



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 2023		
	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>Unity in the Community Create music using a range of instruments. Perform a song in Harvest Festival as a class. <u>Nursery Rhymes/Songs</u> Dingle dangle scarecrow (Harvest Festival). Days of the week</p>	<p>Dancing Spy Enjoy creating and moving in time to music. Perform in the Christmas Nativity. <u>Nursery Rhymes/Songs</u> Dinosaurs. 5 little ducks went swimming one day. Nativity songs.</p>
Puffins 1	<p>Unity in the Community 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 signs and symbols they can see around school and then in their locality. Photographs of selected signs and symbols are used in composition work, exploring vocal and percussion sounds to match to signs. 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>Dancing Spy To know what is meant by musical texture. To be able to recognise the difference between a thin and thicker texture. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Singing- Application of previously taught skills 'Public performance in Christmas Nativity</p>
Choughs 2	<p>Light Up the World Through investigation, pupils will choose instruments whose sound depict the images of light and dark. Then, using the firework video clip as a stimulus, pupils will explore and match some of those light sounds to provide a musical soundtrack for the footage.</p> <p>Concepts NC - Listen with concentration and understanding to a range of high-quality live and recorded music</p> <ul style="list-style-type: none"> To know how to create and follow a graphic score To understand the meaning of timbre To know the importance of structure in a piece of music 	<p>The Visionary 'Ada Lovelace'</p> <p>Out and About- UK Geography</p> <p>Singing- Application of previously taught skills 'Public performance in, community choirs and Carol Concert.</p>
Choughs 3 Choughs 4		<p>Singing- Application of previously taught skills 'Public performance in community choirs and Carol Concert.</p>

Razorbills 5 Razorbills 6	The Rescuers- 'Heroes of the Titanic' Ukuleles	Mission Control- 'Earth and Beyond' Skills Development - Duration <ul style="list-style-type: none"> To understand what metre is and its relationship to beat To know how to identify metre within a piece of music To know what a polyrhythm is Pupils find out about the concept of 'orbits' and relate it to cyclic patterns. Pupils will experiment with cyclic patterns focus on strong beats. They will improvise melodic cyclic patterns and then try combining them with rhythmic cycles. Then, pupils will explore the genre of musicals, leading to the composition of a mini musical based on the first moon landing. Concepts NC - Use and understand staff and other musical notations <ul style="list-style-type: none"> To understand what a cyclic pattern is To understand the difference between strong and weak beats in a piece of music To know what metre means To know how to notate a simple melody, using letter names or on a staff To know what a musical is and the features of this genre Singing- Application of previously taught skills 'Public performance in Christmas Nativity, community choirs and Carol Concert.
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Spring Term 2024		
	Spring 1	Spring 2
Nursery	N1: Move and dance to music. Make rhythmical and repetitive sounds. N2: Sing the pitch of a tone sung by another person.	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. N2: Respond to what they have heard, expressing their thoughts and feelings.
Puffins R	Come Fly with Me Arctic Circle Enjoy dancing with consideration to different styles and tempos of music. <u>Nursery Rhymes/Songs</u> 5 little men in a flying saucer. Humpty dumpty sat on the wall. I can sing a rainbow.	Royal Patrons Talk about dance and performance art. <u>Nursery Rhymes/Songs</u> Incy wincy spider. Jack and Jill. Five currant buns.
Puffins 1	Come Fly with Me Arctic Circle Skills Development - Pitch <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 A singing-based unit, with children learning and performing "Oh, I Do Like to be Inside My Igloo". They then learn about the tradition of Inuit Throat Singing and have the opportunity to try out this traditional type of musical performance. Concepts NC - Use their voices expressively and creatively by singing songs and speaking chants and rhymes <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 To know what Inuit throat singing is, its history and purpose	Royal Patrons Skills Development- Timbre 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. To learn the National Anthem <i>Boomwhackers</i>
Choughs 2	Window on the World- Settlements and Trade Saxon King 'Harold Godwinson'	Athens V Sparta 'Ancient Greece' Glockenspiels

Choughs 3 Choughs 4		Recorders
Razorbills 5 Razorbills 6	<p>I have a Dream- 'Discrimination and Prejudice' Skills Development - Structure</p> <ul style="list-style-type: none"> To understand ternary form and compose a piece of music using this structure <p>The slave trade is described by some as the pre-cursor to apartheid. Pupils will explore the history of the slave trade songs. Use 'Swing Low' as an example of a popular call and response spiritual folk song, to play simple melodic phrases by ear and sing expressively. They will sing in two parts and compose a Soundscape to go with 'Gospel Train'.</p> <p>Concepts NC - Develop an understanding of the history of music</p> <ul style="list-style-type: none"> To know what folk music is To know some English folk music To know about the origins of spiritual folk / slave songs To understand what a musical phrase is 	<p>You're Not Invited- 'Invaders and Settlers' Skills Development - Dynamics</p> <ul style="list-style-type: none"> To use listening skills to identify and distinguish between a wider range of dynamics To create sounds with a range of dynamics, with accuracy <p>Pupils will explore old Norse Battle mottos and devise their own. Then, they will look at other battle chants such as the Haka, perform and add a beat using appropriate instruments. They will compose a soundscape to depict a battle scene.</p> <p>Concepts NC - Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <ul style="list-style-type: none"> To know that music is used for different purposes, including keeping spirits up in battle To understand how pitch and dynamics have an impact on the overall effect of a piece of music To know the impact that tempo and beat have on a piece of music To know about the origins of the Haka and its meaning

