



Music Overview showing sequential learning

Year	Topic Title	Curriculum Objectives	Linking Topics
Foundation Stage	Exploring sounds	<p><u>Understanding the World</u> -Explore the natural world around them</p> <p><u>Expressive Arts and Design</u> -Listen attentively, move to and talk about music, expressing their feelings and responses. -Explore and engage in music making and dance, performing solo or in groups.</p> <p><u>Communication and Language</u> -Understand how to listen carefully and why listening is important. -Listen to and talk about stories to build familiarity and understanding. -ELG: Listening, Attention and Understanding> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p>	<p>EYFS – Geography- Physical and human features. EYFS – Science- senses Y1- Geography- Physical and human features. Y2 - Geography- Physical and human features. Y4- science- Sound Y4 Geography – volcanoes Y6- Geography- earthquakes</p>
	Celebration Music	<p><u>Understanding the World</u> -Recognise that people have different beliefs and celebrate special times in different way.</p> <p><u>Expressive Arts and Design</u> -Listen attentively, move to and talk about music, expressing their feelings and responses. -Watch and talk about dance and performance art, expressing their feelings and responses. -Sing in a group or on their own, increasingly matching the pitch and following the melody. -Explore and engage in music making and dance, performing solo or in groups. -ELG: Being Imaginative and Expressive> Sing a range of well-known nursery rhymes and songs. -ELG: Being Imaginative and Expressive>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.</p> <p><u>Communication and Language</u> -Listen carefully to rhymes and songs, paying attention to how they sound. -Learn rhymes, poems and songs.</p>	<p>EYFS RE- Recognise that people have different beliefs and celebrate special times in different ways. Y1- RE- Celebrations and Festivals.</p> <p>Y4 – RE- How do Hindu families practise their faith? What are the deeper meanings of Hindu festivals? Y4- Music -Hanami Y5-Music - Holi Festival</p>

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	<p>Musical stories</p>	<p><u>Expressive Arts and Design</u> Explore, use and refine a variety of artistic effects to express their ideas and feelings. -Create collaboratively sharing ideas, resources and skills. -Listen attentively, move to and talk about music, expressing their feelings and responses. -Explore and engage in music making and dance, performing solo or in groups. -ELG: Being Imaginative and Expressive >Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.</p> <p><u>Communication and Language –</u> Learn new vocabulary. -Listen to and talk about stories to build familiarity and understanding. -Retell the story, once they have developed a deep familiarity and understanding. -Listen carefully to rhymes and songs, paying attention to how they sound. -Learn rhymes, poems and songs.</p>	<p>EYFS- History- changes within living memory. Y1- History- changes within living memory. Y1-Music-fairytales Y2- History- changes within living memory. Y2- Music- myths and Legends Y2-RE- How and why are some stories important in religions? ‘What can we learn from stories from the Torah and the Bible?’ Y3- Music- Ballads</p>
	<p>Continuous provision</p>		
	<p>Music and movement</p>	<p><u>Expressive Arts and Design</u> -Listen attentively, move to and talk about music, expressing their feelings and responses. -Sing in a group or on their own, increasingly matching the pitch and following the melody. -Explore and engage in music making and dance, performing solo or in groups. -ELG: Being Imaginative and Expressive> Sing a range of well-known nursery rhymes and songs. -ELG: Being Imaginative and Expressive>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music. <u>Personal, Social and Emotional Development</u> -Think about the perspectives of others.</p>	<p>EYFS- PE- Expressive Arts Dance. EYFS- RE- Continue developing positive attitudes about the differences between people and places. Y1-PE- Dance Y1-RE- Myself and caring for others Y2-PE-Dance Y2-RE- What do Jewish people believe about God, creation, humanity and the natural world?’ ‘What are some ways Jewish people show their beliefs and show how they belong?’ Y3-PE-Dance Y3-RE- What difference does it make to be Christian? How do Christian beliefs about God, Jesus, the world and others impact their lives?</p>

