





Music	Trimley St Mary - Music Long Term Plan		
	Autumn Term	Spring Term	Summer Term
EYFS	Who do you thnk you are? Unit I Cross-curricular/topic-based focus: Me! - explore: growing, homes, colour, toys, how I look. Cross-curricular and topic-based focus: My Stories - explore: using your imagination, Christmas, Festivals, Fairies, Pirates, Treasure, Superheroes, Let's pretend, Once upon a	Prickly Plants and Awesame Animals Cross-curricular and topic-based focus: Everyone! - explore: family, friends, people and music from around the world Unit 2 Cross-curricular and topic-based focus: Our World - explore: animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space	Everyday Heroes - Who are the Everyday Heroes in our community? Unit I Big Bear Funk - A Transition Unit: A. Listen and Appraise B. Musical Activities - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments C. Perform and Share Unit 2 Reflect, Rewind and Replay: Consolidation of learning and contextualising the history of music.
Development Matters Links	ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music. Communication and Language ELG: Listening, Attention and Understanding Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding;	ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music. Communication and Language ELG: Listening, Attention and Understanding Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and	ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music. Communication and Language ELG: Listening, Attention and Understanding Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and

		during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding;	during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding;
Year One	Knowing Me, Knowing You - What makes me who I am? Hey You (How pulse, rhythm & pitch work together) Rhythm in the way we walk / The Banana Rap (Pulse, rhythm, pitch, rapping, dancing and singing)	Food, Glorious Food - Would you rather grow your own food, or buy your food from a shop? In The Groove (How to be in the groove with different styles of music) Round and Round (Pulse, rhythm & pitch in different styles of music)	Oh, We do like to be beside the Seaside - What makes our beach a special place? Your imagination - (Using your imagination) Reflect, Rewind and Replay -(The history and language of music)
National Curriculum Links	use their voices expressively and creatively by singing songs and speaking chants and rhymes listen with concentration and understanding to a range of high-quality live and recorded music	use their voices expressively and creatively by singing songs and speaking chants and rhymes listen with concentration and understanding to a range of high-quality live and recorded music play tuned and untuned instruments musically	use their voices expressively and creatively by singing songs and speaking chants and rhymes listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and cambine sounds using the inter-related dimensions of music.
Year Two	London Calling – Why is London the capital city of the United Kingdom? Hands, Feet, Heart (South African Music) Ho, Ho, Ho (Festivals and Christmas) (Pulse, Rhythm and Pitch)	Medieval Mayhem - Would you rather live in your house or a castle? I Wanna Play in a Band (Playing together in a band) Zootime (Reggae and animals) (Pulse, Rhythm and Pitch)	The Enchanted Wood – Why are woodlands important? Friendship Song (A song about being friends) Reflect, Rewind and Replay (The history and language of music)
National Curriculum Links	use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically	use their voices expressively and creatively by singing songs and speaking chants and rhymes	use their voices expressively and creatively by singing songs and speaking chants and rhymes