Summer Term 2024		
	Summer 1	Summer 2
Nursery	<p>N1: Sing songs and say rhymes independently, for example, singing whilst playing. Explore their voices and enjoy making sounds.</p> <p>N2: Play instruments with increasing control to express their feelings and ideas.</p>	<p>N1: Explore a range of sound makers and instruments and play them in different ways</p> <p>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.</p>
Puffins R	<p>Never Eat Shredded Wheat Sing in a group or on their own, increasingly matching the pitch and following the melody. <u>Nursery Rhymes/Songs</u> Down in the jungle. Twinkle, twinkle little star. Old MacDonald had a farm</p>	<p>Going Wild Listen to and learn simple poems. <u>Nursery Rhymes/Songs</u> 1,2,3,4,5 once I caught a fish alive. One man went to mow. Ten green bottles.</p>
Puffins 1	<p>Never Eat Shredded Wheat 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.</p>	<p>Going Wild Skills Development - Tempo</p> <ul style="list-style-type: none"> To learn that the speed (tempo) of the beat can change, creating a faster or slower pace To mark the beat of a listening piece by tapping or clapping and recognising tempo as well as change in tempo To walk in time to the beat of a piece of music <p>The unit will begin by listening to some African music. Pupils will discuss the kinds of animals that can be found on safari in Africa, and they will learn that a number of African animals are endangered. Five animals will be chosen to be represented using vocal and instrumental sounds. The sounds will be recorded using audacity and manipulated to create a jungle soundtrack.</p> <p>Concepts NC - Play tuned and untuned instruments musically</p> <ul style="list-style-type: none"> To know what beat is To name and know how to play a range of musical instruments To know what is meant by tempo To know the meaning of dynamics <p>To know what sound effects are and how they can be used to enhance a performance To recap on 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. Use musical knowledge and skills to create a safari soundtrack.</p>

Choughs 2	Lightning Speed 'Technology and the World Wide Web'	Cry Freedom 'Slavery Past and Present'
Choughs 3 Choughs 4	<p>Lightning Speed 'Technology and the World Wide Web'</p> <p>Skills Development - Tempo</p> <ul style="list-style-type: none"> To copy stepwise melodic phrases with accuracy at different speeds: allegro and adagio, fast and slow <p>The unit focuses specifically on the musical element of tempo, developing listening and appraising skills through comparing contrasting piece of music. Pupils will be able to apply their knowledge of the effects achieved by choosing specific tempos for a purpose and see how changing tempo in a piece can create drama and evoke mood changes. They will go on to explore moods created by music and look at how the combined musical elements contribute to the overall effect of a piece.</p> <p>Concepts</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"> To know that music can affect mood and emotions To know how to use tempo and pitch to create drama and evoke different moods To know the features of major and minor tonality <p>To understand and explain their own personal likes and dislikes in music, related back to the elements of music</p>	<p>Cry Freedom 'Slavery Past and Present'</p> <p>Skills Development - Singing</p> <ul style="list-style-type: none"> To practice breathing techniques in order to improve vocal control To improve diction when singing To understand the importance of posture when singing <p>With a focus on coded songs from the Underground Railroad, pupils will learn about the contribution of Harriet Tubman in helping slaves escape to the northern states of America. They will learn how her songs provided instructions and maps to guide people to freedom.</p> <p>Concepts</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> <p>NC - Develop an understanding of the history of music</p> <p>Singing- Application of previously taught skills 'Public performance in the 'Summer Production'</p>
Razorbills 5 Razorbills 6	<p>Global Warning- 'Tackling Global Waste and Pollution'</p> <p>Learn the 'Global Warning' song and perform in two parts. Research eco-issues related to the elements mentioned in the song. Then, compose lyrics beginning "If we don't make changes now....." and record them, adding sound effects.</p> <p>Concepts</p> <p>NC - Listen with attention to detail and recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> To know what a 'verse' is in a piece of music To know what an echo is To know what a call and response song is <p>To know how to record a composition using digital technology</p>	<p>Time Team- 'Local Area Study'</p> <p>Singing- Application of previously taught skills 'Public performance in the 'Summer Production'</p>