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			<p>Y4-PE-Dance Y4-RE - How do Hindu families practise their faith? What are the deeper meanings of Hindu festivals? Y5-PE-Dance Y5-RE- How do people’s beliefs about God, the world and others have an impact on their lives? Y6-PE- Dance Y6-RE- What can we learn by reflecting on words of wisdom from religions and worldviews?</p>
	<p>Big Band</p>	<p><u>Expressive Arts and Design</u> -Explore, use and refine a variety of artistic effects to express their ideas and feelings. -Return to and build on their previous learning, refining ideas and developing their ability to represent them. -Create collaboratively sharing ideas, resources and skills. -Listen attentively, move to and talk about music, expressing their feelings and responses. -Sing in a group or on their own, increasingly matching the pitch and following the melody. -Explore and engage in music making and dance, performing solo or in groups. -ELG: Being Imaginative and Expressive> Sing a range of well-known nursery rhymes and songs. -ELG: Being Imaginative and Expressive>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.</p> <p><u>Communication and Language</u> -Learn rhymes, poems and songs.</p>	<p>Y1- Music - Animals Y2- Music- Traditional stories Y3-Music- India Y4-Music- Samba and carnivals Y5- Music- Looping and remixing Y6-Music-leavers’ song</p>

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Year 1	All about me	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and untuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds using the inter-related dimensions of music 	EYFS- Who am I? Y1- science- Humans Y2- Music- Musical me Y2- Science- Animals including Humans Y4-Science- Animals Including Humans Food Chains Y5- science- How do animals and humans develop physically over time? Y6-Science- Animals including Humans
	Space (y2)	<ul style="list-style-type: none"> • Play tuned and untuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds using the inter-related dimensions of music 	EYFS- History- The lives of significant individuals in the past who have contributed to national or international achievements. Some should be used to compare aspects of life in different periods (Tim Peake, Neil Armstrong and Helen Sharman). Y1- Who has put their footprints in space? Y5-Science - Earth and Space Y5- Music- Looping and remixing
	Superheroes	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and untuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds using the inter-related dimensions of music 	Y1 RE- Myself and caring for others. Y2-RE- What makes people inspiring to others? Y3- RE- What can we learn from inspiring people in sacred texts and in the history of religions? Y5-RE- What can we learn from great leaders and inspiring examples in today's world?

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	Fairy Tales	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and untuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds using the inter-related dimensions of music 	<p>EYFS- History- changes within living memory. Y1- History- changes within living memory. Y1-Music-fairytales Y2- History- changes within living memory. Y2- Music- myths and Legends Y2-RE- How and why are some stories important in religions? 'What can we learn from stories from the Torah and the Bible?' Y3-Ballads</p>
	By the sea	<ul style="list-style-type: none"> • Play tuned and untuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds using the inter-related dimensions of music 	<p>EYFS- Where do you find water? Y1- How does our weather change and affect us? Y2- Would you rather live in Mombasa or Skegness? Y2- Why do we love to be beside the seaside? Y2- Music- Under the Sea Y3- Why are the jungles so wet and the deserts so dry? Y4-Music – Rivers Y6- How does climate change affect the world?</p>

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	Animals	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and untuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds using the inter-related dimensions of music 	<p>EYFS- Science- Plants, Growth and Minibeasts Y1- Science- Animals Y2-Science- Animals and Habitats & Animals including humans Y2-Music- Animals Y3- Science- Animals Including Humans (Rainforest Animals/Plants) & Humans and other animals (Desert Life) Y4- Science- All Living Things Habitats of different animals Y5- science - What do we know about life cycles? Y5-Music-Looping and Remixing Y6-Science- Living Things and their habitats</p>
Year 2	British songs	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and untuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds using the inter-related dimensions of music 	<p>EYFS- Geography- Small area of the United Kingdom Y1- Where in the world is Ladybrook? Y2- Would you rather live in Mombasa or Skegness? Y3- Science- Settlement and land use, Economic activity and trade. Y4- Why is Mansfield on the map? How and why is the local area changing? Y5- Who are Britain's National Parks for? Y6- Music- Songs of ww2</p>

