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| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **EYFS** | Rosie’s walk  Focus: Duration and timbre | Rainbow fish  Focus: Timbre | Dragon Dance  Focus: Duration | Incy Wincy Spider  Focus: Pitch and texture | The weather  Focus: Dynamics and tempo | On the beach  Focus: Structure and timbre |
| **Year 1** | The three bears  Focus: Pitch | Walking the dog  Focus: Duration | As cold as ice  Focus: Duration and structure | The old castle  Focus: Timbre  HMS: Ukulele | Can I be helpful too?  Focus: Duration and texture  HMS: Ukulele | Toys  Focus: Dynamics and tempo  HMS: Ukulele |
| **Year 2** | Dragons  Focus: Dynamics and tempo  HMS: African percussion | Christmas is coming  Focus: Pitch and duration  HMS: African percussion | Man on the moon  Focus: Timbre and texture  HMS: African percussion | Jolly Rogers  Focus: Structure and timbre | Wispy Willow  Dimensions focus: Pitch | Minibeasts on the move  Focus: Duration |

**Music Long term plan 2024**

**Curriculum objectives**

**EYFS  
Communication and Language:** Listen carefully to rhymes and songs, paying attention to how they sound and learn rhymes, poems and songs.   
**Physical Development**: Combine different movements with ease and fluency.   
**Expressive Arts and Design:**  
• 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- Expressive Arts and Design and Being Imaginative and Expressive**:  
• Sing a range of well-known nursery rhymes and songs.   
• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

**Key stage 1**Pupils should be taught to:  
• 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.