



Music
Subject Long Term Plan showing coverage across all year groups

	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
EYFS	<u>Ourselves – How are we the same or different?</u> <u>People, Culture and communities</u> <u>Summary</u> Children will know there are special songs we can sing to celebrate. They will understand their voice is an instrument and will know that moving to music is part of a celebration. They will recognise sounds can be long and short and fast and slow. <u>Kapow</u> <i>Celebration music</i>	<u>How do we celebrate different events?</u> <u>People, Culture and communities</u> <u>Summary</u> Children will learn a range of songs around the Christmas theme to perform to an audience <u>Christmas songs</u>	<u>What are the similarities and differences between life in this country and life in other countries?</u> <u>People, Culture and communities</u> <u>Summary</u> <u>Exploring sounds</u> – children will understand how to listen carefully and talk about what they hear. They will know that sounds can be copied by their voice, body percussion and instruments. They will know instruments can be played loudly and softly and that more than one instrument can be played at a time. <u>Music and movement</u> - children will know what the beat and tempo is and can understand that we can match our body movements to the tempo and the beat. They will know signals that tell them when to start and stop playing. <u>Kapow</u> <i>Spring 1 – exploring sounds</i> <i>Spring 2 - music and movement</i>	<u>Fairy Tales/Traditional Stories/Dinosaurs – What do books help us learn about the past?</u> <u>People, Culture and communities</u> <u>Summary</u> Children will understand that a piece of music can tell a story with sounds and know that different instruments can sound like a particular character. They will understand what high and low notes are. <u>Kapow</u> <i>Musical stories</i>	<u>Growing – What is growing all around us?</u> <u>People, Culture and communities</u> <u>Summary</u> Children will know that an orchestra is a big group of people playing a variety of instruments and know that music often has more than one instrument being played at a time. They will understand that performing means playing a finished piece of music for an audience. <u>Kapow</u> <i>Big band</i>
1	<u>What is special about our area? (School/Hedon)</u> Geography <u>Summary</u> Children will know that rhythm means a pattern of long and short notes. They know that the pulse is a regular beat that goes through music. They will understand that the pulse can change speed and that a piece of music can have more than one section e.g. a verse and a chorus. <u>Kapow</u> <i>Pulse & Rhythm – My Favourite Things</i> <u>Links to prior learning</u> <i>Formalises understanding of pitch and rhythm from EYFS.</i>	<u>What makes the Xbox more fun than toys/games from the past?</u> History <u>Summary</u> Children will learn a range of songs around the Christmas theme to perform to an audience <u>Christmas songs</u>	<u>What did Paddington do when he went to London?</u> Geography <u>Spring 1</u> <u>Summary</u> Children will know that an instrument or rhythm pattern can represent a character in a story. They will know that their voice can create different timbres to help tell a story. They will know that Sergei Prokofiev wrote Peter and the Wolf for children in 1936. <u>Kapow</u> <i>Sound Patterns: Fairy Tales</i> <u>Links to prior learning</u>	<u>Where do dinosaurs, animals and plants come from?</u> Science <u>Summary</u> Children will understand that sounds can be adapted to change their mood e.g. through dynamics or tempo. They will know that sound helps to tell a story. They will know that tempo is the speed of the music and that dynamics means how loud or soft a sound is. <u>Kapow</u> <i>Classical Music - Animals</i> <u>Links to prior learning</u>	<u>How easy is it to fly?</u> History/Science <u>Summary</u> Children will know that pitch means how high or low a note is and that timbre means the quality of a sound. They will know that music has layers called texture. <u>Kapow</u> <i>Musical Symbols – under the sea</i> <u>Links to prior learning</u>



