



Year		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
KS1	Y1 Africa	My town. My school. My road.	United Kingdom	Toys	Paws, Claws and Whiskers	Kenya	Seaside Holidays!	
		National Curriculum						
		By the end of Key Stage 1: <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music 	By the end of Key Stage 1: <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes 	By the end of Key Stage 1: <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music 	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music 	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music 	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music 	
Knowledge and Understanding: End Point Assessment								
		<ul style="list-style-type: none"> Begin to understand the meaning of pulse and pitch Can begin to find the pulse in a simple song and play an untuned instrument to it Know the instruments from the percussion family and are able to name some of them from the music trolley Can sing to a traditional nursery rhyme in unison and move their bodies Know what a soundscape is and can compose a soundscape using environmental sounds 	<ul style="list-style-type: none"> Know the instruments from the brass family and can name some of them Know how to sing a song in unison and in time with the music Can move their bodies in response to music and mostly stay in time Know the meaning of expression and can sing songs with some expression and awareness of a purpose (Christmas Play) 	<ul style="list-style-type: none"> Know instruments from the keys family and can name some of them Know how to play an untuned instrument confidently to the pulse of a song Begin to know how to hear a rhythm and repeat it by clapping or tapping it back Know how to create a simple composition in groups using pre-prepared pictures Know that instruments make different types of sounds and pitches 	<ul style="list-style-type: none"> Begin to understand the meaning of tempo Know the instruments from the strings family and can name some of them Know how to create a composition made of pre-prepared words Can choose and name any different un-instruments for their compositions Know that symbols can be used to show who is playing in a composition and create simple symbols for their compositions 	<ul style="list-style-type: none"> Understand the meaning of pitch, pulse and tempo and play/sing with an awareness of these Know the instruments from the woodwind family and can name some of them Know how to create a composition using their own words or a stimulus with some support Know how to independently create and follow the symbols for their composition mostly accurately Know about traditional Kenyan instruments and music 	<ul style="list-style-type: none"> Know how to create a composition from a stimulus Know how to represent their compositions with a simple score that they and their team can follow Know and can sing a variety of different traditional rhymes and songs as well as thematic songs in unison and with some expression 	



		Fighting Fit!	Around the World	Fire, Fire!	Land Ahoy!	Nightingale and Seacole	Go Wild!
		National Curriculum					
		<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music 	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music 	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music 	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music 	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music 	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music
		Knowledge and Understanding: End Point Assessment					
Y2	UK, Australasia and Oceania	<ul style="list-style-type: none"> Understand the meaning of pitch, pulse and tempo and play/sing with an awareness of these Can find the pulse in a simple song and play an untuned instrument to it Can name the instruments from the percussion family including those on our music trolley confidently Begin to understand the meaning of rhythm and the difference between the pulse Know the meaning of crochets and quavers and understand the difference between the two 	<ul style="list-style-type: none"> Can name the instruments from the brass family Are confident in the meaning of expression and can sing songs with good expression and an awareness of a purpose (Christmas Play) Know how to move their bodies and sing in time 	<ul style="list-style-type: none"> Can name instruments from the keys family Begin to understand the meaning of timbre Know the difference between pulse and rhythm and can model the difference Understand that music can make you feel a particular emotion and know how to describe how it makes them feel Know how to read a 4 bar score of crochets and quavers and clap or play the rhythm 	<ul style="list-style-type: none"> Can name instruments from the strings family Understand the meaning of dynamics and know how to sing with a change in dynamics Know how to create a simple score with symbols, crochets or quavers for their group to follow confidently Understand and choose which instruments will work best to communicate their ideas 	<ul style="list-style-type: none"> Can name instruments from the woodwind family Know how to read a simple stave with 1 musical note Know how to play a rhythm of crochets and quavers on a recorder Understand how to hold a recorder and play notes by moving their fingers 	<ul style="list-style-type: none"> Know how to play from a simple stave with 2 musical notes Understand how breath can affect the sound of notes on a recorder Know about traditional instruments from the UK and Australasia Know and can sing a variety of different traditional rhymes and songs as well as thematic songs in unison and with expression