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	Animals	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and untuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds using the inter-related dimensions of music 	<p>EYFS- Science- Plants, Growth and Minibeasts Y1- Science- Animals Y2-Science- Animals and Habitats & Animals including humans Y2-Music- Animals Y3- Science- Animals Including Humans (Rainforest Animals/Plants) & Humans and other animals (Desert Life) Y4- Science- All Living Things Habitats of different animals Y5- science - What do we know about life cycles? Y6-Science- Living Things and their habitats</p>
	Traditional stories	<ul style="list-style-type: none"> • Play tuned and untuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds using the inter-related dimensions of music 	<p>EYFS- History- changes within living memory. Y1- History- changes within living memory. Y1-Music-fairytales Y2- History- changes within living memory. Y2- Music- myths and Legends Y2-RE- How and why are some stories important in religions? 'What can we learn from stories from the Torah and the Bible?' Y3-Music-Ballads Y5-Music -Looping and Remixing Y6-Music –Fingal’s cave</p>
	Musical me	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and untuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds using the inter-related dimensions of music 	<p>EYFS- Who am I? Y1- science- Humans Y2- Music- Musical me Y2- Science- Animals including Humans Y4-Science- Animals Including Humans Food Chains Y5- science- How do animals and humans develop physically over time?</p>

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			Y6-Science- Animals including Humans
	Myths and legends	<ul style="list-style-type: none"> • Play tuned and untuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds using the inter-related dimensions of music 	EYFS- History- changes within living memory. Y1- History- changes within living memory. Y1-Music-fairytales Y2- History- changes within living memory. Y2- Music- myths and Legends Y2-RE- How and why are some stories important in religions? 'What can we learn from stories from the Torah and the Bible?' Y3-Music-Ballads
	Under the sea (y1)	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and untuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds using the inter-related dimensions of music 	EYFS- Where do you find water? Y1- How does our weather change and affect us? Y2- Would you rather live in Mombasa or Skegness? Y2- Why do we love to be beside the seaside? Y2- Music- Under the Sea Y3- Why are the jungles so wet and the deserts so dry? Y4-Music – Rivers Y6- How does climate change affect the world?
Year 3	Ballads	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory 	EYFS- History- changes within living memory. Y1- History- changes within living memory. Y1-Music-fairytales Y2- History- changes within living memory.

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		<ul style="list-style-type: none"> • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<p>Y2- Music- myths and Legends Y2-RE- How and why are some stories important in religions? 'What can we learn from stories from the Torah and the Bible?' Y3- Music- Ballads</p>
	Instrumental- Unit 1: South Africa	<ul style="list-style-type: none"> • Use and understand staff and other notations • Develop an understanding of the history of music • Appreciate and understand a range of high quality (live) and recorded music drawn from different traditions and from great composers and musicians • Listen with attention to detail and recall sounds with increasing aural memory • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music 	
	Chinese New Year	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<p>EYFS- How do you celebrate? Y1-RE- Celebrations and Festivals. Y4- Music- Haiku and Hanami Y4-Music- Samba and Carnivals Y5-Music - Holi Festival</p>

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	India	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music 	<p>Y2- Music- Animals Y3- Why are the jungles so wet and the deserts so dry? Y4-Music- Samba and Carnivals Y5- Is fair trade fair to the tigers?</p>
	Instrumental- Unit 2: Caribbean	<ul style="list-style-type: none"> • Use and understand staff and other notations • Develop an understanding of the history of music • Appreciate and understand a range of high quality (live) and recorded music drawn from different traditions and from great composers and musicians • Listen with attention to detail and recall sounds with increasing aural memory • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music 	
	Jazz	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music 	<p>EYFS- Music -Big Band Y2- Music- Traditional Stories Y3- Music- Ballads Y3 –Geography- Megacities Y4- Music- Rock n Roll Y5- Music- Blues</p>

