



MUSIC CURRICULUM OVERVIEW

YEAR NURSERY

PRIME AREAS – (The Prime Areas overarch all learning)

COMMUNICATION AND LANGUAGE	PHYSICAL DEVELOPMENT	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT
<p>22-36 - Listening and attention Listens with interest to the noises adults make when they read stories. Recognises and responds to many familiar sounds e.g. turning to a knock on the door, looking at or going to the door Shows interest in play with sounds, songs and rhymes. Single channelled attention. Can shift to a different task if attention fully obtained-using child's name helps focus.</p> <p>22-36 - Understanding Identifies action words by pointing to the right picture e.g. 'Who's jumping?' Understands more complex sentences, e.g. 'Put your toys away then we'll read a book.' Understands 'who', 'what', 'where' in simple questions (e.g. who's that? What's that? Where is?). Developing understanding of simple concepts (e.g. big/little).</p> <p>22-36 - Speaking Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Holds a conversation jumping from topic to topic. Learns new words very rapidly and is able to use them in communicating. Uses gestures, sometimes with limited talk, e.g. reaches towards toy, saying 'I have it'. Uses a variety of questions (eg: what, where, who). Uses simple sentences (e.g. Mummy gonna work). Beginning to use word endings (e.g. going, cats).</p>	<p>22-36 - Moving and handling Runs safely on whole foot. Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. Can kick a large ball. Turns pages in a book, sometimes several at once. Shows control in holding and using jugs to pour, hammers, books and mark-making tools. Beginning to use three fingers (tripod grip) to hold writing tools. Imitates drawing simple shapes such as circles and lines. Walks upstairs or downstairs holding onto a rail two feet to a step. May be beginning to show preference for dominant hand.</p> <p>22- 26 - Health and self-care Feeds self competently with spoon. Drinks well without spilling. Clearly communicates their need for potty or toilet. Beginning to recognise danger and seeks support of significant adults for help. Helps with clothing, e.g. puts on hat, unzips zipper on jacket takes off unbuttoned shirt. Beginning to be independent in self-care, but still often needs adult support.</p>	<p>22-26 - Self-confidence and self-awareness Separates from main carer with support and encouragement from a familiar adult. Expresses own preferences and interests.</p> <p>22-36 - Managing feelings and behaviour Seeks comfort from familiar adults when needed. Can express their own feelings such as sad, happy, cross, scared, and worried. Responds to the feelings and wishes of others. Aware that some actions can hurt or harm others. Tries to help or give comfort when others are distressed. Shows understanding and cooperates with some boundaries and routines. Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. Growing ability to distract self when upset, e.g. by engaging in a new play activity.</p> <p>22-36 - Making Relationships Interested in others' play and starting to join in. Seeks out others to share experiences. Shows affection and concern for people who are special to them. May form a special friendship with another child.</p>
<p>30-50 - Listening and attention Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity).</p> <p>30-50 - Understanding Understands use of objects (e.g. "What do we use to cut things?") Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'why' and 'how' questions.</p> <p>30-50 - Speaking Beginning to use more complex sentences to link thoughts (e.g. using and, because). Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play, playing, will play, played). Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</p>	<p>30-50 - Moving and handling Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Can catch a large ball. Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name.</p> <p>30-50 - Health and self-care Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p>	<p>30-50 - Self-confidence and self-awareness Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help.</p> <p>30-50 - Managing feelings and behaviour Aware of own feelings, and knows that some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Can usually adapt behaviour to different events, social situations and changes in routine.</p> <p>30-50 - Making Relationships Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>

IN EYFS WE HAVE SPECIFIED ACTIVITIES WE PLAN FOR, BUT SOME ACTIVITIES WILL BE UNIQUE TO EACH COHORT AND WILL COME FROM THEIR EXPERIENCES.

Topics	All about me	Festivals	Animals (bears)	Story building (Traditional tales)	Growth	Our World/ Changes	EARLY LEARNING GOALS – EXPECTED FOR THE END OF RECEPTION
MUSIC EXPRESSIVE ART AND DESIGN STRANDS Exploring and Using Media and Materials Being Imaginative	Music and movement Autumn 1 – Creating body shapes	Music and movement Autumn 2 –Arts day dances	Making sounds with instruments – match to Bear Hunt Story Music and movement Spring 1 – animal movements Creative role play bear cave	Story building from music Music and movement – The gingerbread man drama activity Story building from music	Respond to different pieces of music – drawing to music Summer 1 Music and movement – body shape and sizes/changing body shapes	Flight of The Bumblebee - Rimsky Korsakov Experiment with different sounds of instruments/ changing speed Summer 2 Music and movement - travelling in different ways	Exploring and using media and materials Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Being imaginative Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.



MUSIC CURRICULUM OVERVIEW

YEAR RECEPTION

PRIME AREAS – (The Prime Areas overarch all learning)

COMMUNICATION AND LANGUAGE	PHYSICAL DEVELOPMENT	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT
<p>40-60 - Listening and attention Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span.</p> <p>40-60 - Understanding Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>40-60 - Speaking Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.</p>	<p>40-60 - Moving and Handling Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>40-60 - Health and self-care</p>	<p>40-60 - Self-confidence and self-awareness Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.</p> <p>40-60 - Managing feelings and behaviour Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p> <p>40-60 -Making relationships Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p>

	<p>Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision.</p>	
<p>ELG - Listening and attention Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>ELG - Understanding Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>ELG - Speaking Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	<p>ELG - Moving and handling Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p>ELG - Health and self-care Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>ELG - Self-confidence and self-awareness Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>ELG - Managing feelings and behaviour Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>ELG - Making relationships Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>

IN EYFS WE HAVE SPECIFIED ACTIVITIES WE PLAN FOR, BUT SOME ACTIVITIES WILL BE UNIQUE TO EACH COHORT AND WILL COME FROM THEIR EXPERIENCES.

