

Music Curriculum Overview 2025-2026

	YR	Y1	Y2
Autumn 1	Healthy Me <u>Our Senses</u> Timbre Explore and respond to a range of vocal, body and environmental sounds	Out and about <u>Machines</u> Beat Identify and respond to fast and slow Understand and identify repeating patterns Distinguish between rhythm and beat; understand how rhythmic patterns fit to the beat <u>Number</u> Beat Distinguish between rhythm and beat; understand how rhythmic patterns fit to the beat	The Lady with the Lamp <u>Ourselves</u> Exploring Sounds Recognise how different pieces use different layers of sound Identify the way sounds are made: blown, plucked, shaken, struck, vocalised and strummed Recognise higher and lower sounds; respond to overall shape of melodies <u>Storytime</u> Exploring Sounds (As above)
RSHE (Relationship, Sex and Health Education) and Mental Wellbeing Jigsaw: Being in My World Song: Together as one Children learn the importance of listening in order to learn a new song. They will learn to enjoy listening to things and how to think about things while they listen.			
Autumn 2	Everyday Heroes / Christmas <u>Special People</u> Beat Respond to fast and slow Maintain steady beat using body percussion or by copying simple word rhythm patterns Tempo Respond to fast and slow <u>Christmas Hymns and Songs</u> Pitch Respond to high and low notes in different songs Begin to develop control of diction and dynamics when singing songs and chanting Enjoy singing familiar songs from memory Sing and play in time within a group, following directions for rehearsing and performing	Fire! Fire! <u>Our School</u> Exploring Sounds Recognise how different pieces of music use different layers of sound Sort wooden, metal, skinned and their properties by sound Explore and enjoy how sounds can be made, changed, and used to create different effects <u>Water</u> <u>Pitch</u> Recognise and respond to high and low sounds Control vocal pitching (start to sing in tune)	The Titanic <u>Water</u> Pitch Recognise higher and lower sounds; respond to overall shape of melodies <u>Weather</u> Exploring Sounds Recognise how different pieces use different layers of sound Identify the way sounds are made: blown, plucked, shaken, struck, vocalised and strummed Recognise higher and lower sounds; respond to overall shape of melodies

	YR	Y1	Y2
RSHE (Relationship, Sex and Health Education) and Mental Wellbeing Jigsaw: Celebrating Differences Songs: There's a Place Children singing gets the endorphins flowing in the brain. This causes the body to feel good and increases brain activity.			
Spring 1	Paddington Bear <u>Going Places</u> Pitch Respond to high and low sounds	We're on the move! <u>Travel</u> Performance Develop expressive effect and quality of sound when speaking, singing songs and chanting through increased control of diction, dynamics and tempo Sing songs with simple patterns as accompaniments Demonstrate accuracy and control of technique on an appropriate range of tuned and untuned percussion instruments Follow hand and eye signals to direct and lead Rehearse and perform individually in pairs, small groups and as a class <u>Ourselves</u> Exploring Sounds Identify wooden, metal, skinned and string instruments and their properties by sound Listen to how different effects are created by using a range of sound makers including the voice	Let's Explore <u>Seasons</u> Pitch Recognise higher and lower sounds; respond to overall shape of melodies <u>Number</u> Beat Distinguish between rhythm and beat; understand how rhythmic patterns fit to the beat Perform simple patterns and accompaniments keeping to a steady pulse, including ostinato
RSHE (Relationship, Sex and Health Education) and Mental Wellbeing Jigsaw: Dreams and Goals Song: For Me A benefit of children singing is that it can help to develop their imagination and creativity. Singing also helps children to learn to concentrate on a task.			
Spring 2	On the Farm <u>Stories and sounds</u> Structure Recognise and identify different instruments Use a range of instruments and sounds to accompany stories and songs Begin to control playing techniques on a limited range of appropriate percussion, using identified words in songs or poems as aural signs	Once Upon a Time <u>Animals</u> Pitch Recognise and respond to high and low sounds <u>Seasons</u> Pitch Recognise and respond to high and low sounds Control vocal pitching (start to sing in tune)	Let's explore <u>Our Land</u> Exploring Sounds Recognise how different pieces of music use different layers of sound Explore and enjoy how sounds can be made, changed, and used to create different effects Structure sounds in an order appropriate to a specific purpose in response to given starting points Identify the way sounds are made: blown, plucked, shaken, struck, vocalised and strummed

