

Long Term Plans Music (suggested activities)
Early Years *Foundation Stage, KS1 and KS2*

Year Group	AUTUMN	SPRING	SUMMER
A1	<p style="text-align: center;"><i>“Art Attack”</i> [Focus:- Colour and shape] Explore how sounds change Familiar songs and rhymes Topic action songs and games Clapping and tapping simple and repeated rhythms Painting to music</p>	<p style="text-align: center;"><i>“Let’s Go”</i> [How Do I Get There?] Banging, shaking, tapping, scraping, blowing Familiar songs and rhymes Topic action songs and games ‘We’re going on a bear hunt’ Sound lotto with transport Move in response to music (PE/dance)</p>	<p style="text-align: center;"><i>“There’s No Place Like Home”</i> [Who Lives Here?] Familiar songs and rhymes Topic action songs and games Sound lotto with animals/sounds in the home Sounds of different environments/habitats</p>
A2	<p style="text-align: center;"><i>“Let’s Party”</i> [Celebrations] Explore how sounds change Familiar songs and rhymes Topic action songs and games Sound lotto wedding bells, fireworks etc Variety of party music/games Pretend occasion (wedding?)</p>	<p style="text-align: center;"><i>“The Clothes Show”</i> [What We Wear] Familiar songs and rhymes Topic action songs and games Making musical instruments using different materials and performing with them Weather songs Music and movement (PE/dance)</p>	<p style="text-align: center;"><i>“Ready, Steady Grow”</i> [Food and Growth] Familiar songs and rhymes Topic action songs and games Banging, shaking, tapping, scraping, blowing Add sounds and percussion to familiar rhymes and stories Touch part of body using teacher model/cues</p>
B1	<p style="text-align: center;"><i>“Marvellous Me and Much More”</i> [People I Meet at Home and School] Familiar songs and rhymes Topic action songs/ routines and games Senses activities (taste, touch, listen...)</p>	<p style="text-align: center;"><i>“Let’s Pretend”</i> Familiar songs and rhymes Topic action songs and games Listening skills and aural memory games</p>	<p style="text-align: center;"><i>“Old McDonald”</i> [Farming] Sing and chant action songs and rhymes Topic songs and games Farm sound lotto</p>

	Voice recognition blindfold games Touch parts of body using teacher as model and picture cues	Movement to music Know when sounds have started and stopped Make simple movements in response to different kinds of music	Add sounds and percussion to familiar stories Explore making a variety of sounds to match source
B2	<p><i>“Toy Story”</i> [Toys]</p> <p>Familiar songs and rhymes Topic action songs and games Senses activities (taste, touch, listen...) Improvise own rhythm patterns Play tuned and untuned percussion instruments Enjoy joining in with dances and movement</p>	<p><i>“Yummy in my Tummy”</i> [What I Eat]</p> <p>Familiar songs and rhymes Topic action songs and games Banging, shaking, tapping, scraping, blowing Tap out simple repeated patterns Explore how different sound sources can be changed (establish use of musical language – loud/quiet, fast/slow, etc</p>	<p><i>“Splishing and Splashing”</i> [Seaside]</p> <p>Familiar songs and rhymes Topic action songs and games Sound lotto – seaside Know that sounds can be made in different ways (waves crashing, rippling, splashing) Share music with another class</p>
C1	<p><i>1. “What a Load of Rubbish”</i> Junk modelling: make a new instrument out of something old. Explore how different sounds are made – blow, hit, pluck etc Combine sounds to create a performance</p> <p><i>2. “How does Your Garden Grow?”</i> [Being Green]</p> <p>Develop recognition and use of basic symbols/signals for start, stop, short, long sounds Compose a song or rap for the topic</p>	<p><i>1 “Up, Up and Away!”</i> Use transport symbols to represent sounds or rhythm patterns (car=minim, bicycle=crotchet and 2 quavers, hot air balloon= 4 quavers, lorry=2 crotchets etc)</p> <p><i>2. “Wish You Were Here”</i> [Journeys]</p> <p>Compose own sounds on specific themes (space travel) Explore a wide range of sound sources and begin to combine sounds Generate graphic score to follow</p>	<p><i>“Creature Comforts”</i> [Habitats]</p> <p>Show responses to different sound options for different music - Carnival of the animals (Saint-Saens) Listen for details of musical structures which communicate mood and effect Remember repertoire of wide range of songs</p>

<p>C2</p>	<p><i>“Horrible Histories”</i> [Past and Present]</p> <p>Sing in small groups incorporating rounds</p> <p>Listen for details of musical structures which communicate mood and effect (classical/pop/world music)</p> <p>Focus on time and place music was created</p>	<p><i>“Emergency 999”</i> [People who Help Us]</p> <p>Develop ability to control sounds made from a variety of classroom instruments</p> <p>Recognise and know names of common classroom instruments</p> <p>Talk about sounds made using own description</p>	<p><i>“The Circle of Life”</i></p> <p>Develop awareness of sharing/playing music together</p> <p>Compare sound options to accompany story with sound effects and feedback on choices</p> <p>Make movements in response to different kinds of music/sounds</p>
<p>C3</p>	<p><i>“Super Heroes and Super Heroines”</i> [Famous People]</p> <p>Sing action songs on a theme</p> <p>Research famous composers. Bring in a piece of music to share with class</p>	<p><i>“Machines and Monsters”</i> [Things That Move]</p> <p>Small group work composing own sounds on specific themes</p> <p>Devise and create own symbols for sounds and rhythms</p>	<p><i>“Town Mouse and County Mouse”</i> [Towns and Villages]</p> <p>Sound lotto (environmental sounds) and sound sorting games</p> <p>Describe what can be heard in musical terms (pitch, tempo, dynamics)</p>
<p>C4</p>	<p><i>“Brilliant Bodies”</i> [How does My Body Work]</p> <p>Sing action songs with a theme</p> <p>Respond to different music through physical movement and discussion</p> <p>Play music together with awareness of changing beat/pulse</p> <p>Predict when music stops, slows, gets faster</p>	<p><i>“The World on My Plate”</i></p> <p>Music from all around the world</p> <p>Respond to different music through physical movement and discussion</p> <p>Small group work to compose music on a specific theme</p> <p>Use recording skills and ICT sound sources</p>	<p><i>“Water, Water Everywhere!”</i> [Rivers and Coasts]</p> <p>Analyse and compare music on a theme</p> <p>Listen for details of musical structure which communicates mood and effects (classical/pop)</p> <p>Recognise and use sound drawings (to show music getting louder or changing pitch)</p>

A = EYFS B = KS1 C = KS2