Topics	Me, Myself and I	Lights, Camera, Action	Where the land meets the sea	5, 4, 3, 2, 1, Blast Off	Heads, Shoulders, knees and toes	Journeys	40-50	EARLY LEARNING GOALS – EXPECTED FOR THE END OF THE YEAR
<p>MUSIC EXPRESSIVE ART AND DESIGN</p> <p>STRANDS Exploring and Using Media and Materials Being Imaginative</p>	<p>Charanga</p> <p>Aut 1 – Me</p> <p>Music and movement</p> <p>Autumn 1 – Creating body shapes</p>	<p>Charanga</p> <p>Aut 2 - My Stories</p> <p>Music and movement</p> <p>Autumn 2 – Theatre week dances</p>	<p>Charanga</p> <p>Spring 1 – Everyone</p> <p>Music and movement</p> <p>Spring 1 – animal movements</p>	<p>Charanga</p> <p>Spring 1 - Our World</p> <p>Music and movement</p> <p>Spring 2 – Floating in space – space odyssey</p>	<p>Charanga</p> <p>Summer 1 - Big Bear Funk</p> <p>Music and movement</p> <p>Summer 1 - Moving body parts</p>	<p>Charanga</p> <p>Summer 2 - Reflect, Rewind and Replay</p> <p>Music and movement</p> <p>Summer 2 - Travelling</p>	<p>Exploring and using media and materials Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Being Imaginative Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences</p>	<p>Exploring and using media and materials Children sing songs, make music and dance, and experiment with ways of changing them Being imaginative They represent their own ideas, thoughts and feelings through music.</p>



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Key Stage 1 – Subject Content Scheme of Work - Charanga	Year 1						Year 2					
	Hey You	Christmas Production	In the Groove	Round and Round	Your imagination	Reflect Rewind Replay	Hand Feet and Heart	Christmas Production	I Want to Play in a Band	Zootime	Friendship Song	Reflect Rewind Replay
National Curriculum												
Singing Use their voices expressively and creatively by singing songs and speaking chants and rhymes	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Playing Play tuned and un-tuned instruments musically	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Listen and Appraise Listen with concentration and understanding to a range of high-quality live and recorded music	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓
Improvisation / Composition Experiment with, create, select and combine sounds.	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓
Dimensions of Music Use the inter-related dimensions of music.	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓



MUSIC CURRICULUM OVERVIEW

Key Stage 2 – Subject Content Scheme of Work - Charanga	Year 3						Year 4					
	Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect Rewind Replay	Mama Mia	Glockenspiel Stage 2	Stop!	Lean on Me	Black bird	Reflect Rewind Replay
National Curriculum												
Singing / Playing Pupils should be taught to sing and play musically with increasing confidence and control	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Singing / Dimensions of Music Pupils should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Perform and Share / Singing / Playing Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Improvisation / Composition / Dimensions of Music Improvise and compose music for a range of purposes using the inter-related dimensions of music	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Listen and Appraise Listen with attention to detail and recall sounds with increasing aural memory	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Composition Use and understand staff and other musical notations	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Listen and Appraise Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Listen and Appraise Develop an understanding of the history of music	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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	Year 5						Year 6					
Key Stage 2 – Subject Content Scheme of Work - Charanga	Livin' on a Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince of Bel Air	Dancing in the Street	Summer Production	Happy	Classroom Jazz 2	A New Year Carol	Reflect, Rewind and Replay	You Got a friend In Me	Summer Production
National Curriculum												
Singing / Playing Pupils should be taught to sing and play musically with increasing confidence and control	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Singing / Dimensions of Music Pupils should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Perform and Share / Singing / Playing Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Improvisation / Composition / Dimensions of Music Improvise and compose music for a range of purposes using the inter-related dimensions of music	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	
Listen and Appraise Listen with attention to detail and recall sounds with increasing aural memory	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	
Composition Use and understand staff and other musical notations	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	
Listen and Appraise Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	
Listen and Appraise Develop an understanding of the history of music	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	



Curriculum Drivers

Subject: Music

Challenge	<p>Activities provide opportunities to extend and challenge the individual</p> <p>Units have progression, building on previous skills</p> <p>Children have the opportunity to share their individual music skills in sharing assemblies, music sharing assemblies and clubs.</p>
Inclusion	<p>The visual, auditory and kinaesthetic approach to music opens it up to all learners</p> <p>Opportunities for children to challenge themselves through challenge</p>
Positive Minds	<p>Resilient tortoise The interrelated dimensions aids resilient learning</p> <p>Independent rhino Appreciation, evaluation, opinion and discussion are a regular part of this scheme</p> <p>Reflective owl All units end with 'reflection, rewind and replay'</p> <p>Team Bee Opportunities throughout to work as a team</p> <p>Curious and creative chameleon Music scheme allows for improvising and creating individual pieces of music</p>