




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 2024		
	Autumn 1	Autumn 2
Nursery	<p>N1: Enjoy songs and rhymes., tuning in and paying attention. Show attention to sounds and music. Join in with songs and rhymes, making some sounds.</p> <p>N2: Spot and suggest rhymes. Listen with increased attention to sounds.</p>	<p>N1: Enjoy singing, music and toys that make sounds. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Respond emotionally and physically to music when it changes.</p> <p>N2: Sing the melodic shape of familiar songs.</p>
Puffins R	<p>Happy to be Me Create music using a range of instruments. Perform a song in Harvest Festival as a class. <u>Nursery Rhymes/Songs</u></p> 	<p>Help is at Hand Enjoy creating and moving in time to music. Perform in the Christmas Nativity. <u>Nursery Rhymes/Songs</u></p>
Puffins 1	<p>Happy to be Me</p> <ul style="list-style-type: none"> To learn songs and singing games that involve people's names To know a range of songs that incorporate body parts and moving <p>Skills Development - Dynamics</p> <ul style="list-style-type: none"> To identify the difference between loud and quiet sounds To play copycat rhythms, copying a leader, and invent rhythms for others to copy with an awareness of dynamics, on tuned percussion <p>Pupils begin by learning songs about their bodies. They then think of sounds associated with senses and the characters to add to the song. A soundtrack will be created using instrumental and vocal sounds to replicate those chosen for the song. Some of the sounds will be used to add verses to the song.</p> <p>Concepts NC - Play tuned and untuned instruments musically</p> <ul style="list-style-type: none"> To know what lyrics are in a song To name and know how to play a range of musical instruments To understand the role of a conductor To understand that symbols are used in composition <p>To understand what beat is and the importance of keeping the beat</p>	<p>Help is at Hand</p> <ul style="list-style-type: none"> To know a song related to the jobs that people do To know and compose a range of sound effects to match jobs and actions <p>Skills Development - Texture</p> <ul style="list-style-type: none"> To learn the meaning of 'texture' To be able to recognise the difference between a thin and thicker texture <p>Pupils begin by looking at jobs people do. Photographs / symbols of selected jobs and 'tools' are used in composition work, exploring vocal and percussion sounds to match to the symbols. A dynamics focus will be included, introducing the musical signs for loud and quiet.</p> <p>Concepts NC - Play tuned and untuned instruments musically</p> <ul style="list-style-type: none"> To know how symbols are used in composition To know that the dynamic symbol <i>f</i> means 'loud' and <i>p</i> means 'quiet' To know what is meant by musical texture <p>To name and know how to play a range of musical instruments</p> <p>Singing- Application of previously taught skills 'Public performance in Christmas Nativity.</p>
Choughs 2	<p>Land Ahoy 'Pirates' Skills Development - Dynamics</p> <ul style="list-style-type: none"> To identify the difference between loud and quiet sounds To play copycat rhythms, copying a leader, and invent rhythms for others to copy with an awareness of dynamics, on tuned percussion <p>Pupils begin by learning 'Shiver me Timbers' song. They then think of sounds associated with pirates and the sea to add to the song. A soundtrack will be created using instrumental and vocal sounds to replicate those chosen for the song. Some of the sounds will be used to add verses to the song.</p> <p>Concepts NC - Play tuned and untuned instruments musically</p> <ul style="list-style-type: none"> To know what lyrics are in a song To name and know how to play a range of musical instruments To understand the role of a conductor <p>To understand what beat is and the importance of keeping the beat</p>	<p>Zero to Hero 'Inspirational Figures, Past and Present' Zero to Hero</p> <p>Skills Development – Duration (Beat and Rhythm)</p> <ul style="list-style-type: none"> To mark the beat of a listening piece by tapping or clapping and recognising tempo as well as change in tempo To identify the beat groupings in familiar music that they listen to <p>Concepts NC - Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <ul style="list-style-type: none"> To know what cheerleading is and learn about the history of cheerleading <p>To understand the importance of listening to others when performing in a group</p> <p>Jurassic Hunter 'Mary Anning'</p>

Choughs 3 Choughs 4		Singing- Application of previously taught skills 'Public performance in Christmas community choirs and Carol Concert.
Razorbills 5 Razorbills 6	<p>A World of Bright Ideas 'Inventions and Developments'</p> <p>Skills Development – Instrumentation and Notation</p> <ul style="list-style-type: none"> To use listening skills to identify instruments playing both individually and in small groups To distinguish between similar timbres to correctly identify and name instruments To learn what a chord is and how a chord is played To develop notation reading skills <p>Focusing on the development of the guitar and the flute, pupils examine the changes that have taken place in the evolution of each instrument and how that links with the generic creative process of observe, reflect, make.</p> <p>Concepts</p> <p>NC - Develop an understanding of the history of music</p> <ul style="list-style-type: none"> To know about the history and evolution of the guitar To know how to recognise the instruments heard in a piece of music To know about the history and evolution of the flute To understand the importance and impact of timbre in music <p>To know which instruments belong to the flute and guitar families</p>	<p>In Your Element 'Earth, Fire, Water, Air'</p> <p>Pharaoh Queen 'The Story of Hatshepsut'</p> <p>Singing- Application of previously taught skills 'Public performance in Christmas, community choirs and Carol Concert.</p>

