of primary school with a musical awards show customised for your class. Individual awards are presented along with fanfare, rap, song and famous music in a final grand ceremony.</p>	<p><b>Unit 6 – Moving on</b> Two songs, one looking back, one looking forward, and a musical device for linking them provide a moving celebration of the children's happy memories and their hopes for the future.</p>
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