

Term	No. of lessons	Title	Musical focus	Musical learning	Song Bank	Watch and listen
Autumn 1	6	Menu song	<ul style="list-style-type: none"> Active listening (movement) Beat Progression snapshot 1 	<ul style="list-style-type: none"> Create a dramatic group performance using kitchen-themed props. Sing a cumulative song from memory, remembering the order of the verses. Play classroom instruments on the beat. Copy a leader in a call-and-response song, show the shape of the pitch moving with actions and sing using mi-re-do. Listen and move in time to the song. 	<ul style="list-style-type: none"> <i>Menu song</i> <i>Rain is falling down</i> 	<ul style="list-style-type: none"> 'Be our guest' from <i>Beauty and the Beast</i> 'Food glorious food' from <i>Oliver!</i>
Autumn 2	3	Colonel Hathi's march	<ul style="list-style-type: none"> Beat March Timbre Music from a film 	<ul style="list-style-type: none"> Compose music to march to using percussion. Respond to musical characteristics through movement. Describe the features of a march using music vocabulary. 	<ul style="list-style-type: none"> <i>The grand old Duke of York</i> 	<ul style="list-style-type: none"> Tuba, glockenspiel, piccolo clip Royal Marines Massed bands 'Colonel Hathi's March'
	3	Magical musical aquarium	<ul style="list-style-type: none"> Timbre Pitch Structure Graphic symbols Classical music 	<ul style="list-style-type: none"> Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols. Sing a unison song rhythmically and in tune. Play percussion instruments expressively representing the character of their composition. Listen to <i>Aquarium</i>, reflecting the character of the music through movement. 	<ul style="list-style-type: none"> <i>Little April shower</i> <i>Baby beluga</i> <i>Song of the fish</i> <i>Down there under the sea</i> <i>Jellyfish</i> 	<ul style="list-style-type: none"> 'Aquarium' from <i>Carnival of the animals</i> by Saint-Saëns Sing Up percussion guide
Autumn 2 - Optional	6	The king is in the castle	<ul style="list-style-type: none"> Structure Timbre Pitch Dynamics Rhyme 	<ul style="list-style-type: none"> Explore using timbre, dynamics and pitch to tell a story. Change voice to suit different characters while performing appropriate actions. Play contrasting accompaniments to reinforce the verse structure. Identify a simple song structure and rhyme pattern. 	<ul style="list-style-type: none"> <i>The king is in the castle</i> 	<ul style="list-style-type: none"> <i>Peter and the wolf</i> by Sergei Prokofiev

Term	No. of lessons	Title	Musical focus	Musical learning	Song Bank	Watch and listen
Spring 1	6	Football	<ul style="list-style-type: none"> • Beat • Ostinato • Pitched/unpitched patterns • Mi-ri-do • Progression snapshot 2 	<ul style="list-style-type: none"> • Compose word patterns in groups. Improvise four-note call-and-response vocal phrases using 'so' and mi-re-do. • Chant together rhythmically, marking rests accurately. • Play a simple ostinato on untuned percussion. • Recognise the difference between a pattern with notes (pitched) and without (unpitched). 	<ul style="list-style-type: none"> • <i>Football</i> 	<ul style="list-style-type: none"> • <i>Don't clap this one back</i> • <i>Cuckoo interval</i>
Spring 2	3	'Dawn' from Sea Interludes	<ul style="list-style-type: none"> • Beat • Active listening (singing game, musical signals, movement) • 20th century classical music 	<ul style="list-style-type: none"> • Sing a simple singing game. • Listen actively by responding to musical signals and musical themes using movement. • Create a musical movement picture. • Move and rock to music to develop a sense of beat. 	<ul style="list-style-type: none"> • <i>Sailor, sailor on the sea</i> 	<ul style="list-style-type: none"> • 'Dawn' from <i>Sea interludes</i> by Benjamin Britten
	3	Musical conversations	<ul style="list-style-type: none"> • Question and answer • Timbre • Graphic score 	<ul style="list-style-type: none"> • Compose musical sound effects and short sequences of sounds in response to a stimulus. • Improvise question-and-answer conversations using percussion instruments. • Create, interpret and perform simple graphic scores. • Recognise how graphic symbols can represent sound. 	<ul style="list-style-type: none"> • <i>Bogapilla</i> • <i>Plasticine person</i> 	
Spring 2 - Optional	6	Who stole my chickens and my hens?	<ul style="list-style-type: none"> • Beat • Rests • Rhythm patterns • Higher/lower 	<ul style="list-style-type: none"> • Make up new lyrics and create short body percussion patterns to accompany the song. • Sing familiar songs in low and high voices, recognising higher and lower. • Play a partner clapping game while singing a song. • Copy short rhythm patterns by ear. 	<ul style="list-style-type: none"> • <i>Who stole my chickens and my hens?</i> • <i>Aiken drum</i> • <i>I do like to be beside the seaside</i> • <i>If you're happy and you know it</i> • <i>Oats and beans and barley grow</i> 	<ul style="list-style-type: none"> • <i>As I was walking down the street</i>

Term	No. of lessons	Title	Musical focus	Musical learning	Song Bank	Watch and listen
Summer 1	3	Dancing and drawing to Nautilus	<ul style="list-style-type: none"> Active listening (musical signals, internalising beat, draw to music, movement/ actions) Electronic music 	<ul style="list-style-type: none"> Perform actions to music, reinforcing a sense of beat. Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece. Develop awareness of duration and the ability to move slowly to music. Create art work, drawing freely and imaginatively in response to a piece of music. 		<ul style="list-style-type: none"> <i>Nautilus</i> by Anna Meredith <i>Tremble</i> by Scottish Ballet
	3	Cat and mouse	<ul style="list-style-type: none"> Mood Tempo Dynamics Rhythm Dot notation 	<ul style="list-style-type: none"> Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation. Attempt to record compositions with stick and other notations. Sing and chant songs and rhymes expressively. Listen and copy rhythm patterns. Notice how a change of pitch is used to create an effect. 	<ul style="list-style-type: none"> <i>Skin and bones</i> <i>Three little mice</i> <i>What do you want to eat, little mouse?</i> <i>The old grey cat</i> 	
Summer 2	6	As I was walking down the street	<ul style="list-style-type: none"> Beat March Jig 	<ul style="list-style-type: none"> Sing a song that includes a time change from march to a jig. Play untuned percussion instruments, and use movement, to mark the beat and recognise a change in metre. Listen to a jig and move in time to the music. 	<ul style="list-style-type: none"> <i>As I was walking down the street</i> 	
Summer 2 -Optional	6	Come dance with me	<ul style="list-style-type: none"> Call-and-response Tuned percussion skills Rhythm and syllables Pitch Progression snap shot 3 	<ul style="list-style-type: none"> Create musical phrases from new word rhythms that children invent. Sing either part of a call-and-response song. Play the response sections on tuned percussion using the correct mallet hold. Listen and copy call-and-response patterns on voices and instruments. 	<ul style="list-style-type: none"> <i>Come dance with me</i> 	<ul style="list-style-type: none"> 'Under the sea' from <i>The little mermaid</i> by Anna Meredith