

Term	No. of lessons	Title	Musical focus	Musical learning	Song Bank	Watch and listen
Autumn 1	3	I've got a grumpy face	<ul style="list-style-type: none"> Timbre Beat Pitch contour 	<ul style="list-style-type: none"> Explore making sound with voices and percussion instruments to create different feelings and moods. Make up new words and actions about different emotions and feelings. Sing with a sense of pitch, following the shape of the melody with voices. Mark the beat of the song with actions. 	<ul style="list-style-type: none"> <i>I've got a grumpy face</i> <i>Happy</i> 	<ul style="list-style-type: none"> <i>Happy</i> (Pharrell Williams) 'The Imperial march' from <i>Star wars</i> (John Williams) 'Dance of the sugar plum fairy' from <i>The nutcracker</i> (Tchaikovsky)
	3	The sorcerer's apprentice	<ul style="list-style-type: none"> Musical storytelling Louder/quieter Faster/slower Higher/lower Timbre 	<ul style="list-style-type: none"> Explore storytelling elements in the music and create a class story inspired by the piece. Identify and describe contrasts in tempo and dynamics. Begin to use musical terms (louder/quieter, faster/slower, higher/lower). Respond to music in a range of ways e.g. movement, mark making, writing. 	<ul style="list-style-type: none"> <i>Alice the camel</i> 	<ul style="list-style-type: none"> <i>The sorcerer's apprentice</i> (Dukas) Percussion instruments for kids BBC Young Musician 2020 Percussion final <i>Fantasia</i> (Disney animation)
Autumn 2	3	Witch, witch	<ul style="list-style-type: none"> Call-and-response Pitch (la-so-mi-do) Timbre 	<ul style="list-style-type: none"> Make up a simple accompaniment using percussion instruments. Use the voice to adopt different roles and characters. Match the pitch of a four-note (la-so-mi-do) call-and-response song. 	<ul style="list-style-type: none"> <i>Witch, witch</i> 	<ul style="list-style-type: none"> <i>Witch, witch</i> teaching video.
	3	Row, row, row your boat	<ul style="list-style-type: none"> Beat Pitch (step/leap) Timbre 	<ul style="list-style-type: none"> Make up new lyrics and vocal sounds for different kinds of transport. Sing a tune with 'stepping' and 'leaping' notes. Play a steady beat on percussion instruments. 	<ul style="list-style-type: none"> <i>Row, row, row your boat</i> <i>The transport song</i> 	<ul style="list-style-type: none"> Rowing a boat video <i>Row, row, row your boat</i> <i>The transport song</i>

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Spring 1	3	Birdspotting: Cuckoo polka	<ul style="list-style-type: none"> Active listening Beat Pitch (so-mi) Vocal play 	<ul style="list-style-type: none"> Explore the range and capabilities of voices through vocal play. Develop a sense of beat by performing actions to music. Develop 'active' listening skills by recognising the 'cuckoo call' in a piece of music. (so-mi). Enjoy moving freely and expressively to music. 		<ul style="list-style-type: none"> <i>The blue Danube</i> (Strauss) Various bird song video clips Video clip of the cuckoo echo song <i>Cuckoo polka</i> (Strauss) <i>The lark ascending</i> (Vaughan Williams)
	3	Shake my sillies out	<ul style="list-style-type: none"> Timbre Pitch (higher/lower) Tempo (faster/slower) Beat 	<ul style="list-style-type: none"> Listen to music and show the beat with actions. Sing an action song with changes in speed. Play along with percussion instruments. Create a sound story using instruments to represent different animal sounds/movements. Perform the story as a class 	<ul style="list-style-type: none"> <i>Shake my sillies out</i> 	<ul style="list-style-type: none"> <i>The beat sharing game</i> Video Instrument naming activity <i>Hippobottymus</i> (Steve Smallman & Ada Grey)
Spring 2	3	Up and down	<ul style="list-style-type: none"> Pitch contour (rising and falling) 	<ul style="list-style-type: none"> Make up new lyrics and accompanying actions. Sing and play a rising and falling melody, following the shape with voices and on tuned percussion. Use appropriate hand actions to mark a changing pitch. 	<ul style="list-style-type: none"> <i>Up and down</i> <i>Hickory, dickory, dock</i> 	<ul style="list-style-type: none"> <i>Rain is falling down</i> Video <i>Pitch pencils activity</i> Video <i>The lark ascending</i> (Vaughan Williams) <i>Flight of the bumblebee</i> (Rimsky Korsakov)
	3	Five fine bumble bees	<ul style="list-style-type: none"> Timbre Tempo Structure (call-and-response) Active listening 	<ul style="list-style-type: none"> Improvise a vocal/physical soundscape about minibeasts. Sing in call-and-response and change voices to make a buzzing sound. Play an accompaniment using tuned and untuned percussion and recognise a change in tempo. Listen to a piece of classical music and respond through dance. 	<ul style="list-style-type: none"> <i>Five fine bumble bees</i> 	<ul style="list-style-type: none"> 'Overture' to <i>The wasps</i> (Vaughan Williams) Bumblebee warm up video Bees collecting pollen video <i>Mad about minibeasts</i> (Giles Andreas) Animal sounds in other languages

