National Curriculum coverage for

Music 2024-2035

| | Early Years | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|--------|---------------------|------------------------|--------------------------|---------------------------|---------------------------|---------------------------------|---------------------------|
| Autumn | Little Acorns | National Curriculum | National Curriculum | National Curriculum | National Curriculum | National Curriculum | National Curriculum |
| | C&L 0-3 years | Use their voices | Use their voices | Play and perform in | Play and perform in solo | Play and perform in solo and | Play and perform in solo |
| | Enjoys singing, | expressively and | expressively and | solo and ensemble | and ensemble contexts, | ensemble contexts, using their | and ensemble contexts, |
| | music and toys that | creatively by singing | creatively by singing | contexts, using their | using their voices and | voices and playing musical | using their voices and |
| | make sound. | songs and speaking | songs and speaking | voices and playing | playing musical | instruments with increasing | playing musical |
| | EA&D 0-3 years | chants and | chants and | musical instruments | instruments with | accuracy, fluency, control and | instruments with |
| | Joins in with songs | rhymes. | rhymes. | with increasing | increasing accuracy, | expression. | increasing accuracy, |
| | and rhymes, making | | | accuracy, fluency, | fluency, control and | Listen with attention to detail | fluency, control and |
| | some sounds. | Play tuned and untuned | Play tuned and untuned | control and expression. | expression. | and recall sounds with | expression. |
| | Explore a range of | instruments musically. | instruments musically. | Listen with attention to | Listen with attention to | increasing aural memory | Listen with attention to |
| | sounds and | Listen with | Listen with | detail and recall sounds | detail and recall sounds | Improvise and compose music | detail and recall sounds |
| | instruments – play | concentration and | concentration and | with increasing aural | with increasing aural | for a range of purposes using | with increasing aural |
| | them in different | understanding to a | understanding to a | memory | memory | the inter-related dimensions | memory |
| | ways | range of high-quality | range of high-quality | Improvise and compose | Improvise and compose | of music. | Improvise and compose |
| | Great Oak | live and recorded | live and recorded | music for a range of | music for a range of | Use and understand staff and | music for a range of |
| | C&L 3-4 years | music. | music. | purposes using the | purposes using the inter- | other musical notations | purposes using the inter- |
| | Sing a large | | | inter-related | related dimensions of | Appreciate and understand a | related dimensions of |
| | repertoire of songs | Experiment with, | Experiment with, | dimensions of music | music | wide range of high-quality live | music |
| | EA&D 0-3 years | create, select and | create, select and | | | and recorded music drawn | Use and understand staff |
| | Joins in with songs | combine sounds using | combine sounds using | Use and understand | Use and understand | from different traditions and | and other musical |
| | and rhymes, making | the inter-related | the inter-related | staff and other musical | staff and other musical | from great composers and | notations |
| | some sounds. | dimensions of music. | dimensions of music. | notations. | notations. | musicians | Appreciate and |
| | Explore a range of | | | Appreciate and | Appreciate and | Develop an understanding of | understand a wide range |
| | sounds and | | Charanga Units | understand a wide | understand a wide range | the history of music | of high-quality live and |
| | instruments – play | Charanga Units | Hands, Feet, Heart | range of high-quality | of high-quality live and | | recorded music drawn |
| | them in different | Hey You (Old School | (Afropop, South African | live and recorded music | recorded music drawn | Charanga Units | from different traditions |
| | ways | Нір Нор) | Music) | drawn | from different traditions | Living on a prayer (Rock) | and from great composers |
| | EA&D 3-4 years | How pulse, rhythm and | Exploring a different | from different | and from great | Exploring a different genre of | and musicians |
| | Respond to what | pitch work together. | genre of music and | traditions and from | composers and | music | Develop an understanding |
| | they have heard, | | recapping previous | great composers and | musicians | Question and Answer using | of the history of music |
| | expressing their | Rhythm in the Way We | learnt skills | musicians | Develop an | instruments. Use 2 notes in | |
| | thoughts and | Walk & Banana Rap | | Develop an | understanding of the | your answer: G and A | Charanga Units |
| | feelings. | (Reggae) | Ho Ho Ho (Rap and | understanding of the | history of music | | Happy (Pop/ Neo Soul) |
| | Remember and sing | Pulse, rhythm | Improvisation) | history of music | | Classroom Jazz (Bossa Nova | Question and Answer |
| | entire songs. | and pitch, | Using voices and | | Charanga Units | and Swing) | using instruments. Use 1 |
| | Reception | rapping, dancing and | instruments | Charanga Units | Mamma Mia (Pop) | Bossa Nova B, A + G Swing D, | note in your answer A |
| | EA&D 3-4 years | singing | | Let your spirit fly (R&B) | Abba music and the | E, G, A + B | Copy back using |
| | Remember and sing | | | Exploring a different | history of music/how | | instruments. Use 3 notes: |
| | entire songs. | | | genre of music and | music has changed | | A, G and B |
| | EA&D Reception | | | recapping previous | Using your instruments, | | Classroom Jazz 2 |
| | Explore, use and | | | learnt skills | listen and play your own | | (Bacharach and Blues) |
| | refine a variety of | | | | answer using one or two | | |

