

Music Rolling Programme: Years 1 - 6

2025/26: Year A

	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Stage One	Tony Chestnut (Focus: Sing and Play)	Carnival of the Animals (Focus: Listen and Appraise) Composing music inspired by birds (Focus: Improve and Compose)	Grandma rap (Focus: Sing and Play)	Orawa (Focus: Listen and Appraise) Trains (Focus: Improve and Compose)	Swing along with Shostakovich (Focus: Sing and Play) Charlie Chaplin (Focus: Improve and Compose)	Tanczymy labada (Focus: Sing and Play)

	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lower Key Stage Two	This little light of mine (Focus: Sing and Play)	The Pink Panther (Focus: Sing and Play) Composing with colour (Focus: Sing and Play)	The doot doot song (Focus: Listen and Appraise)	Fanfare for the common man (Focus: Improve and Compose) Spain (Focus: Listen and Appraise)	Global pentatonics (Focus: Listen and Appraise) The horse in motion (Focus: Improve and Compose)	Favourite song (Focus: Sing and Play)

	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Upper Key Stage Two	Hey Mr Miller (Focus: Sing and Play)	Shadows (Focus: Listen and Appraise) Composing for protest (Focus: Improve and Compose)	Dona nobis pacem (Focus: Compose and Sing)	You to me are everything (Focus: Improve, Sing, Play) Twinkle Variations (Focus: Improve and Compose)	Race! (Focus: Compose and Sing) Exploring identity through song (Focus: Listen and sing)	Ames au vala tara bal (Focus: Sing and Play)

	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Stage One	Menu Song (Focus: Sing and Play)	Colonel Hathi's march (Focus: Improve and Compose) Magical musical aquarium (Focus: Listen and Appraise)	Football (Focus: Improve and Compose)	The sea: 'Dawn' from sea interludes (Focus: Sing and Play) Musical conversations (Focus: Listen and Appraise)	Nautilus (Focus: Listen and Appraise) Cat and Mouse (Focus: Improve and Compose)	Come dance with me (Focus: Sing and Play)

	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lower Key Stage Two	I've been to Harlem (Focus: Sing and Play)	Nao Chariya de (Focus: Improve and Compose) Sound symmetry (Focus: Improve and Compose)	Latin Dance (Focus: Sing and Play)	'March' from the nutcracker (Focus: Listen and Appraise) From a railway carriage (Focus: Listen and Appraise)	Just three notes (Focus: Improve and Compose) Samba with Sergio (Focus: Listen and Appraise)	Fly with the stars (Focus: Sing and Play)

	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Upper Key Stage Two	What shall we do with the drunken sailor (Focus: Sing and Play)	Why we sing (Focus: Listen and Appraise) Intro to song writing (Focus: Improve and Compose)	Madina tun nabi (Focus: Sing and Play)	Building a groove (Focus: Listen and Appraise) Epoca (Focus: Listen and Appraise)	Balinese Gamelan Focus: Sing and Play Composing a ternary form (Focus: Improve and Compose)	Kisne banaaya (Focus: Improve and Compose)

Ilchester Community Primary School

Reception Music Curriculum

Key strands:
 Singing Listening
 Performing
 Composing
 Musicianship

During the year Reception children will develop the following skills:

- Listening attentively in a range of situation
- Plays instruments with increasing control to play loud/quiet, (dynamics), fast/slow (tempo)
- Shows control to hold and play instruments to produce a musical sound, e.g. holding a triangle in the air by the string with one hand and playing it with a beater.
- Clap or tap to the pulse of the music child is listening to or singing with increasing accuracy.
- Tuning into and distinguishing environmental sounds
- Have preferences for songs he or she likes to sing and/or listen to.
- Continuing rhyming strings.
- Identify and match an instrumental sound with more accuracy, eg hear a shaker and indicate that they understand it is a shaker.
- Hearing, identifying and producing initial sounds in words.
- Segmenting sounds in simple words and blending them together
- Singing a range of Nursery Rhymes and songs with increasing accuracy in pitch.
- Dancing as a response to different styles of music.
- Building a repertoire of songs and dances
- Exploring the different sounds of percussion instruments
- Continue to describe the sound of instruments e.g. scratchy sound, soft sound.

All About Me	Light and Dark	Journeys	Jungles	Once Upon a Time	Living and Growing
Music Focus: 'I've got a grumpy face' (Singup) (timbre, beat, pitch contour.) The Sorcerer's Apprentice (Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre) (Singup) Harvest Singing	Music Focus: Witch, witch (Call-and-response, pitch (la-so-mi-do), timbre) (Singup) Row, row, row your boat (Beat, pitch (step/leap), timbre) (Singup) Christmas Nativity Songs	Music Focus: Bird spotting cuckoo polka (Active listening, beat, pitch (so-mi), vocal play) (Singup) Shake my sillies out: Timbre, pitch (higher/lower), tempo (faster/slower), beat (Singup)	Music Focus: Up and down (Pitch contour rising and falling, classical music) (Singup) Five fine bumblebees (Timbre, tempo, structure (call-and response), active listening) (Singup)	Music Focus Down there under the sea (Timbre, structure, active listening, tune moving in step (stepping notes), soundscape) (Singup) It's oh so quiet (Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments.) (Singup)	Music Focus Slap, clap, clap (Music in 3 time, beat, composing and playing) (Singup) Bow, Bow Belinda (Beat, active listening, instrumental accompaniment) (Singup)
<ul style="list-style-type: none"> • Sing with a sense of pitch, 	<ul style="list-style-type: none"> • To perform 	<ul style="list-style-type: none"> • Explore the range and 	<ul style="list-style-type: none"> • Make up new lyrics and 	<ul style="list-style-type: none"> • Develop a song by composing 	<ul style="list-style-type: none"> • Compose a three-beat body percussion pattern

