



Music: Long Term Overview

Cycle B – 2025 to 2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<u>Let's Be Friends</u>	<u>Travel and Movement</u>	<u>This is Me</u>	<u>Animal Tea Party</u>	<u>I've Got Feelings</u>	<u>Let's Jam!</u>
Rec	<u>I've got a grumpy face</u> Explore making sound with voices and percussion instruments to create different feelings and moods.	<u>Row Row Row your Boat</u> Make up new lyrics and vocal sounds for different kinds of transport	<u>Shake my Sillies Out</u> Listen to music and show the beat with actions.	<u>Up and Down</u> Use appropriate hand actions to mark a changing pitch	<u>Down There Under the Sea</u> Listen to a range of sea-related pieces of music and respond with movement.	<u>Bow Bow Bow Belinda</u> Play a two-note accompaniment, playing the beat, on tuned or untuned percussion.
Year 1	<u>Menu Song (pitch)</u> Copy a leader in a call-and-response song and sing using mi-re-do.	<u>Colonel Haithi's Marching Song</u> Describe the features of a march (e.g. that it has a steady beat) name the instruments	<u>Football</u> Play a simple ostinato on untuned percussion.	<u>Dancing and Drawing to Nautilus</u> Respond to musical signals and musical themes using movement	<u>Cat and Mouse</u> Create rhythm patterns, sequencing them, and 'fixing' them as compositions	<u>Come Dance with Me</u> Play the response sections on tuned percussion using the correct beater hold.
Year 2	<u>Tony Chestnut</u> Improvise rhythms along to a backing track using the note C or G	<u>Carnival of the animals</u> Select instruments and compose music to reflect an animal's character.	<u>Grandma Rap</u> Chant and play rhythms using the durations of 'walk' (crotchet) and 'jogging' (quavers)	<u>Charlie Chaplin</u> Compose a soundtrack to a clip of a silent film.	<u>The Rockpool Rock</u>	<u>Tanczemy labada</u> Listen to traditional and composed music from Poland.
Year 3 & 4	<u>I've Been to Harlem</u> Compose a pentatonic ostinato.	<u>Chilled-Out Clap Rap</u>	<u>Latin Dance</u> Sing the syncopated rhythms in Latin dance – verse/chorus structure.	<u>'March' from the Nutcracker</u> Understand the structure of rondo form (A-B-A-C-A).	<u>Just Three Notes</u> Notate, read, follow and create a 'score'.	<u>Fly with The Stars</u> Play tuned percussion as part of a whole-class performance.
Year 5 & 6	<u>Hey Mr Miller</u> Sing a syncopated melody accurately and in tune.	<u>Composing for Protest</u> Fit their lyrics to a pulse, creating a chant.	<u>Dona nobis pacem</u> Compose an 8-bar piece on percussion, in 3-time	<u>You to me are everything</u> Listen and appraise, recognising and identifying key features	<u>Race</u> Create an accompaniment (Chariots of Fire)	<u>Ame sau vala tara bal</u> Understand a variety of musical styles from India