	listen with concentration and understanding to a range of high-quality live and recorded music	listen with concentration and understanding to a range of high-quality live and recorded music	listen with concentration and understanding to a range of high- quality live and recorded music
		play tuned and untuned instruments musically	experiment with, create, select and combine sounds using the inter-related dimensions of music.
Year Three/Four	Enchanting Egyptians – Why did the Egyptians	Revolting Romans - What did the	Healthy Heroes – How do we know if
<u>Cycle 1</u>	stop building pyramids?	Romans ever do for us?	we're healthy?
	<u>Year 3</u>	Year 3	<u>Year 3</u>
	Let Your Spirit Fly Keyboards	Three Little Birds The Dragon Song	Bringing Us Together
	What does pitch mean?	How can we change the dynamics?	Reflect, Rewind and Replay
	Year 4	Year 4	What does tempo mean?
	Clarinets How do we set up a clarinet? What	Clarinets What does music notation	Year 4
	is a stave?	look like?	Clarinets How does the tempo affect
			a piece of music?
National	Listen with attention to detail and recall	Listen with attention to detail and	Listen with attention to detail and
curriculum links	sounds with increaing aural memory.	recall sounds with increaing aural	recall sounds with increaing aural
CONTRACTOR IN THE WORLD	Appreciate and understand a wide range of	memory.	memory.
	high-quality live and recorded music form	Appreciate and understand a wide	Appreciate and understand a wide
	different traditions and from great muscians	range of high-quality live and	range of high-quality live and
	and composers.	recorded music form different	recorded music form different
	Develop an understanding of the history of	traditions and from great muscians	traditions and from great muscians
	music.	and composers.	and composers.
		Develop an understanding of the	Develop an understanding of the
		history of music.	history of music.
Year Three/Four	Stones and Banes - Could we survive in the	Remarkable Rainfarests - Will there still	Our Place on Earth – What makes our
•	Stane Age?	be Rainfarests when we grow up?	place on Earth special?
<u>Cycle 2</u>	Year 3	Year 3	Year 3
•	Let Your Spirit Fly Keyboards	Three Little Birds The Dragon Song	Bringing Us Together
	What does pitch mean?	How can we change the dynamics?	Reflect, Rewind and Replay
	Year 4	Year 4	What does tempo mean?
	Clarinets How do we set up a clarinet? What is	Clarinets What does music notation	Year 4
	a stave?	look like?	Clarinets How does the tempo affect
			a piece of music?

National curriculum links Year Five/Six Cycle I	Listen with attention to detail and recall sounds with increaing aural memory. Appreciate and understand a wide range of high-quality live and recorded music form different traditions and from great muscians and composers. Develop an understanding of the history of music. Jaurney to the Pales Who were the first humans to discover Antarctica? What was Shackletan's journey like? How did Shackleton get to Antarctica? Using garageband on ipad or keyboards to compose a piece of music. (Focus on rhythm)	Listen with attention to detail and recall sounds with increaing aural memory. Appreciate and understand a wide range of high-quality live and recorded music form different traditions and from great muscians and composers. Develop an understanding of the history of music. Travelling Through Time When did the Anglo Saxons settle in Britain? Where did they come from? What evidence is there in modern Britain that the Anglo Saxons lived here? Who were the Greek gods? How have the Ancient Greeks affected modern life? Play and perform in solo and ensemble	Listen with attention to detail and recall sounds with increaing aural memory. Appreciate and understand a wide range of high-quality live and recorded music form different traditions and from great muscians and composers. Develop an understanding of the history of music. Journey to The Americas What is life like in the Americas? Who are the Mayans? What effects have they had an our lives? Learn to perform, compose, transcribe and describe music.
National Curriculum Links	Improvise and compose music using the inter-related dimensions of music separately and in combination. Appreciate and understand a wide range of high-quality live and recorded music from	contexts selecting the correct level of control, accuracy and expression. Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression. Listen with attention to detail and	Use and understand the basics of the stave and other musical notations. Appreciate and understand a wide range of high-quality live and
	different traditions and from great musicians and composers.	recall sounds with increasing aural memory.	recorded music from different traditions and from great musicians and composers.

Year Five/Six Cycle 2	Disaster Zanes What years did major natural disasters happen? Have we had any local natural disasters? How have disaster hit countries recovered? Compose and perform a range of melodic songs. Perform from memory a song with accurate control, pitch and tune.	Intergalatic Explorers Which countries were involved in the Space Race? When did humans first reach the moan? When did the first woman enter space? Transcribe and devise non-standard symbols to indicate when to play. Describe music using correct terminology including duration, timbre pitch, beat and tempo etc.	The War Roam How did the world wors start? When did they start? Who was involved? How were people affected? Learn to perform, compose, transcribe and describe music. Singing in a wide variety of situations using accurate pitch and tone.
National Curriculum Links	Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression. Improvise and compose music using the	Use and understand the basics of the stave and other musical notations. Appreciate and understand a wide range of high-quality live and	Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression. Improvise and compose music
	inter-related dimensions of music separately and in combination. Listen with attention to detail and recall sounds with increasing aural memory.	recorded music from different traditions and from great musicians and composers. Develop an understanding of the history of music.	using the inter-related dimensions of music separately and in combination. Listen with attention to detail and recall sounds with increasing aural memory.