<p>following the shape of the melody with their voices.</p> <ul style="list-style-type: none"> • Make up new words and actions about different emotions and feelings. • Explore storytelling elements in the music and create a class story inspired by the piece. • Explore making sound with their voices and percussion instruments to create different feelings and moods. • Mark the beat of the song with actions. • Begin to use musical terms (louder/quieter, faster/slower, higher/lower) • To Perform Harvest Songs in front of an audience • Identify and describe contrasts in tempo and dynamics. • Respond to music in a range of ways e.g. movement, talking, writing. 	<p>Nativity songs and Nativity story with confidence.</p> <ul style="list-style-type: none"> • Make up a simple accompaniment using percussion instruments. • Make up new lyrics and vocal sounds for different kinds of transport. • Use the voice to adopt different roles and characters. • Match the pitch of a four note (la-so-mi-do) call-and-response song • Sing a tune with 'stepping' and 'leaping' notes. • Play a steady beat on percussion instruments <p>Singing: Row, row, row your boat The transport Song Witch, witch Christmas Nativity Songs</p>	<p>capabilities of voices through vocal play.</p> <ul style="list-style-type: none"> • 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 • Create a sound story using instruments to represent different animal sounds/movements. • Sing an action song with changes in speed. • Play along with percussion instruments. • Perform the story as a class. • Listen to music and show the beat with actions 	<p>accompanying actions.</p> <ul style="list-style-type: none"> • 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 • 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 	<p>new words and adding movements and props</p> <ul style="list-style-type: none"> • Sing a song using a call-and-response structure. • Play sea sound effects on percussion instruments. • With some support, play a call-and-response phrase comprising a short, stepping tune (C-D-E). • Listen to a range of se arelated pieces of music and respond with movement • Improvise music with different instruments, following a conductor. • Compose music based on characters and stories developed through listening to Beethoven's 5th symphony. • Play different instruments with control. • Explore dynamics with 	<p>and perform it to a steady beat.</p> <ul style="list-style-type: none"> • Sing a melody in waltz time and perform the actions. • Transfer actions to sounds played on percussion instruments. • Listen actively to music in 3/4 time. • Find the beat and perform a clapping game with a partner. • Invent and perform actions for new verses. • Sing a song while performing a sequence of dance steps. • Play a two-note accompaniment, playing the beat, on tuned or untuned percussion. • Listen to and talk about folk songs from North America
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<p>Singing: Harvest assembly songs; Dingle Dangle Scarecrow, What do we do at Harvest time?</p>				<p>voices and instruments</p> <ul style="list-style-type: none"> • Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical style • To Perform in class assemblies (Active recount / singing of stories) 	
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Listening and appraisal

<p>Mars - Gustav Holst Happy - Pharelle Williams The Imperial March Star Wars - John Williams Dance of the Sugar Plum Fairy - Tchaikovsky The sorcerer's apprentice - Paul Dukas</p>	<p>En Bataeu - Debussy Finlandia - Sibelius Clair de Lune, Reverie Debussy</p>	<p>Video clips of different bird song (Wildlife World): Tawny owl, Black grouse, Whooper swans, & Common quail. The Blue Danube - Johann Strauss II Cuckoo Polka- Johann Strauss The Lark Ascending - Ralph Vaughan Williams</p>	<p>Flight of the Bumblebee Nikolai Rimsky-Korsakov. The Lark Ascending - Ralph Vaughan Williams Le Festin de l'Araignée ('The Spider's Feast') - Albert Roussel The Glow Worm - Johnny Mercer, Lilla C. Robinson, & Paul Lincke La Cucaracha ('The cockroach') - The Mariachis 'Overture' to The wasps - Ralph Vaughan Williams.</p>	<p>Mirrors III - Une barque sur l'Océan - Maurice Ravel) It's oh so quiet - Björk Bang my drum video (London Rhymes). 5th symphony (1st movement) - Ludwig van Beethoven In the mood - The Glenn Miller Orchestra</p>	<p>Swan Lake - Tchaikovsky Once upon a dream' from Disney's Sleeping Beauty Mull of Kintyre - Paul McCartney & Wings Shenandoah - Traditional, version by Tom Roush</p>
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Other opportunities to develop music over the course of the reception year:

- Phonics songs throughout the year Phase 2 and 3
- Daily Number songs
- Transition songs
- Counting songs
- Singing assembly weekly songs
- Movement to music
- Listening and moving to the children's choice of songs and music
- Animal Music and movement in PE
- Listening to owls
- Identify and discuss feelings and moods
- Describe patterns, objects and materials
- Experimenting with instruments inside and outside
- Creating patterns and repeating patterns using a wide range of materials
- Developing fine motor skills using objects such as pencils, scissors, paintbrushes, cutlery etc.
- Developing coordination with ball skills, physical activities, art
- Developing the ability to count confidently
- Exploring the natural world around them, recognising changes and differences
- Exploring their feelings and ideas through art.
- Learning to develop storylines in their imaginative play