



## Uffington Church of England Primary School

### Music - Long Term Plan - 2025-2026

Cycle B – 25/26

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	NC Aims
EYFS		Exploring Sound	Celebration Music	Music and Movement	Musical Stories	Transport	Big Band	<ul style="list-style-type: none"> <li>To know twenty nursery rhymes off by heart.</li> <li>To know the stories of some of the nursery rhymes.</li> <li>To know that we can move with the pulse of the music.</li> <li>To know that the words of songs can tell stories and paint pictures.</li> <li>To sing or rap nursery rhymes and simple songs from memory.</li> <li>Songs have sections.</li> <li>A performance is sharing music.</li> <li>To learn that music can touch your feelings.</li> <li>To enjoy moving to music by dancing, marching, being animals or Pop stars.</li> <li>To sing along with a pre-recorded song and add actions.</li> <li>To sing along with the backing track.</li> <li>Perform any of the nursery rhymes by singing and adding actions or dance.</li> <li>Perform any nursery rhymes or songs adding a simple instrumental part.</li> <li>Record the performance to talk about</li> </ul>
KS1 Y1/Y2	<b>Listen &amp; Appraise</b>  <b>Musical Activities:</b> a. Games b. Singing c. Playing d. Improvisation e. Composition	Yr 1: Dynamics (Seaside)	Yr 1: Sound patterns (Fairytale)	Yr 2: Call and response (Animals)	Yr 1: Musical symbols (Under the sea)	Yr 2: Contrasting dynamics (Space)	Yr 2: Structure (Myths and legends)	The national curriculum for music aims to ensure that all pupils: <ul style="list-style-type: none"> <li>perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</li> <li>learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence</li> <li>understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</li> </ul> Children will be taught to: <ul style="list-style-type: none"> <li>Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Play tuned and un-tuned instruments musically.</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>Experiment with, create, select and combine sounds using the interrelated dimensions of music.</li> </ul>
KS2 Y3/Y4	<b>Perform/Share</b>	Yr 3: Creating a composition in response to an animation (Mountains)	Yr 4: Rock and roll	Whole Class Music Ensemble - LMS	Whole Class Music Ensemble - LMS	Yr 4: Changes in pitch, tempo and dynamics (Rivers)	Yr 4: Samba and carnival sounds and instruments (South America)	Children will be taught to: <ul style="list-style-type: none"> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>Develop an understanding of the history of music.</li> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Play tuned and un-tuned instruments musically.</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>Experiment with, create, select and combine sounds using the interrelated dimensions of music.</li> </ul>
KS2 Y5/Y6		Yr 5: Looping and remixing	Yr 5: Blues	Yr 6: Dynamics, pitch and texture (Coast – Fingal's Cave by Mendelssohn)	Yr 5: Composition to represent the festival of colour (Holi festival)	Yr 5: South and West Africa	Yr 6: Composing and performing a Leavers' song	Children will be taught to: <ul style="list-style-type: none"> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>Develop an understanding of the history of music.</li> <li>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</li> <li>Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>Use and understand staff and other musical notations.</li> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> </ul>
KS3	The national curriculum for music aims to ensure that all pupils: <ul style="list-style-type: none"> <li>perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</li> <li>learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence</li> <li>understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</li> </ul>							



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### Music - Long Term Plan - 2026-2027

Cycle A – 26/27

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	NC Aims
EYFS		Exploring Sound	Celebration Music	Music and Movement	Musical Stories	Transport	Big Band	<ul style="list-style-type: none"> <li>To know twenty nursery rhymes off by heart.</li> <li>To know the stories of some of the nursery rhymes.</li> <li>To know that we can move with the pulse of the music.</li> <li>To know that the words of songs can tell stories and paint pictures.</li> <li>To sing or rap nursery rhymes and simple songs from memory.</li> <li>Songs have sections.</li> <li>A performance is sharing music.</li> <li>To learn that music can touch your feelings.</li> <li>To enjoy moving to music by dancing, marching, being animals or Pop stars.</li> <li>To sing along with a pre-recorded song and add actions.</li> <li>To sing along with the backing track.</li> <li>Perform any of the nursery rhymes by singing and adding actions or dance.</li> <li>Perform any nursery rhymes or songs adding a simple instrumental part.</li> <li>Record the performance to talk about</li> </ul>
KS1 Y1/Y2	<b>Listening and evaluating</b>  <b>Creating sound</b>  <b>Notation</b>  <b>Improvising and composing</b>	Yr 1: Keeping the pulse (My favourite things)	Yr 1: Tempo (Snail and mouse)	Yr 1: Pitch (Superheroes)	Yr 2: Instruments (Musical storytelling)	Yr 2: Singing (On this island)	Yr 2: Pitch (Musical me)	<p>The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</li> <li>learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence</li> <li>understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</li> </ul> <p>Children will be taught to:</p> <ul style="list-style-type: none"> <li>Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Play tuned and un-tuned instruments musically.</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>Experiment with, create, select and combine sounds using the interrelated dimensions of music.</li> </ul>
KS2 Y3/Y4	<b>Performing – playing and singing</b>	Instrumental lesson unit: South Africa	Yr 3: Developing singing technique (Vikings)	Whole Class Music Ensemble - LMS	Whole Class Music Ensemble - LMS	Yr 3: Jazz	Yr 4: Adapting and transposing motifs (Romans)	<p>Children will be taught to:</p> <ul style="list-style-type: none"> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>Develop an understanding of the history of music.</li> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Play tuned and un-tuned instruments musically.</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>Experiment with, create, select and combine sounds using the interrelated dimensions of music.</li> </ul>
KS2 Y5/Y6		Yr 6: Film music	Yr 5: Composition notation (Ancient Egypt)	Yr 5: Musical theatre	Yr 6: Theme and variation (Pop Art)	Yr 6: Songs of World War 2	Yr 6: Composing and performing a Leavers' song	<p>Children will be taught to:</p> <ul style="list-style-type: none"> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>Develop an understanding of the history of music.</li> <li>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</li> <li>Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>Use and understand staff and other musical notations.</li> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> </ul>
KS3	<p>The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</li> <li>learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence</li> <li>understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</li> </ul>							