



We follow the Learning Means The World Curriculum for History and use the Historical Association to ensure coverage of the national curriculum, sequenced lessons and teaching that enables children to develop disciplinary and substantive knowledge.

Autumn Term 2025		
	Autumn 1	Autumn 2
Choughs 2	<p><b>Internation Media Station 'The Media and Broadcasting (TV and Radio)</b></p> <p><b>Skills Development - Structure</b></p> <ul style="list-style-type: none"> <li>To learn what 'structure' means in the context of music</li> <li>To order sounds to create a structured piece of music</li> </ul> <p>Pupils begin by listening to examples of jingles, identifying features, and discussing how jingles can help you to remember things. Using the same structure as the song "If You're Happy and You Know it", they will add new lyrics to create a jingle for a new breakfast cereal.</p> <p><b>Concepts</b></p> <p>NC - Experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <ul style="list-style-type: none"> <li>To know the meaning of timbre</li> <li>To know what lyrics are in a song</li> <li>To know what a jingle is and understand its purpose</li> </ul> <p>To know what sound effects are and how they are used</p>	<p><b>Paddington's Passport 'Contrasting Locations'</b></p> <p><b>The Wordsmith 'Ignatius Sancho'</b></p> <p><b>Singing- Application of previously taught skills 'Public performance in community choirs and Carol Concert.'</b></p>
Choughs 3 Choughs 4		<p><b>Singing- Application of previously taught skills 'Public performance in community choirs and Carol Concert.'</b></p>

Spring Term 2026		
	Spring 1	Spring 2
Choughs 2		
Choughs 3 Choughs 4	<p><b>Come Fly With Me- 'Africa'</b></p> <p><b>Skills Development - Structure</b></p> <ul style="list-style-type: none"> <li>To learn about repetition as a compositional tool and to understand the term 'ostinato'</li> <li>To structure musical ideas, creating music that has a beginning, middle and end</li> </ul> <p>Pupils will learn to recognise the main features and instruments used in African music. They will then explore the techniques of 'call and response'. Finally, pupils will develop ensemble skills by rehearsing and performing a rhythmic pattern, which uses the call and response technique.</p> <p><b>Concepts</b></p> <p>NC - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <ul style="list-style-type: none"> <li>To know what call and response is in a piece of music</li> <li>To know that call and response is a feature of African music</li> <li>To know that the drum is integral to African music</li> <li>To know how to play hand drums and other percussion to create different sounds</li> </ul> <p>To know how important tempo, dynamics and pitch are in call and response singing</p>	<p><b>Under the Canopy 'Rainforests'</b></p> <p><b>Skills Development - Timbre</b></p> <ul style="list-style-type: none"> <li>To improvise using tuned and untuned instruments</li> <li>To learn about instrument families and how they can be recognised by their timbre</li> <li>To use listening skills to correctly identify different instrument voices</li> </ul> <p><b>Concepts</b></p> <p>NC - Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <ul style="list-style-type: none"> <li>To understand and explain what texture is</li> <li>To know how to identify low and high pitched sounds</li> <li>To know the importance of listening to each other when performing in groups</li> </ul>

Summer Term 2026		
	Summer 1	Summer 2
Choughs 2		<p><b>Glockenspiels</b></p> <p><b>Singing- Application of previously taught skills 'Public performance in the 'Summer Production'</b></p>
Choughs 3 Choughs 4	<p><b>Law and Order 'Rules and Rights'</b></p> <p><b>Skills Development - Duration</b></p> <ul style="list-style-type: none"> <li>To use listening skills to keep the beat in a piece of music, showing awareness of and responding to change in tempo</li> <li>To make compositional decisions about the overall structure of improvisations</li> <li>To improvise by inventing short 'on-the-spot' rhythm patterns</li> </ul> <p>Pupils be introduced note values and use Lego to begin to understand the concept of duration of notes, time and metre in music. They will compose rhythmic patterns and perform them.</p> <p><b>Concepts</b></p> <p>NC - Use and understand staff and other musical notations</p>	<p><b>Three Giant Steps 'UK and Beyond'</b></p> <p><b>Recorders</b></p> <p><b>Singing- Application of previously taught skills 'Public performance in the 'Summer Production'</b></p>

- To know the basic notation values
  - To know what crotchets, minims and semibreves are
  - To know how to read simple duration notation
- To know the importance of listening to each other when performing in groups