Year		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LKS2	Y3 Europe	Tribal Tales		Mountains, Volcanoes and Natural Disasters	Plants of the World	Espana	Gods and Mortals
		National Curriculum					
		<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music 	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression 	<ul style="list-style-type: none"> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music Use and understand musical notations Listen with attention to detail and recall sounds with increasing aural memory Improvise and compose music for a range of purposes using the inter-related dimensions of music 	<ul style="list-style-type: none"> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Use and understand other musical notations Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music 	<ul style="list-style-type: none"> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Listen with attention to detail and recall sounds with increasing aural memory Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	<ul style="list-style-type: none"> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music
Knowledge and Understanding: End Point Assessment							
		<ul style="list-style-type: none"> Understand the meaning of tempo Know how to create a composition with 2 layers Understand how to read and play rhythms from abstract pictures (nut & berries) 	<ul style="list-style-type: none"> Understand how their voices change to create different pitches Understand the difference between a solo and an ensemble Understand the meaning of 'forte' and sing with demonstration of (loud) Understand the meaning of 'piano' and sing with demonstration of this (quiet) 	<ul style="list-style-type: none"> Know how to play 3 musical notes from a practiced song on a recorder Know how to create a composition of crochets & quavers and play on a recorder changing between 2 musical notes Understand the place of the 'Jazz Era' within the timeline of music Know some of the key jazz artist from the time 	<ul style="list-style-type: none"> Know how to comfortably transition between 3 notes on a recorder Know how to sight read 2 bars of music with 2 musical notes (recorder) Know how to describe a piece of jazz music with instruments they identify and relate them to a family Can evaluate a piece of jazz music 	<ul style="list-style-type: none"> Know some key composers & a few pieces from the early genre of music Know the timeline of the early composers Understand that music can make you feel a particular emotion and know how to use some of the inter-dimensions to describe how it makes them feel Know about traditional Spanish music and instruments 	<ul style="list-style-type: none"> Understand how a composer can create a character or feeling through music Know how to describe a composition by describing what instruments they can hear Evaluate a composition using the known inter-dimensions to explain how a mood has been created



		Tribal Tales	Electricity	Water World	Romans	India	The Sound of Music
Y4 Asia	National Curriculum						
	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Listen with attention to detail and recall sounds with increasing aural memory • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Use and understand staff and other musical notations 	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Use and understand staff and other musical notations 	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Listen with attention to detail and recall sounds with increasing aural memory • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music 	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Listen with attention to detail and recall sounds with increasing aural memory • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Use and understand staff and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music 	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Improvise and compose music for a range of purposes using the inter-related dimensions of music 	
	Knowledge and Understanding: End Point Assessment						
<ul style="list-style-type: none"> • Understand how texture is created by using multiple instruments • Know how to create a composition with both a pulse and rhythm • Understand how to compose something with a clear beginning, middle and end • Understand how musical instruments can change the duration of a note 	<ul style="list-style-type: none"> • Understand the difference between a solo, ensemble, duet and round • Know how to confidently sing between mezzo forte, mezzo piano, forte and piano by using the vocabulary • Know how to change the pitch of their voice by using symbols • Understand how to sing in the round by starting and beginning at the correct times 	<ul style="list-style-type: none"> • Understand the place of the 'Rock 'n' Roll' era within the timeline of music • Know some of the key rock 'n' roll artists from the time • Know how to describe rock 'n' roll music using some of the inter-dimensions • Know how to create a composition using 3 different instruments 	<ul style="list-style-type: none"> • Know about traditional Indian music and instruments how they are played • Know how to evaluate a piece of music using the inter dimensions learnt to describe what they hear • Understand how to create a composition for a specific purpose 	<ul style="list-style-type: none"> • Know how to play 1 musical notes on a P-Buzz • Know how to control their breath to create duration of notes on a P-Buzz • Know some key composers & a few pieces from the classical period of music • Know the timeline of the classical composers 	<ul style="list-style-type: none"> • Know how to comfortably transition between 2 notes on a P-Buzz • Know how to sight read 2 bars of music with 2 musical notes • Know how to represent a change of pitch in their own composition through their devised score • Know how to create a composition that uses some of the inter-dimensions of music learnt 		



