



## Music 2025/2026 St. Mary's Banbury

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Exploring sound</p> <p>Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment.</p>		<p>Music and Movement</p> <p>Children create simple actions to well-known songs, learn how to move to a beat and express feelings and emotions through movement to music.</p>		<p>Musical stories</p> <p>Moving to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece; understanding that music and instruments can be used to convey moods or represent characters; playing an instrument as part of a group story.</p>	
Year 1		<p>Kapow- Keeping the pulse</p> <p>Children explore keeping the pulse together through music and movement, by exploring their favourite things.</p>	<p>Kapow – The snail and the mouse (tempo)</p> <p>Children use bodies and instruments to listen and respond to pieces of music with fast and slow speeds; learn and perform a rhyme and a song focussing on fast and slow.</p>		<p>OPTIONAL: Sound patterns)</p> <p>Through fairytales, children are introduced to the concept of sound patterns (rhythms). They explore clapping along to repeated words and phrases, creating rhythmic patterns to tell a familiar fairytale.</p>	<p>Pitch – Superheroes</p> <p>Learning how to identify high and low notes and to compose a simple tune to represent a superhero.</p>
Year 2	<p>Call and response – Animals</p> <p>Using instruments to represent animals, copying rhythms and</p>		<p>Instruments – Musical story telling</p> <p>Children learn how events, actions and feelings within stories</p>		<p>Structure – (myths and legends)</p> <p>Developing an understanding of</p>	



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	creating call and response rhythms.		can be represented by pitch, dynamics and tempo.		structure by exploring and ordering rhythms.	
Year 3	<p>Developing singing technique</p> <p>Ch will recognise minims, crotchets and quavers, layer them to create a composition and add appropriate sound effects to their performances using untuned percussion.</p>			<p>Caribbean melodies</p> <p>Learning about the history and features of calypso music, performing a calypso-style song with voices and tuned percussion in multiple parts and playing from staff notation.</p>	<p>Kapow- Pentatonic - Composition</p> <p>Children will match their movements to the music, explaining their choices; accurately notate and play a pentatonic melody; play their part in a composition confidently and work as a group to perform a piece of music.</p>	
Year 4	<p style="text-align: center;">Brass</p> <ul style="list-style-type: none"> <li>Play and identify simple rhythmic patterns</li> <li>Produce a basic sound, incl. mouthpiece buzzing</li> <li>Play and identify notes C – G (on staff)</li> <li>Play and perform pieces aurally and from notation</li> </ul>		<p style="text-align: center;">Brass</p> <ul style="list-style-type: none"> <li>Read, identify and play more complex rhythms</li> <li>Begin to play in smaller groups and/or parts</li> <li>Begin to improvise using simple rhythmic patterns</li> <li>Introduce triads and fanfares</li> <li>Read, identify and play pieces with an increasing range of notes</li> </ul>		<p style="text-align: center;">Brass</p> <ul style="list-style-type: none"> <li>Read, play and identify a variety of rhythms from staff notation (treble clef)</li> <li>Begin to identify and play sharps and flats (accidentals)</li> <li>Read and play notes from low B – A on the staff (treble clef)</li> <li>Play a variety of pieces, reading from the staff, including in smaller groups and with more than one part</li> </ul>	
Year 5		<p>Mountains – composition</p> <p>Ch will create actions or movements appropriate to each section of a</p>	<p>Developing singing technique</p> <p>Ch will recognise minims, crotchets and</p>		<p>Pentatonic melodies</p> <p>Ch will match their movements to the music, accurately notate</p>	



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		piece of music, play in time and with an awareness of other pupils' parts and play melodies and rhythms which represent the section of animation they are accompanying.	quavers, layer them to create a composition and add appropriate sound effects to their performances using untuned percussion.		and play a pentatonic melody and work as a group to perform a piece of music.	
Year 6		<p>Mountains – composition</p> <p>Ch will create actions or movements appropriate to each section of a piece of music, play in time and with an awareness of other pupils' parts and play melodies and rhythms which represent the section of animation they are accompanying.</p>			<p>Developing singing technique</p> <p>Ch will recognise minims, crotchets and quavers, layer them to create a composition and add appropriate sound effects to their performances using untuned percussion.</p>	Pentatonic melodies