| | artistic effects to express their ideas and feelings. Explore and engage in music making and dance, performing solo or in groups. | | | Glockenspiel (Instrument) Exploring and developing playing skills Improvise using the note D | notes: G and sometimes A Glockenspiels (Instrument and Mixed styles) Exploring and developing playing skills using the glockenspiels | | Question and Answer using instruments. Use 1 note in your answer A Copy back using instruments. Use 3 notes: A, G and |
|--------|---|---|--|--|---|---|--|
| Spring | Little Acorns C&L 0-3 years Enjoys singing, music and toys that make sound EA&D 0-3 years Join in with songs and rhymes, making some sounds Explore a range of sounds and instruments – ply them in different ways Great Oak C&L 3-4 years Sing a large repertoire of songs EA&D 0-3 years Enjoy and take part in action songs EA&D 3-4 years Respond to what they have heard, expressing their thoughts and feelings Remember and sing entire songs Reception C&L 3-4 years Enjoy songs and rhymes, tuning in and paying attention | National Curriculum 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. Charanga Units In The Groove (Blues, Baroque, Latin, Bhangra, Folk, Funk) How to be in the groove with different styles of music Round and Round (Bossa Nova) | National Curriculum 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. Charanga Units I Wanna Play in a Band (Rock) Playing alongside others and working as a team -cross curricular PSHE Zootime (Reggae) Exploring a different genre of music and recapping previous | National Curriculum 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 | National Curriculum 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 interrelated 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 | National Curriculum 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 Charanga Units Make you feel my love (Pop Ballads) Copy back using instruments. Use 1 note: C Fresh Prince of Bel-aire (Old School Hip Hop) Copy back using instruments. Use 1 note: D | National Curriculum 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 interrelated 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 Charanga Units A New Year Carol (Classical or Urban Gospel) |
| | Sing a large repertoire of songs C&L – Reception | Pulse, rhythm and pitch in different styles of music. | learnt skills | Charanga Units | Charanga Units Stop! (Grime) | 232 2 | Learn to clap some of the rhythms used in the song. |

| Listen carefully to | The Three Little Birds | Writing lyrics linked to a | Learn some musical |
|-----------------------|---------------------------|----------------------------|-----------------------------|
| rhymes and songs, | (Reggae) | theme and making music | phrases that you will sing |
| paying attention to | Exploring a different | for a purpose | in the song |
| how they sound. | genre of music and | Lean on Me (Gospel) | Question and Answer |
| Learn rhymes, | recapping previous | Exploring a different | using instruments. Use 1 |
| poems and songs. | learnt skills | genre of music and | note in your answer A |
| EA&D 3-4 years | The Dragon Song (Pop) | making music for a | Copy back using |
| Remember and sing | Exploring music from | purpose- PSHE | instruments. Use 3 notes: |
| entire songs | around the world and | Using your instruments, | A, G and |
| EA&D Reception | celebrating our | listen and play your own | You've got a friend (70s |
| Explore, use and | differences- cross | answer using two | Ballad/Pop) |
| refine a variety of | curricular link R.E/ PSHE | notes: F and G | Copy back |
| artistic effects to | | | using instruments. Use 2 |
| express | | | notes: A and G |
| their ideas and | | | Take it in turns to |
| feelings. | | | improvise using 3 notes: A, |
| Return to and build | | | G and E |
| on their previous | | | |
| learning, refining | | | |
| ideas | | | |
| and developing their | | | |
| ability to represent | | | |
| them. | | | |
| 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. | | | |