Year		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
UKS2	Y5 North America	Anglo-Saxons	Vikings	Extreme Environments	The Ancient Maya	Natural Resources	Star Gazers
		National Curriculum					
		<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music 	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations 	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music 	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations 	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music
Knowledge and Understanding: End Point Assessment							
		<ul style="list-style-type: none"> Know how to evaluate a piece of music using the inter dimensions and explain how a mood or impact is created Understand how music and lyrics can reflect a mood or create an impact Know how to identify a repeated ostinato Know how to create a piece of music that reflects a particular mood 	<ul style="list-style-type: none"> Understand the meaning of acapella and know how to sing a song with no accompaniment Understand their role in a four-part round Understand the place of the 'Mo-Town 'era within the timeline of music Know some of the key Mo-town artists from the time Know how to describe and evaluate Mo-town music using the inter-dimensions of music 	<ul style="list-style-type: none"> Begin to know how to transition between 3 musical notes on a tuned instrument Know how to hold their instruments correctly and assemble/disassemble it Understand the practice of good posture and breathing 	<ul style="list-style-type: none"> Know how to transition comfortably between 3 musical notes in a melody Understand that their breath impacts the sound created on the instrument Know about traditional Mexican music and instruments how they are played 	<ul style="list-style-type: none"> Know how confidently transition between 3 musical notes in a melody Know how to repeat a melody of 3 notes using aural re-call Know how to control their breath to create longer sounds Understand the role of their tongue in producing clean starts to a sound Know how to read and play 2 bars of music with 3 musical notes using staff notation 	<ul style="list-style-type: none"> Understand their role in a mass ensemble Know how to read and play 5 musical notes from staff notation (in isolation) Know how to play their 5 notes at different tempos Know some key composers & a few pieces from the romantic period of music Know the timeline of a romantic composer



		Life in Tudor Times	Heart Beaters	Brazil, Biomes and Urbanisation	Crime and Punishment	Global Trade
Y6 South America	National Curriculum KS2					
	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations 	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations 	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Listen with attention to detail and recall sounds with increasing aural memory • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Use and understand staff and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music 	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Listen with attention to detail and recall sounds with increasing aural memory • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Use and understand staff and other musical notations 	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music 	
	Knowledge and Understanding: End Point Assessment					
	<ul style="list-style-type: none"> • Know how to read and play 2 bars of music with 5 musical notes using staff notation • Know how to repeat a melody of 5 musical notes using aural re-call • Know how to create a short melody using the 5 learnt notes 	<ul style="list-style-type: none"> • Know how to move fluently between 5 musical notes • Know how to write down their own melody using staff notation with support • Understand their role within a public performance 	<ul style="list-style-type: none"> • Know about traditional Latin American and instruments how they are played • Know and understand the main characteristics of Samba music • Know how to improvise an ostinato confidently • Understand the difference between Samba music and the other cultural music studied throughout KS2 	<ul style="list-style-type: none"> • Know some key composers & a few pieces from the 20th/21st period of music • Know the place within the timeline of a modern day composer • Know how to evaluate a composer's music using the inter dimensions of music accurately • Know how to create a composition in ternary form 	<ul style="list-style-type: none"> • Know how to create a composition that accurately tells a story • Know how to create a composition that accurately uses all of the inter dimensions of music • Understand their role in a small group ensemble • Understand how to devise a score that accurately reflects a composition 	<ul style="list-style-type: none"> • Understand the role of 'British Pop' within music and know where different artists sit within the timeline • Know some of the key British Pop artists from the time and some of their songs • Know how to describe and evaluate music from different phrases of the British Pop era using the inter-dimensions of music • Understand their role within a musical/theatrical performance