

**National Curriculum coverage for**  
**Music 2024-2035**

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

	<p>artistic effects to express their ideas and feelings.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>			<p><b>Glockenspiel</b> (Instrument)</p> <p>Exploring and developing playing skills</p> <p>Improvise using the note D</p>	<p>notes: G and sometimes A</p> <p><b>Glockenspiels</b> (Instrument and Mixed styles)</p> <p>Exploring and developing playing skills using the glockenspiels</p>		<p>Question and Answer using instruments. Use 1 note in your answer A</p> <p>Copy back using instruments. Use 3 notes: A, G and</p>
<p><b>Spring</b></p>	<p><b>Little Acorns</b> <b>C&amp;L 0-3 years</b> Enjoys singing, music and toys that make sound</p> <p><b>EA&amp;D 0-3 years</b> Join in with songs and rhymes, making some sounds</p> <p>Explore a range of sounds and instruments – ply them in different ways</p> <p><b>Great Oak</b> <b>C&amp;L 3-4 years</b> Sing a large repertoire of songs</p> <p><b>EA&amp;D 0-3 years</b> Enjoy and take part in action songs</p> <p><b>EA&amp;D 3-4 years</b> Respond to what they have heard, expressing their thoughts and feelings</p> <p>Remember and sing entire songs</p> <p><b>Reception</b> <b>C&amp;L 3-4 years</b> Enjoy songs and rhymes, tuning in and paying attention</p> <p>Sing a large repertoire of songs</p> <p><b>C&amp;L – Reception</b></p>	<p><b>National Curriculum</b> Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p><b>Charanga Units</b> <b>In The Groove</b> (Blues, Baroque, Latin, Bhangra, Folk, Funk) How to be in the groove with different styles of music</p> <p><b>Round and Round</b> (Bossa Nova) Pulse, rhythm and pitch in different styles of music.</p>	<p><b>National Curriculum</b> Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p><b>Charanga Units</b> <b>I Wanna Play in a Band</b> (Rock) Playing alongside others and working as a team -cross curricular</p> <p>PSHE <b>Zootime</b> (Reggae) Exploring a different genre of music and recapping previous learnt skills</p>	<p><b>National Curriculum</b> 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</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>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</p> <p>Develop an understanding of the history of music</p> <p><b>Charanga Units</b></p>	<p><b>National Curriculum</b> 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</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>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</p> <p>Develop an understanding of the history of music</p> <p><b>Charanga Units</b> <b>Stop!</b> (Grime)</p>	<p><b>National Curriculum</b> 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</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p> <p><b>Charanga Units</b> <b>Make you feel my love</b> (Pop Ballads) Copy back using instruments. Use 1 note: C</p> <p><b>Fresh Prince of Bel-aire</b> (Old School Hip Hop) Copy back using instruments. Use 1 note: D</p>	<p><b>National Curriculum</b> 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</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p> <p><b>Charanga Units</b> <b>A New Year Carol</b> (Classical or Urban Gospel) Learn to clap some of the rhythms used in the song.</p>

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

<p><b>Summer</b></p>	<p><b>Little Acorns Expressive Arts and Design 0-3</b> 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.</p> <p><b>Great Oak- C&amp;L 3-4</b> Sing a large repertoire of songs.</p> <p><b>Expressive Arts and Design 3-4</b> 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. Create their own songs, or improvise a song around one they know.</p> <p><b>Reception C&amp;L 3-4</b> Sing a large repertoire of songs.</p> <p><b>C&amp;L Reception</b></p>	<p><b>National Curriculum</b> Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p><b>Charanga Units Your Imagination (Pop)</b> Using your imagination. The history of music, look back and consolidate your learning, learn some of the language of music</p> <p><b>Reflect, Rewind, Replay (Classical)</b> Revise and reflect on previous skills and knowledge in order to close gaps.</p>	<p><b>National Curriculum</b> Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p><b>Charanga Units Friendship song (Pop)</b> Use the skills developed to improvise and create music for a purpose- PSHE</p> <p><b>Reflect, Rewind, Replay (Classical)</b> Revise and reflect on previous skills and knowledge in order to close gaps.</p>	<p><b>National Curriculum</b> 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</p> <p>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</p> <p><b>Charanga Units Bringing us Together (Disco)</b> Use the skills developed to improvise and create music for a purpose- PSHE</p> <p><b>Reflect, Rewind, Replay (Classical)</b> revise and reflect on previous skills and</p>	<p><b>National Curriculum</b> 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</p> <p>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</p> <p><b>Charanga Units Blackbird (The Beatles/Pop)</b> The Beatles and the history of music/how it has changed. Cross curricular- equality and civil rights <i>*British Values Link*</i></p> <p><b>Reflect, Rewind and Replay (Classical)</b> revise and reflect on previous skills and</p>	<p><b>National Curriculum</b> 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</p> <p><b>Charanga Units Dancing in the street (Motown)</b> 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</p> <p><b>Reflect, rewind, replay</b> revise and reflect on previous skills and knowledge in order to close gaps (Classical)</p>	<p><b>National Curriculum</b> 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</p> <p><b>Charanga Units Music and Me ( Create your own music inspired by your identity and women in the music industry)</b></p> <p><b>Reflect, rewind , replay (Classical)</b> revise and reflect on previous skills and knowledge in order to close gaps</p>
----------------------	---	--	---	---	--	--	---

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