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Summer 1	3	Down there under the sea	<ul style="list-style-type: none"> Timbre Structure Active listening Tune moving in step Soundscape 	<ul style="list-style-type: none"> Develop a song by composing new words and adding movements and props. Sing a song using a call-and-response structure. Play a call-and-response phrase comprising a short stepping tune (C-D-E) and sea effects on percussion instruments. Listen to a range of sea-related pieces of music and respond with movement. 	<ul style="list-style-type: none"> <i>Down there under the sea</i> 	<ul style="list-style-type: none"> <i>Seaside sounds with instruments</i> Video. <i>Miroirs III - Une barque sur l'océan</i> (Ravel) Video of sea life swimming in an aquarium
	3	It's oh so quiet!	<ul style="list-style-type: none"> Dynamics Timbre Musical storytelling 	<ul style="list-style-type: none"> Improvise music with different instruments, following a conductor and compose music based on characters and stories developed through listening to Beethoven's 5th symphony. Play different instruments with control. Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles. 	<ul style="list-style-type: none"> <i>Pass the secret round</i> <i>Bang my drum</i> 	<ul style="list-style-type: none"> <i>It's oh so quiet</i> (Bjork) <i>Symphony No. 5, 1st movement</i> (Beethoven)
Summer 2	3	Slap clap clap	<ul style="list-style-type: none"> Music in 3-time Beat 	<ul style="list-style-type: none"> Compose a three-beat body percussion pattern and perform it to a steady beat. Sing a melody in waltz time and perform the actions. Play a range of percussion instruments (replacing the action words with playing words). Find the beat in a partner clapping game. 	<ul style="list-style-type: none"> <i>Slap clap clap</i> 	<ul style="list-style-type: none"> 'Once upon a dream' from <i>Sleeping Beauty</i> <i>Mull of Kintyre</i> (Paul McCartney & Wings)
	3	Bow, bow, bow Belinda	<ul style="list-style-type: none"> Beat Active listening Accompaniment 	<ul style="list-style-type: none"> Invent and perform actions for new verses. Sing a song while performing a sequence of dance steps. Play a two-note accompaniment, marking the pulse on tuned or untuned percussion. Listen to examples of other folk songs from North America. 	<ul style="list-style-type: none"> <i>Bow, bow, bow Belinda</i> 	<ul style="list-style-type: none"> <i>Bow, bow, bow Belinda</i> Teaching video

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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

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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"> Football 	<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>

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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

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Autumn 1	6	Tony Chestnut	<ul style="list-style-type: none"> Beat Rhythm Pitch Echo Progression snapshot 1 	<ul style="list-style-type: none"> Improvise rhythms along to a backing track using the note C or G. Play the song's melody on a tuned percussion instrument. Sing with good diction to emphasise word play. Listen to, recognise, and play echoing phrases by ear. 	<ul style="list-style-type: none"> <i>Tony Chestnut</i> 	<ul style="list-style-type: none"> <i>I want you to be my baby</i> by Louis Jordan
Autumn 2	3	Carnival of the Animals	<ul style="list-style-type: none"> Timbre Tempo Dynamics Pitch Classical music 	<ul style="list-style-type: none"> Select instruments and compose music to reflect an animal's character. Listen with increased concentration to sounds/music and respond by: talking about them using music vocabulary, or physically with movement and dance. Identify different qualities of sound (timbre) i.e. smooth, scratchy, clicking, ringing, and how they are made. Recognise and respond to changes of speed (tempo), volume (dynamics), and pitch (high/low) using music vocabulary, or movement. 		<ul style="list-style-type: none"> 'Aquarium' 'Fossils' 'The swan' 'The elephant' and 'Aviary' from <i>Carnival of the animals</i> by Saint-Saëns
	3	Magical musical aquarium (New Unit Aug 2022)	<ul style="list-style-type: none"> Timbre Pitch Structure Graphic symbol 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 Aquarium 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
Autumn 2 - Optional	6	Creepy castle	<ul style="list-style-type: none"> Timbre Tempo Dynamics Graphic score 	<ul style="list-style-type: none"> Compose a sequence of sounds in response to a given stimulus. Sing small intervals accurately and confidently, and vary dynamic contrast. Play a piece following a graphic score. Listen to music in a minor key, recognising small steps in the music. 	<ul style="list-style-type: none"> <i>Creepy castle</i> 	<ul style="list-style-type: none"> <i>Toccata and Fugue in D minor BWV 565</i> by J.S. Bach