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Year 4	Instrumental- Unit 3: South America	<ul style="list-style-type: none"> • Use and understand staff and other notations • Develop an understanding of the history of music • Appreciate and understand a range of high quality (live) and recorded music drawn from different traditions and from great composers and musicians • Listen with attention to detail and recall sounds with increasing aural memory • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music 	
	Haiku- Hanami	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<p>EYFS RE- Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Y1- RE- Celebrations and Festivals.</p> <p>Y4 – RE- How do Hindu families practise their faith? What are the deeper meanings of Hindu festivals?</p> <p>Y4- Music -Hanami Y5-Music -Holi</p>
	Rivers	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<p>EYFS- Where do you find water?</p> <p>Y1- How does our weather change and affect us?</p> <p>Y2- Would you rather live in Mombasa or Skegness?</p> <p>Y2- Why do we love to be beside the seaside?</p> <p>Y2- Music- Under the Sea</p> <p>Y3- Why are the jungles so wet and the deserts so dry?</p> <p>Y4-Music – Rivers</p> <p>Y6- How does climate change affect the world?</p>

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	Samba Carnival	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music 	<p>EYFS RE- Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Y1- RE- Celebrations and Festivals. Y4 – RE- How do Hindu families practise their faith? What are the deeper meanings of Hindu festivals?’</p> <p>Y4- Music -Hanami</p> <p>Y5-Music - Holi Festival</p>
	Instrumental- Unit 4: Indonesia	<ul style="list-style-type: none"> • Use and understand staff and other notations • Develop an understanding of the history of music • Appreciate and understand a range of high quality (live) and recorded music drawn from different traditions and from great composers and musicians • Listen with attention to detail and recall sounds with increasing aural memory • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music 	
	Rock n Roll	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music 	<p>EYFS- Music -Big Band</p> <p>Y2- Music- Traditional Stories</p> <p>Y3- Music- Ballads</p> <p>Y3 –Geography- Megacities</p> <p>Y4- Music- Rock n Roll</p> <p>Y5- Music- Blues</p>
Year 5	Looping and remixing	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<p>Y1-Music-Animals</p> <p>Y1-Music- Space</p> <p>Y2-Music Traditional stories</p> <p>Y3- Music- Rainforests</p> <p>Y6-Music- Pop Art</p>

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Blues	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music 	EYFS- Music -Big Band Y2- Music- Traditional Stories Y3- Music- Ballads Y3 –Geography- Megacities Y4- Music- Rock n Roll Y5- Music- Blues
Compositions (Egypt)	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	Y3- What were the achievements of the Ancient Egyptians? Y5-RE- How do people’s beliefs about God, the world and others have an impact on their lives? Y6-Music- Leavers’ song
Holi festival	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	EYFS RE- Recognise that people have different beliefs and celebrate special times in different ways. Y1- RE- Celebrations and Festivals. Y4 – RE- How do Hindu families practise their faith? What are the deeper meanings of Hindu festivals? Y4- Music -Hanami Y5-Music -Holi
South and west Africa	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations 	Y2-Geography- Why can’t giraffes dance in Antarctica? Y3- Geography- Why are the Amazon Rainforest so wet and the Sahra Desert so dry?

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		<ul style="list-style-type: none"> • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music 	
	Musical theatre	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music 	Y5- Greeks study Y6-Music- Film music EYFS-Expressive arts/dance Y1/2/3/4/5/6-PE Dance
Year 6	Film music	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	Y5-Music- Musical Theatre Links to English units Y6- Which monarch would have earned the respect of Robin Hood? Link to films.
	Fingal's cave	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	Y2- Music-Traditional stories Y5- Who are Britain's National Parks for? Y6- Geography- Human and Physical links with earthquakes and volcanoes.
	Advance rhythms	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music 	EYFS- Maths- Patterns On the Move Y1/2- Maths- Shape Y3/4/5/6- Number/addition & subtraction/multiplication & division/fractions (anything with pattern work) Y6- Science- evolution and inheritance -

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	Theme variation and pop art	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music 	Y1-Music-Animals Y1-Music- Space Y2-Music Traditional stories Y3- Music- Rainforests Y6-Music- Pop Art Y6- Art- Pop Art? Y1/2/3/4/5/6-English- Poetry
	Songs of ww2	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music 	Y2-Music--British Songs Y6- How were children affected by WWII? War Time Britain Significant event
	Leavers' song	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music 	Y5- Music- Composition

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