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			<u>Spring 2</u> Summary Children will understand that tempo can be used to represent mood or help tell a story. They will understand that tuned instruments play more than one pitch of notes. They will know that following a leader when we perform helps everyone play together accurately. Kapow – Pitch - Superheroes		
2	<u>How have people of the past influenced us in our lives today?</u> History Summary Children will know that dynamics can change the effect a sound has on an audience and they will know that long and short sounds of a spoken phrase can be represented by a rhythm. They will know that structure is the organisation of a piece of music and that the tempo can be changed to achieve a different effect. Children will understand that an instrument can be matched to an animal noise based on its timbre. Kapow Call & Response - Animals <u>Links to prior learning</u>	<u>Why can't a meerkat live in the North Pole?</u> Science Summary Children will identify sections of the music where the tempo and dynamics change. They will give specific examples of how the music corresponds to actions in the story and suggest appropriate musical dynamics for different scenes of the story. They will work and perform confidently as part of a group. Kapow Instruments – Musical Storytelling	<u>How do we know about The Great Fire of London?</u> History Summary Children will be able to sing high and low notes and play a pattern of these notes on an instrument. They will read notation from left to right and recognise when notes stay the same. <u>Links to prior learning</u> Kapow (spring 1) Musical me <u>Spring 2</u> Summary Children will that melody means a tune and that notation means writing music down so someone else can play it. They will understand that a melody is made up of high and low pitched notes played one after the other, making a tune. They will compare two pieces of music using musical vocabulary and interpret music in a visual form. <u>Links to prior learning</u> Kapow (spring 2) Contrasting Dynamics - Space	<u>What do beaches have in common? (Bridlington & Sydney)</u> Geography Summary Children will know that a graphic score can show a picture of the structure of music. They know that a graphic score can show a picture of the layers or texture of a piece of music. They will know that "Tintagel" is an example of a "symphonic poem" written by Arthur Bax in 1917. <u>Links to prior learning</u> Kapow Myths and legends	<u>How do we know where we are?</u> Map makers. Geography Summary Children will know that folk music represents the traditions or culture of a place and is often passed on by being played rather than written down. They will know that duration means how long a note, phrase or whole piece of music lasts. They know that composition is a collection of musical elements to make a piece of music. <u>Links to prior learning</u> Kapow Singing – On This Island
3	<u>Early Civilisation- How did they influence our lives today?</u> History Summary	<u>How does Great Britain fit in Europe?</u> Geography Summary	<u>What did the Romans ever do for us?</u> History Summary	<u>Why Africa is a continent and what is significant about its history?</u> Geography Summary	<u>What were the greatest inventions and achievements of the Ancient Egyptians?</u> History/science Summary



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	Children will know that a ballad tells a story through song. They will know that lyrics are the words of a song and that in a ballad, a stanza is a verse. <u>Links to prior learning</u> <u>Kapow</u> Ballads 2026 only then to change in 2027 Mountains and melodies: steps and leaps in 2027	<u>Links to prior learning</u> <u>Kapow</u> Creating Compositions – Mountains melodies: steps and leaps Updated Reading rhythms: patterns and layers in 2027	Children will know that the group of pitches in a song is called its “key” and that a key decides whether a song sounds happy or sad. They will know that different notes have different durations and that crochets are worth one whole beat. They understand that reading music means using how the written note symbols look and their position to know what notes to play. They know that written music tells you how long to play a note for. <u>Links to prior learning</u> • <u>Kapow</u> Reading rhythms: patterns and layers updated 2026 Music technology :intro to music technology in 2027 Spring 2 <u>Summary</u> <u>Links to prior learning</u> <u>Kapow</u> Inspired by India: musical improvisations	Children will know the key features of South African Gumboot music. They will understand the key features of staff notation including clefs, key signatures, minims, semibreves, crotchets, rests and how pitch is shown. They will know the correct technique for playing tuned percussion instruments – glockenspiels. <u>Links to prior learning</u> <u>Kapow</u> Instrumental Scheme – South Africa same as before – keep going	<u>Links to prior learning</u> <u>Kapow</u> Reggae Rhythms: playing in a band updated
4	<u>Why did the Anglo-Saxons and Scots want to settle in Britain?</u> History <u>Summary</u> Children will know that deciding the structure of music when composing can help use create interesting music with contrasting sections. They know that combining different instruments and different rhythms when we compose can create layers of sound we call texture. They will know that a loop in music is a repeated melody or rhythm. They will know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.	<u>How has the river Humber affected life in our area?</u> Geography/science <u>Summary</u> <u>Links to prior learning</u> <u>Kapow</u> Music motifs: reading the stave	<u>Why did the Vikings and Anglo-Saxons battle for Britain?</u> History <u>Summary</u> <u>Links to prior learning</u> <u>Kapow (spring 1)</u> Sounds of China: scales and structure Spring 2 <u>Summary</u> <u>Links to prior learning</u> <u>Kapow (spring 2)</u> Music technology: loop based composition	<u>What makes the earth angry?</u> Geography/science <u>Summary</u> <u>Links to prior learning</u> <u>Kapow</u> 12-bar blues: playing in a band	<u>What happened to the Mayans?</u> History <u>Summary</u> Children will know the history and key features of salsa music. They will understand how to play pitches and rhythms from staff notation without prompts. They will be able to play tuned percussion instruments with the correct technique – glockenspiels. <u>Links to prior learning</u> <u>Kapow</u> Instrumental scheme – South America