Spring Term 2025		
	Spring 1	Spring 2
Nursery	<p>N1: Move and dance to music. Make rhythmical and repetitive sounds.</p> <p>N2: Sing the pitch of a tone sung by another person.</p>	<p>N1: Repeat words and phrases from familiar songs and rhymes. Anticipate phrases and actions in rhymes and songs. Enjoy and take part in action songs.</p> <p>N2: Respond to what they have heard, expressing their thoughts and feelings.</p>
Puffins R	<p>Come Fly with Me Asia Enjoy dancing with consideration to different styles and tempos of music. <u>Nursery Rhymes/Songs</u></p>	<p>Powhatan People Talk about dance and performance art. <u>Nursery Rhymes/Songs</u></p>
Puffins 1	<p>Come Fly with Me Asia</p> <ul style="list-style-type: none"> To know a range of songs from different cultures and traditions To understand how to compose some simple music within a specific soundscape or genre <p>Skills Development - Pitch</p> <ul style="list-style-type: none"> To explore the element of pitch using voices To increase control of vocal pitch To use pitched instruments and accurately match their voices to the different notes they can hear <p>A singing-based unit, with children learning and performing songs linked to their Asia topic They learn about traditional Chinese new year songs</p> <p>Concepts</p> <p>NC - Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <ul style="list-style-type: none"> To understand what beat is To know what lyrics are in a song To know the importance of posture and vocal warm-ups when singing <p>To explore singing from other cultures</p>	<p>Powhatan People</p> <p>To know how to create a graphic score. To learn the meaning of 'timbre' and recognise that voices have their own unique timbre. To recognise that different instruments have their own unique timbres and be able to identify some instruments by listening to their sound.</p>
Choughs 2	Glockenspiels	

Choughs 3 Choughs 4	That's All Folks! 'History of Film and Animation' Recorders	Lindow Man 'The Story of Prehistoric Man'
Razorbills 5 Razorbills 6	Come Fly With Me- America Skills Development - Singing <ul style="list-style-type: none"> To understand the importance of diaphragmatic breathing when singing To understand what a round is and learn to sing a round in two parts <p>This unit looks at the following national anthems: - England 'God Save the Queen', USA 'The Star-Spangled Banner', France 'Le Marseillaise', South Africa 'Nkosi Sikelel' iAfrika' (God Bless Africa) and Germany 'Deutschlandlied'. Pupils will examine the broad features of national anthems, analyse the above and compare them, looking for similarities and differences.</p> <p>Concepts 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"> To know what a national anthem is and its purpose To know the meaning of 'crescendo' To know that music can affect mood and emotions To know which orchestral families some instruments belong to <p>To be able to correctly play a range of percussion instruments</p>	Wars of the World 'Wars, Past and Present' Skills Development <ul style="list-style-type: none"> To identify whether consecutive notes are higher or lower in pitch To learn about performing music without having to read from a score <p>Wartime songs were hugely popular in their day and seen as an important tool for motivating troops and keeping spirits up. Pupils will learn some popular World War Songs. They will also learn an original song that tells the story of the Christmas 1914 truce, before examining two other anti-war Christmas songs.</p> <p>Concepts NC - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> To know that music is used for a variety of purposes To know how to use dynamics in singing To know the importance of listening to each other when singing and performing

Summer Term 2025		
	Summer 1	Summer 2
Nursery	N1: Sing songs and say rhymes independently, for example, singing whilst playing. Explore their voices and enjoy making sounds. N2: Play instruments with increasing control to express their feelings and ideas.	N1: Explore a range of sound makers and instruments and play them in different ways N2: Know many rhymes. Create their own songs or improvise a song around one they know. Remember and sing entire songs. Sing a large repertoire of songs.
Puffins R	North, South, East, West Sing in a group or on their own, increasingly matching the pitch and following the melody. <u>Nursery Rhymes/Songs</u>	What on Earth...? Listen to and learn simple poems. <u>Nursery Rhymes/Songs</u>
Puffins 1	North, South, East, West Use their voices expressively and creatively by singing songs and speaking chants and rhymes. To know the importance of posture and vocal warm-ups when singing. To understand what beat is. To know what lyrics are in a song.	What on Earth...? To explore elements of pitch . To increase control of vocal pitch. To use pitched instruments and accurately match their voices to the different notes they can hear. Boomwhackers
Choughs 2		Singing- Application of previously taught skills 'Public performance in the 'Summer Production'
Choughs 3 Choughs 4	Picture Our Planet 'Scenes from Around the World'	Viking Warrior 'Ragnar Lothbrok' Singing and Playing - Application of previously taught skills 'Public performance in the 'Summer Production'

Razorbills
5
Razorbills
6

Full of Beans 'Energy'

Ukulele

British Bulldog 'The Story of Winston Churchill'

Local History

Singing and Playing- Application of previously taught skills 'Public performance in the
'Summer Production'