



This should be used alongside the EYFS Long Term Plan 2026-27 which breaks down each area of the EYFS and intended learning for each term. Each area of the EYFS is also reflected throughout the continuous provision within the learning environment both inside and outside – this enables children to be independent in their own learning and practice and develop skills taught.

EYFS Area for Music	Key skills/knowledge – What do you want children to know by the end of EYFS (Intent)	How we teach it – Topics / curricular goals (implementation)	Early Learning Goal – Where children will be by the end, the ELGs achieved (impact)
Expressive arts and design. Physical development.	- Learn that the pulse of the music is like a heartbeat, a steady beat underlying the music - Be able to clap or use an instrument to copy a short rhythmic pattern - Be able to sing along to a whole song (solo/as a group/in head)	- Use percussion instruments to create a beat / rhythm - Clap along to nursery rhymes / songs to learn how to imitate the rhythm - Sing nursery rhymes and school songs	- Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Create collaboratively, sharing ideas, resources and skills. - Listen attentively, move to and talk about music, expressing their feelings and responses. - Sing in a group or on their own, increasingly matching the pitch and following the melody. - Explore and engage in music making and dance, performing solo or in groups.
KS1 Breadth of study	- 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 interrelated dimensions of music		
KS2 Breadth of study	- 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 interrelated dimensions of music - 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.		



Year 1	Autumn Castles (Year A) Fire, Fire (Year B)	Spring Back to the Future (Year A) Bright Lights, Big City (Year B)	Summer Land Ahoy! (Year A) Tribal Tales (Year B)
Charanga Unit	- Hey You! - Rhythm in the way we walk and banana rap	- Big Emotions - Round and round	- Boomwhackers (Year A) or African Drums (Year B) - Your imagination
Unit theme	- Old school Hip Hop (Autumn 1) - Reggae (Autumn 2) - Pulse, rhythm rapping and pitch	- Music for wellbeing (Spring 1) - Bossa Nova (Spring 2) - Pulse, rhythm and pitch in different styles of music	- Playing as an assemble (Summer 1) - POP (summer 2) - Using imagination
OBJECTIVES (knowledge)	- Know five songs off by heart - To know what the songs are about - To know and recognise the sound and names of some of the instruments they use - To know that composing is like writing a story with music		
SKILLS	- Clap and improvise - Sing five songs from memory - Learn to start and stop singing when following a leader - Play tuned instrument with the song they perform - Clap back own rhythm to words - Improvise with one or two notes - Create a simple melody using 1, 2 or 3 notes - Learn how notes of a composition can be written down and changed - Perform a song they have learnt - Learn to play together as a band / ensemble		



Year 2	Autumn Castles (Year A) Fire, Fire (Year B)	Spring Back to the Future (Year A) Bright Lights, Big City (Year B)	Summer Land Ahoy! (Year A) Tribal Tales (Year B)
Charanga Unit	- Hands, Feet Heart - Christmas production	- Glockenspiel - Big Dreams	- I wanna play in a band - Recorders (notes A, B & G)
Unit theme	- South African Music (Autumn 1) - Christmas production (Autumn 2) - Pulse, rhythm rapping and pitch	- Learning to read and play notes (Spring 1) - Music for wellbeing (Spring 2) - Musical notation	- Playing as an assemble (Summer 1) - Learning to read and play notes (summer 2) - Playing together as an ensemble
OBJECTIVES (knowledge)	- Copy and clap back rhythms - Rap a beat in time - Perform and share a selection of songs with actions		
SKILLS	- Clap rhythm of your name - Make up own rhythm - Play the notes G, A, C (on glockenspiel) and G, A, B (on recorder) - Sing a selection of songs from memory - Sing with expression for meaning - Play tuned instrument with the song they perform - Improvise with one or two notes (F & G) - Create a simple melody using 1, 2 or 3 notes - Read simple musical notation - Learn how notes of a composition can be written down and changed - Perform a song they have learnt - Learn to play together as a band / ensemble		



Years 3	Autumn Ancient Civilisations (Year A) Invasions (Year B)	Spring Tomorrow's World (Year A) Blue Planet (Year B)	Summer Survival (Year A) Magnificent Monarchs (Year B)
Charanga Unit	- Let your spirit fly - It's Ok (Please just say)	Recorders	- Three Little Birds - Your imagination
Unit theme	- RnB – Soul, Hip Hop, Gospel (Autumn 1) - Anti-bullying week (Autumn 2) - Structure, rhythm, pitch, tempo and dynamics	- Musical notation – D, F, C & E (Spring 1 & 2) - Reading musical notation	- Reggae (Summer 1) - POP (summer 2) - Detailed structure of songs, hook, riff, backing vocals and melody
OBJECTIVES (knowledge)	- Understand structure of music - To know what the songs are about and who sang them or wrote them - To know the style of songs - To know and recognise the sound and names of some of the instruments they use - To communicate singing through sign language - To learn to play a recorder		
SKILLS	- Identify introduction, verse and chorus in songs - Introduce hook, riff and backing vocals in songs - Identify instruments/voices they can hear - Identify the mood of a song - Move dance and clap to a pulse/beat - Read and understand musical notation on the treble stave - Play wind instrument with correct style - Learn beat notes for crochet (1 beat), minim (2 beats) and semi breve (4 beats) - Sing and sign songs with good posture and in tune - Improvise with one or two notes - Create a simple melody using 1, 2 or 3 notes - Learn how notes of a composition can be written down and changed - Perform a selection of songs they have learnt - Learn to play together as a band / ensemble		