| Summer | Little Acorns |
|--------|---------------------------------|
| | Expressive Arts and |
| | Design 0-3 |
| | Join in with songs |
| | and rhymes, making |
| | some sounds. |
| | Explore a range of |
| | sounds and |
| | instruments- play |
| | them in different |
| | ways. |
| | Show attention to |
| | sounds and music. |
| | Explore their voices |
| | and making sounds. |
| | Explore a range of |
| | sound-makers and |
| | instruments and |
| | play them in |
| | different ways. |
| | Great Oak- |
| | C&L 3-4 |
| | Sing a large |
| | repertoire of songs. |
| | Expressive Arts and |
| | Design 3-4 |
| | Remember and sing |
| | entire songs. |
| | Sing the pitch of a |
| | tone sung by |
| | another person ('pitch match'). |
| | Sing the melodic |
| | shape (moving |
| | melody, such as up |
| | and down, down |
| | and up) of familiar |
| | songs. |
| | Juliga. |

Create their own

songs, or improvise

a song around one

repertoire of songs. **C&L Reception**

they know.

Reception

Sing a large

C&L 3-4

National Curriculum sive Arts and Use their voices expressively and with songs creatively by singing vmes, making songs and speaking chants and e a range of rhymes. nents-play Play tuned and untuned n different instruments musically. Listen with attention to concentration and and music. understanding to a e their voices range of high-quality live and recorded

music.

Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Charanga Units Your Imagination (Pop) Using your imagination. The history of music, look back and consolidate your learning, learn some of the language of music Reflect, Rewind, Replay (Classical) Revise and reflect on previous skills and knowledge in order to close gaps.

National Curriculum 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.

Friendship song (Pop)

Charanga Units

Use the skills developed to improvise and create music for a purpose-PSHE Reflect, Rewind, Replay (Classical) Revise and reflect on previous skills and knowledge in order to close gaps.

National Curriculum

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

Charanga Units Bringing us Together (Disco) Use the skills developed to improvise and create music for a purposePSHE Reflect, Rewind, Replay (Classical) revise and reflect on

previous skills and

National Curriculum

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 interrelated 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

Charanga Units Blackbird (The Beatles/Pop) The Beatles and the history of music/how it has changed. Cross curricular- equality and civil rights *British Values Link* Reflect, Rewind and Replay (Classical) revise and reflect on previous skills and

National Curriculum

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

Charanga Units Dancing in the street

the history of music

(Motown)
Copy back using instruments.
Use 2 notes: D and E
Question and Answer using instruments. Use 3 notes in your answer: D, E and F

Reflect, rewind, replay revise and reflect on previous skills and knowledge in order to close gaps (Classical)

National Curriculum 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 interrelated dimensions of music Use and understand staff and other musical notations Appreciate and understand a wide range

Charanga Units
Music and Me (Create
your own music inspired
by your identity and
women in the music
industry)

of high-quality live and

recorded music drawn

and musicians

from different traditions

and from great composers

Develop an understanding

of the history of music

Reflect, rewind , replay (Classical) revise and reflect on previous skills and knowledge in order to close gaps

| Listen carefully to | knowledge in order t | to knowledge in order to | |
|-----------------------|----------------------|--------------------------|--|
| rhymes and songs, | close gaps | close gaps | |
| paying attention to | | | |
| how they sound. | | | |
| Learn rhymes, | | | |
| poems and songs. | | | |
| EA&D 3-4 | | | |
| Remember and | | | |
| sing entire songs. | | | |
| EA&D Reception | | | |
| Sing in a group or on | | | |
| their own, | | | |
| increasingly | | | |
| matching the pitch | | | |
| and following the | | | |
| melody. | | | |
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