	0-3 Preschool	3-4 EYFS 1	Reception EYFS 2	Links to KS1 Curriculum				
EYFS area of Learning	Expressive Arts and Design: Being Imaginative and Expressive							
Fundamental Knowledge	Joins in singing songs Creates sounds by rubbing, shaking, tapping, striking or blowing Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow	Joins in with rhymes and songs and is learning to sing familiar ones by heart and make up own Experiments with the different sounds instruments make Listens carefully and respond to the sounds heard Keeps in time to the beat and taps out a rhythm Shares music making with others	Sings new songs and rhymes matching the pitch and following the melody of a song Plays untuned and tuned instruments Expresses feelings and ideas through music and about music Composes and adapts songs and music Performs individually and in a group	Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and unturned instruments musically. Listen with concentration and understanding to a range of high- quality live and recorded music. Experiment with, create, select and combine sounds using the interrelated dimensions of music.				
Early Learning Goal	Sing a range of well-known nursery rh Perform songs, rhymes, poems and st	nymes and songs. cories with others, and – when appropr	iate – try to move in time with music.	<u>.</u>				

	Half Term 1	Half-Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6	
Year 1	Action Songs, Body Percussion		The Ban	ana Rap	na Rap Round and Round		
Fundamental Knowledge	Use voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.		singing songs and speal Listen with concentration to a range of high-quali music. Experiment with, create	iment with, create, select and combine ds using the inter-related dimensions of		Use voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music.	
Learning Checkpoint Tasks	Learn and perform an action song		identify basic music dyna	cal elements (pulse, mics)	-	musical performance deo evidence)	

	Half Term 1	Half-Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 2	Carnival of the Animals		'Toys' from r	nusic express	Friendship Song	
Fundamental Knowledge		king chants and rhymes. I instruments musically. In and understanding ty live and recorded e, select and combine	Use voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.			king chants and rhymes. d instruments musically. on and understanding
Learning Checkpoint Tasks	explore how to crea	ate different sounds	identify basic music dynamics, p	cal elements (pulse, itch, tempo)	-	musical performance deo evidence)

	Half Term 1	Half-Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 3	Guide to th	e Orchestra	Glock/Reco	rder Stage 1	Three Little Birds	
Fundamental Knowledge	Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. develop an understanding of the history of music.		Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations.		 Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. 	
Learning Checkpoint Tasks	Identify instrumen	ts of the orchestra.		perform a musical Iment	-	musical performance leo evidence)

	Half Term 1	Half-Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 4		nents (Peter & the olf)	Glock/Reco	rder Stage 2	Mamma Mia	
Fundamental Knowledge	Improvise and compose purposes using the inte- music. Listen with attention to sounds with increasing Appreciate and underst high-quality live and red from different tradition composers and musicia Develop an understand music.	r-related dimensions of detail and recall aural memory. and a wide range of corded music drawn s and from great ns.	Play and perform in solu contexts, using their vo musical instruments wir fluency, control and exp Improvise and compose purposes using the inter music. Listen with attention to sounds with increasing Use and understand star notations.	ices and playing th increasing accuracy, pression. e music for a range of r-related dimensions of detail and recall aural memory.	Play and perform in solu contexts, using their vo musical instruments wir fluency, control and exp Listen with attention to sounds with increasing Appreciate and underst high-quality live and rea from different tradition composers and musicia	ices and playing th increasing accuracy, pression. • detail and recall aural memory. • cand a wide range of corded music drawn s and from great
Learning Checkpoint Tasks	ldentify different i orche	nstruments of the estra.		perform a musical Iment	-	musical performance leo evidence)

	Half Term 1	Half-Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 5	Classroor	n Jazz Stage 1/2		Ukulele	Make You F	eel My Love
Fundamental Knowledge	their voices and playing increasing accuracy, fluc Improvise and compose using the inter-related of Listen with attention to increasing aural memor Use and understand sta Appreciate and underst quality live and recorde traditions and from grea	detail and recall sounds with	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other		Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	
Learning Checkpoint Tasks	Apply musical i	deas to improvisation	-	lay and perform a al instrument	-	musical performance leo evidence)

	Half Term 1	Half-Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 6		mposers story Unit	Graphic	c Scores	Нарру	
Fundamental Knowledge	Music History Unit Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.		Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations.		 Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. 	
Learning Checkpoint Tasks	Understand how m over	usic has developed time.		orm from a graphic ore.	-	musical performance leo evidence)