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	<u>Links to prior learning</u> <u>Kapow</u> Singing in parts: loops and layers				
5	<u>What is significant about Kingston Upon Hull? (local history including slavery)</u> History <u>Summary</u> <u>Links to prior learning</u> <u>Kapow</u> Music in nature: chords and melodies	<u>How do rivers differ?</u> Geography <u>Summary</u> <u>Links to prior learning</u> <u>Kapow</u> Three-chord pop: playing in a band	<u>How has the Victorian period affected our lives?</u> History <u>Summary</u> <u>Links to prior learning</u> <u>Kapow (spring 1)</u> West African rhythms: create, play and perform <u>Spring 2</u> <u>Summary</u> <u>Links to prior learning</u> <u>Kapow (spring 2)</u> Music technology: podcasts and jingles	<u>How can we make £5 blossom?</u> Local industry/enterprise <u>Summary</u> <u>Links to prior learning</u> <u>Kapow</u> Stage and song: storytelling through music	<u>How has Ancient Greece changed the world?</u> History/Geography <u>Summary</u> <u>Links to prior learning</u> <u>Kapow</u> Samba sounds: rhythm and groove
6	<u>Why should rainforests be important to us all?</u> Geography <u>Summary</u> Children will know the history and key features of gamelan music. They will understand the concept of an octave, recognise this on staff notation and play it at the correct pitch. They will be able to play tuned percussion with the correct technique – glockenspiels. <u>Links to prior learning</u> <u>Kapow</u> Instrumental scheme - Indonesia	<u>How did WW2 impact the local area?</u> History <u>Summary</u> <u>Links to prior learning</u> <u>Kapow</u> Four chord pop: playing in a band (new scheme)	<u>How did WW2 impact the local area?</u> History <u>Summary</u> Children will know that “pack up your troubles in your old kit bag” and “we’ll meet again” are examples of popular WW2 songs. They will know that the Solfa syllables represent the pitches in an octave. Children will know a “counter subject” or “counter melody” provides contrast to the main melody. Children will know that a counter melody is different to harmony because it uses a different rhythm as well as complementary notes. <u>Links to prior learning</u> <u>Kapow</u> Songs of World War 2 (old scheme)	<u>What will our coast look like in 20 years’ time?</u> Geography <u>Summary</u> <u>Links to prior learning</u> <u>Kapow</u> Music technology: film soundtracks new scheme	<u>How will the Humber go carbon neutral?</u> Geography <u>Summary</u> <u>Links to prior learning</u> <u>Kapow</u> Bhangra beats: global grooves new scheme



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