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Spring 1	6	Grandma rap	<ul style="list-style-type: none"> Duration (crotchet, quavers, crotchet rest) Unison Round Progression snapshot 2 	<ul style="list-style-type: none"> Compose 4-beat patterns. Chant rhythmically and perform in unison and in a round. Chant and play rhythms (using the durations of 'walk' (crotchet), 'jogging' (quavers) and 'shh' (crotchet rests) from stick notation. Learn a clapping game to <i>Hi lo chicka lo</i> Listen to a variety of music and show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers). 	<ul style="list-style-type: none"> <i>Grandma rap</i> <i>Hip-Hop backing track</i> <i>Supercalifragilistic-expialidocious</i> 	<ul style="list-style-type: none"> BEAT section of Sing Up Music Developing Musicianship resource <i>Grandma rap warm-up</i> video
Spring 2	3	Orawa	<ul style="list-style-type: none"> Beat Rhythm Structure (repetition). 20th century classical music 	<ul style="list-style-type: none"> Structure short musical ideas to form a larger piece. Perform composed pieces for an audience. Listen with attention to detail and recall sounds and patterns. 		<ul style="list-style-type: none"> <i>Orawa</i> by Wojciech Kilar
	3	Musical conversations (New Unit January 2023)	<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> 	<ul style="list-style-type: none"> 'Aquarium' from <i>Carnival of the animals</i> by Saint-Saëns Sing Up percussion guide
Spring 2 - Optional	6	Mini-beasts	<ul style="list-style-type: none"> Timbre Pitch (chord) Internalising beat and phrase 	<ul style="list-style-type: none"> Compose an accompaniment using tuned percussion (playing chords and creating sound effects). Sing clearly articulated words, smoothly and together in time. Match voices accurately in a singing game. Listen to the music and create a 'minibeast' inspired dance. 	<ul style="list-style-type: none"> <i>Minibeasts</i> <i>Hey, hey</i> 	<ul style="list-style-type: none"> <i>The wasps overture</i> by Nikolai Rimsky-Korsakov <i>Flight of the bumblebee</i> by Ralph Vaughan Williams

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Summer 1	3	Swing-a-long with Shostakovich	<ul style="list-style-type: none"> 2- and 3-time Beat Beat groupings 20th century classical music 	<ul style="list-style-type: none"> Create action patterns in 2- and 3- time. Mark the beat by tapping, clapping and swinging to the music. Listen and move, stepping a variety of rhythm patterns and indentify them in familiar songs. Move freely and creatively to music using a prop. 	<ul style="list-style-type: none"> <i>Swing-along</i> <i>One man went to mow</i> <i>One finger, one thumb</i> <i>Giggle song</i> <i>Oranges and lemons</i> 	<ul style="list-style-type: none"> <i>Jazz suite No. 2 - 6 'Waltz II'</i> by Dmitri Shostakovich <i>Jazz suite No. 1 - 2 'Polka'</i> by Dmitri Shostakovich
	3	Cat and mouse (New Unit March 2023)	<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> 	<ul style="list-style-type: none"> Performance of <i>Three little mice</i> Expression, pitch and tempo video Rhythm, beat and pitch video
Summer 1 - Optional	6	The rockpool rock	<ul style="list-style-type: none"> 2-part singing Rock 'n' roll Structure Timbre 	<ul style="list-style-type: none"> Learn an interlocking spoken part and perform a song in two parts. Sing a rock 'n' roll-style song confidently. Play an introduction on tuned percussion. Listen actively and learn about rock 'n' roll music. 	<ul style="list-style-type: none"> <i>Rockpool rock</i> 	<ul style="list-style-type: none"> <i>Tutti frutti</i> by Little Richard <i>Johnny B. Goode</i> by Chuck Berry <i>Hound dog</i> by Elvis Presley <i>Rock around the clock</i> by Bill Haley and The Comets
Summer 2	6	Tańczymy labada	<ul style="list-style-type: none"> Duration (crotchet, quavers, crotchet rest) Chords Progression snapshot 3 	<ul style="list-style-type: none"> Compose rhythm patterns to accompany the song. Sing confidently in another language and play a cumulative game with spoken call-and-response sections. Play an accompaniment on tuned percussion. Listen and copy vocal and rhythm patterns accurately, in tune, and in time with a steady beat. 	<ul style="list-style-type: none"> <i>Tańczymy labada</i> <i>Płynie statek</i> 	