



MUSIC - MEDIUM TERM PLAN - 2025/2026

RECEPTION

Topic	In this unit of work, children:-
Beat and Tempo	• sing echo songs and perform greeting actions and movements to a steady beat • perform body actions, movements and sounds to a beat which sometimes stays the same and sometimes gets faster • create and perform actions and play instruments to a steady beat • select sounds and movements and use them expressively within a steady beat, following variable speeds • move, sing and play sounds at different speeds • move, sing and perform actions at speeds which illustrate moods and emotions
Loud & quiet (dynamics)	• sing a song and join in with a chant that gradually gets louder • explore loud and quiet instrumental sounds • listen to a poem and explore hand percussion sounds, which grow louder and quieter • explore quiet and loud instrumental and vocal sounds to create a mood
High and Low (pitch)	• perform a rhyme using high and low vocal and instrumental sounds to represent something (different animal voices, for example) • sing songs with high and low notes reinforced with matching hand or body positions • perform a rhyme with high, medium and low vocal sounds • sing a song with steps and leaps, accompanied by pitched instruments • sing high and low notes, and develop listening skills through matching movement to pitch
Structure	• use sound effects, instruments to retell stories from songs • make up nonsense words and silly sounds to accompany songs and chants • listen to stories within songs and use instruments to create performances • sing and act out cumulative stories within songs • perform cumulative circle game-songs and chants adding in sounds of different instruments • chant and sing 'call and response' patterns and join in a passing game using a strong beat • sing a song and reverse action, arrange and rearrange musical sounds • use vocal effects in an echo chant



Texture	● explore movements, matching them to sounds and performing them singly and in combination using a simple graphic score ● create and perform combinations of sounds used expressively to illustrate a scene ● express feelings in music by responding to the moods suggested (the colours of the rainbow, for example). ● create and perform a variety of sound sequences based on movements, first singly then in combination ● make sequences of sounds with combinations of metallic instruments and sound makers in a song and a story using a simple graphic score.
Timbre	● Play a range of tuned and untuned percussion to explore the sounds they can make ● Listen to sounds associated with a scene (the seaside, for example) exploring them through play ● Match actions, vocal and instrumental sounds to experiences at certain times of day ● Recognise and explore how sounds can be made and changed ● Use the sounds expressively and descriptively ● Recognise and control ways in which using different actions can make sounds change

YEAR ONE

Topic	In this unit of work, children learn:-
Rhythm	● a steady beat; controlling a beat; rhythm; combining beat and rhythm; copying rhythm patterns; creating rhythm patterns based on words and phrases; using beat and rhythm to create an accompaniment for a song
Notation	● how symbols can represent sound; how they can be used to describe changing sounds; composing a class composition and creating a class score
Duration	● long and short sounds: voice, percussion; silence; variations and sequences
Timbre, Tempo & dynamics	● how words can describe sounds; different sound sources ● how sounds can be used descriptively, combined, and organised within simple structures ● a class composition: layers of sound, simple structure ● instruments and the correct way to play them
Pitch	● to control the pitch of the voice; responding to changes in pitch ● to relate sound to symbols to illustrate pitch ● pitch can be descriptive ● pitch using tuned percussion
Vocal work	● songs which they sing from memory ● to become confident in performing for the class



YEAR TWO

Topic	In this unit of work, children learn:-
Rhythm	• a steady beat; controlling a beat; rhythm; combining beat and rhythm; copying rhythm patterns; creating rhythm patterns based on words and phrases; using beat and rhythm to create an accompaniment for a song
Notation	• how symbols can represent sound; how they can be used to describe changing sounds; composing a class composition and creating a class score
Duration	• revision of Y1 work • to combine sounds with a steady beat; use classroom instruments
Timbre, Tempo & dynamics	• revision of Y1 work • music can be descriptive; sounds can be changed • a class composition using a wider variety of instruments • instruments and other sound sources used expressively; playing instruments with greater control
Pitch	• revision of Y1 work • that percussion instruments produce different pitches • that simple tunes are made of different pitches
Vocal work	• songs sung from memory and following words on a screen • to become more confident in performing for the class

YEAR THREE

Topic	In this unit of work, children learn:-
Rhythm and duration	• rhythmic patterns in music; ostinati, voice, clap/tap
Arrangements	• musical accompaniments • melodic phrases and rhythmic patterns accompanying a song • the expressive use of musical elements
Timbre, Tempo & dynamics	• descriptive music, <i>e.g.</i> for animal characteristics • matching sounds and movement descriptively • using narration with sounds and movement (multimedia) • combining musical elements expressively
Pitch	• pentatonic scales; simple tunes; different textures
Notation	• names, duration, symbols for semi-breve, minim, crotchet and quaver



Performance	• creating a class performance • making up tunes for simple songs and jingles • singing songs, including simple part songs and rounds
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YEAR FOUR

Topic	In this unit of work, children learn:-
Rhythm and duration	• revision of Y3 work
Arrangements	• revision of Y3 work
Timbre, Tempo & dynamics	• describing and illustrating images, moods and emotion in music • relating sounds to visual images • selecting appropriate instruments • combining sounds to make textures
Pitch	• melodies: intervals that are steps or leaps, and repeated notes • exploring melodic phrases • melodies based on scales • singing melodies that fit together
Notation	• revision of Y3 work • more complicated notation including dotted notes • symbols to indicate dynamics
Performance	• revision of Y3 work

YEAR FIVE

Topic	In this unit of work, children learn:-
Rhythm	• cyclic, pulse and rhythmic patterns using clapping or instruments • fitting different patterns together • expanding rhythms using timbre and duration, improvisation
Timbre, Tempo & dynamics	• contrasting sounds and textures • combining pitched sounds to sound relaxed or tense • selecting sounds and resources to achieve intended effects
Notation	• standard notation allows music to be recognised and performed by others; recording simple melodies
Performance	• rounds; the effect of different pitched notes played together • singing a round in 2 or more parts accompanied by a 3-note chord • creating a class performance • context, diction, different instrumental accompaniments



Melody and Lyrics	● lyrics reflect the time and place in which they were written ● generating and organising lyrics; suitable melody; song-writing
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YEAR SIX

Topic	In this unit of work, children learn:-
Rhythm	● revision of Y5 work ● expanding rhythmic ideas by rearranging the rhythmic material
Timbre, Tempo & dynamics	● revision of Y5 work
Notation	● revision of Y5 work
Performance	● revision of Y5 work ● to sing a round in 4 parts and accompany it with a 3-note chord (triad) ● how to perform using voices and instruments ● creating a class performance through practice and rehearsal
Pitch and melody	● about the effect of different pitched notes played together ● how to find given notes on a pitched instrument
Melody and lyrics	● revision of Y5 work