	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Introducing Instruments Can I explore different instruments? Can I anticipate the sounds the instruments make? Can I interact with the instruments?	Exploring Instruments Can I explore different instrument sounds using hands or beaters? Can I anticipate the sounds the instruments make with different beaters or ways of playing? Can I share instruments?	Choosing Instruments Can I choose an instrument to play a solo spot? Can I anticipate the sounds the instruments make? Can I interact with the instruments?	Introducing Sway Can I choose a percussion instrument to play a solo spot? Can I play an instrument for a short time? Can I anticipate the sounds the tuned instruments make and the changes in pitch? Can I interact with the instruments for longer periods of time? Can I play a solo spot with	Introducing March Can I play a drum with the beat using a my hands or a beater? Can I move with a beat? Can I anticipate the pulse or beat through movement or any other response? Can I play instruments with some awareness of style using a beater?	Introducing Loud and Quiet Can I explore instruments during the 'Big Sound' section? Can I react to change? Can I anticipate and recognise the loud/soft sections in a piece of music? Can I interact with the instruments for longer periods of time
	Become used to daily routine songs.	Demonstrate enjoyment of a wide range of	Can I sing as part of a group?	spontaneity? Can I start to recognise and join in with familiar songs?	Can I sing some simple songs from memory?	Can I join in with dancing and ring games independently?

		familiar songs (e.g. nursery rhymes).	Can I begin to move my body to music?			
I b riss	can listen to and enjoy music. I can begin to find the pulse of a piece of music. I can begin to copy back different rhythms and sounds. I can begin to sing action songs and rhymes in unison. I can begin to perform to an audience.	I can enjoy and begin to respond to music through movement. I can find the pulse of a piece of music following an adult. I can play a pitched note or sound in time with the pulse. I can copy back different rhythms and sounds. I can add actions or substitute a word in some sections. I can perform to an audience.	I can enjoy and respond to music through movement. I can find the pulse of a piece of music and show it in different ways following an adult. I can begin to copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds. I can begin to copy back the rhythms of phrases in the song. I can learn to sing or rap the songs in unison with support with or	I can enjoy and begin to respond to music through talk. I can find the pulse of a piece of music and show it in different ways, begun by an adult. I can begin to play a 1-note pattern in time with the pulse. I can copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds. I can copy back the rhythms of phrases in the song. I can listen back to the performance.	I can enjoy and respond to music through talk. I can find the pulse of a piece of music. I can enjoy listening and dancing to funk music. I can begin to copy back the rhythm of words from the video and clap the rhythm of words from the song. I can begin to play the pulse with a pitched note or untuned percussion instrument. I can begin to add one pitched sound to the rhythm of words and short	I can enjoy and respond to music in different ways. I can find the pulse of a piece of music and show it in different ways. I can copy back the rhythm of words from the video and clap the rhythm of words from the song. I can play the pulse with a pitched note or untuned percussion instrument. I can add one pitched sound to the rhythm of words and short phrases from the song.

			without an audience.		phrases from the song. I can listen back to the performance and begin to make comments.	I can listen back to the performance and make comments.
1	Keeping the pulse (my favourite things)	Temp0 (Snail and mouse)	Dynamics (Seaside)	Sound patterns (Fairytales)	Pitch (Superheroes)	Musical symbols (Under the sea)
2	Call and response (Animals)	Instruments (Musical storytelling)	Singing (On this island)	Contrasting dynamics (Space)	Structure (Myths and Legends)	Pitch (Musical me)
3	Ballads	Creating compositions in response to an animation (Theme: Mountains)	Developing singing technique (Theme: The Vikings)	Pentatonic melodies and composition (Theme: Chinese New Year)	Jazz	Traditional instruments and improvisation (Theme: India)
4	Body and tuned percussion (Theme: Rainforests)	Rock and roll	Changes in pitch, tempo and dynamics (Theme: Rivers)	Haiku, music and performance (Theme: Hanami)	Samba and carnival sounds and instruments	Adapting and transposing motifs (Theme: Romans)
5	Whole class music tuition led by the Music Service – trumpets	Whole class music tuition led by the Music Service – trumpets	Whole class music tuition led by the Music Service – trumpets	Whole class music tuition led by the Music Service – trumpets	Whole class music tuition led by the Music Service – trumpets	Whole class music tuition led by the Music Service – trumpets

	What is the trumpet and which family does it belong to? How do I make a sound on the trumpet and change notes?					
6	Dynamics, pitch and texture (Theme: Fingal's Cave Film music	Songs of WW2	Film Music	Theme and variations (Theme: Pop Art)	Baroque	Composing and performing leavers' songs