Years 4	Autumn Ancient Civilisations (Year A) Invasions (Year B)	Spring Tomorrow's World (Year A) Blue Planet (Year B)	Summer Survival (Year A) Magnificent Monarchs (Year B)
Charanga Unit	- Mamma Mia - STOP	- Be Safe online - Lean on me	- Recorders - Samba course
Unit theme	- Pop (Autumn 1) - Grime (Autumn 2) - Musical dimensions (texture, dynamics, tempo, rhythm & pitch)	- Music for wellbeing (Spring 1) - Gospel (Spring 2) - Pulse, rhythm and pitch in different styles of music	- Playing as an assemble (Summer 1) (summer 2) - Musical notation
OBJECTIVES (knowledge)	- Understand structure of music - To know what songs are about and who sang them or wrote them - To know the characteristics of songs - To know and recognise the sound and names of some of the instruments they use - To communicate singing through sign language - Embed playing a recorder		
SKILLS	- Identify introduction, verse and chorus in songs - Identify instruments/voices they can hear - Identify the mood of a song - Move dance and clap to a pulse/beat - Read and understand musical notation on the treble stave - Play wind instrument with correct style - Play along with beat notes for crochet (1 beat), minim (2 beats) and semi breve (4 beats) from musical notation - Sing and sign songs with good posture and in tune - Sing a solo part - Compose music in different ways - Create a simple melody using 1, 2 or 3 notes - Learn how notes of a composition can be written down and changed - Perform a selection of songs they have learnt - Learn to play together as a band / ensemble		



Year 5	Autumn Hola Mexico! (Year A) Britain through the decades (Year B)	Spring Marvellous Muggles and Harry Potter (Year A) Reach for the stars (Year B)	Summer A place I call home (Year A) Kingdoms – people and animals (Year B)
Charanga Unit	• Livin' on a prayer • The Fresh Prince of Bel-Air	• Ukulele	• Dancing in the street • Hip Hop
Unit theme	• Rock (Autumn 1) • Old school Hip Hop (Autumn 2) • Connections of pulse, rhythm, dynamics etc within songs	• Stringed instruments (Spring 1 & 2) • Musical notation and tuning instruments	• Motown (Summer 1) • Hip hop (Summer 2) • Music technology
OBJECTIVES (knowledge)	• To know the purpose of particular songs – what they are about and who sang them or wrote them • To know the historical context of songs • To recognise connection between sound and symbols • Learn to play a stringed instrument		
SKILLS	• Name the instruments in a song • Be able to warm up the voice • Read and understand musical notation for stringed instruments • Play stringed instrument with correct posture • Play along with beat notes for quavers (1/2 beat), crochet (1 beat), minim (2 beats), dotted minim (3 beats) and semi breve (4 beats) from musical notation • Sing and sign songs with good posture and in tune • Sing in harmony and parts • Copy riffs in own improvisation • Arrange composition in Hip Hop style • Learn how to add tracks, note clips and input notes on music technology • Locate and add audio sample • Turn on a loop for composition		



Year 6	Autumn Hola Mexico! (Year A) Britain through the decades (Year B)	Spring Marvellous Muggles and Harry Potter (Year A) Reach for the stars (Year B)	Summer A place I call home (Year A) Kingdoms – people and animals (Year B)
Charanga Unit	- Happy - Women in music	- Climate Change - Grime	- Music & Me (Year A) Plastic (Year B) - Year 6 production
Unit theme	- Pop/ Neo Soul (Autumn 1) - Inspirational women (Autumn 2) - Contemporary artists	- Music with a message (Spring 1) - Music technology (Spring 2) - Bar, tempo, octave and structure	- Create own music inspired by identity (Summer 1) - Performance (Summer 2) - Rehearse and perform within a context
OBJECTIVES (knowledge)	- To know the purpose of particular songs – what they are about, who sang them and what was going on at the time - To know the historical context of songs - To know how to compose music using technology - To perform a musical production with confidence		
SKILLS	- Name the instruments in a song - Be able to warm up the voice - Have musical leadership – conduct music - Play along with beat notes for quavers (1/2 beat), crochet (1 beat), minim (2 beats), dotted minim (3 beats) and semi breve (4 beats) from musical notation - Sing and sign songs with good posture and in tune - Sing in unison, the solo, lead vocal, backing vocals or rapping - Improvise with lyrics and tunes using AI - Perform music for an audience to believe in the story - Create simple melodies using up to five different notes and simple rhythms - Arrange composition in Grime style - Add a synthesizer - Use piano roll to compose in different octaves - Create a bassline and simplify it - Duplicate bars for a longer track		
WHOLE SCHOOL	- Choirs and bands for musical ensembles - Individual tuition lessons - Singing (including with signing) as part of a group		



Curriculum Progression Overview for Music