	YR	Y1	Y2
	<u>Working World</u> Timbre Explore and respond to a range of vocal, body and environmental sounds Explore and enjoy how sounds can be made Compose sound effects for simple descriptive ideas		<u>Travel</u> Performance Extend accuracy of vocal range (sing in tune) Develop expressive effect and quality of sound when speaking, singing songs and chanting through increased control of diction, dynamics and tempo Demonstrate accuracy and control of technique on an appropriate range of tuned and untuned percussion instruments Rehearse and perform
RSHE (Relationship, Sex and Health Education) and Mental Wellbeing Jigsaw: Make a Good Decision Song: A Healthy Life Singing makes everything more fun for children and lightens the heart. Singing causes the mind to focus and the body to relax. Singing with conviction links to children feeling good about themselves, increases their general confidence and their ability to communicate.			
Summer 1	Let's Grow <u>Growth and change</u> Dynamics Respond to loud, quiet, silence	Seaside <u>Our Bodies</u> Beat Identify and respond to fast and slow Understand and identify repeating patterns distinguish between rhythm and beat; Understand how rhythmic patterns fit to the beat Maintain a steady beat on percussion instruments, copy simple rhythm patterns Build and develop rhythmic and melodic memory through extending repertoire of songs, rhymes and chants <u>Weather</u> Exploring Sounds Explore and enjoy how sounds can be made and changed Create and choose sounds in response to a range of given starting points	Crowns and Castles <u>Our Bodies</u> Beat Distinguish between rhythm and beat; understand how rhythmic patterns fit to the beat Perform simple patterns and accompaniments keeping to a steady beat Play and sing repeated rhythm patterns (ostinato) <u>Toys</u> Beat Distinguish between rhythm and beat; understand how rhythmic patterns fit to the beat Perform simple patterns and accompaniments keeping to a steady beat Play and sing repeated rhythm patterns (ostinato)
RSHE (Relationship, Sex and Health Education) and Mental Wellbeing Jigsaw: RELATIONSHIP Songs The colours of friendship Learning together			

	YR	Y1	Y2
By singing in a large group, children can get a feeling of belonging and a sense of togetherness. There are related social and personal benefits through increasing the likelihood of understanding the feelings of others through the words in a song.			
Summer 2	Under the Sea <u>Moving Patterns</u> Structure Recognise and identify different instruments Use a range of instruments to accompany stories	Amazing Animals <u>Storytime</u> Exploring Sounds Identify wooden, metal, skinned and string instruments and their properties by sound Develop control of diction and dynamics when speaking, singing songs, chanting, <u>Pattern</u> Beat Identify and respond to fast and slow Understand and identify repeating patterns Distinguish between rhythm and beat; understand how rhythmic patterns fit to the beat Maintain a steady beat on untuned percussion instruments. Take account of musical instructions when rehearsing and perf	Big Dreams <u>Animals</u> Pitch Recognise higher and lower sounds; respond to overall shape of a piece of music <u>Pattern</u> Beat Begin to understand getting faster and slower Distinguish between rhythm and beat; understand how rhythmic patterns fit to the beat Perform simple patterns and accompaniments keeping to a steady pulse, including ostinato Explore and enjoy how sounds can be made, changed, and used to create musical patterns
RSHE (Relationship, Sex and Health Education) and Mental Wellbeing Jigsaw: A New Day Song: Changing as I grow Singing provides an outlet for our feelings. Because it is a physical activity and triggers the release of good hormones, singing can allow us to feel better not only about ourselves but also about the world around us.			