

Long Term Forecast EYFS Working towards the NC Music

Three and Four-Year-Olds	Communication and Language	• Sing a large repertoire of songs.		
	Physical Development	• Use large-muscle movements to wave flags and streamers, paint and make marks.		
	Expressive Arts and Design	<ul style="list-style-type: none"> • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. 		
Reception	Communication and Language	<ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. 		
	Physical Development	• Combine different movements with ease and fluency.		
	Expressive Arts and Design	<ul style="list-style-type: none"> • 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	Being Imaginative and Expressive	<ul style="list-style-type: none"> • 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.
	Cycle 1	<ul style="list-style-type: none"> • All about Me • Light and Dark 	<ul style="list-style-type: none"> • Cold Places and Weather • Food and Growth 	<ul style="list-style-type: none"> • Minibeasts • Pirates
	Cycle 2	<ul style="list-style-type: none"> • People who help us/Super-heroes • Space 	<ul style="list-style-type: none"> • Dinosaurs • Farm 	<ul style="list-style-type: none"> • Terrific Tales • Fun at the seaside

• The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.

• This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for Music within the national curriculum. The table above outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for Music.

• The most relevant statements for Music are taken from the following areas of learning: **Communication and Language Physical Development**

LONG TERM FORECAST		Key Stage 1 Music	
	Autumn – Me and my world.	Spring – What, where, when?	Summer – What, how and why?
Pupils should be taught to:			
<ul style="list-style-type: none"> A. use their voices expressively and creatively by singing songs and speaking chants and rhymes B. play tuned and un-tuned instruments musically C. listen with concentration and understanding to a range of high-quality live and recorded music D. experiment with, create, select and combine sounds using the inter-related dimensions of music 			
Golden Thread	All about me – Musical Performance	Music from around the World	History of Music
Year 1	Autumn 1 - Hey You! Autumn 2 – Your Imagination A, B & D	<i>Spring 1 – In the Groove (Blues, Baroque, Latin, Bhangra, Folk & Funk)</i> <i>Spring 2 – Round and Round (Bossa Nova)</i> A, B, C & D	Summer 1 – Rhythm in the Way We Walk & Banana Rap Summer 2 – Reflect, Rewind & Replay (The History of Music) A, B & C
Year 2	Autumn 1 – I Wanna Play in a Band Autumn 2 – Ho Ho Ho A, B, C & D	Spring 1 – Hands, Feet, Heart (South African Music) Spring 2 – Zoo Time (Reggae) A, B, C & D	Summer 1 – Friendship Song Summer 2 – Reflect, Rewind & Replay (The History of Music) A, C

LONG TERM FORECAST

Key Stage 2 Music

Autumn – Me and my world.

Spring – What, where, when?

Summer – What, how and why?

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- E. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- F. improvise and compose music for a range of purposes using the inter-related dimensions of music
- G. listen with attention to detail and recall sounds with increasing aural memory
- H. use and understand staff and other musical notations
- I. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- J. develop an understanding of the history of music

Golden Thread	All about me – Musical Performance	Music from around the World	History of Music
Year 3	Autumn 1 – Glockenspiel 1 Autumn 2 – Bringing Us Together E, F, G, H, I	Spring 1 – Three Little Birds (Reggae) Spring 2 – The Dragon Song (Music from around the world) E, F, G, H, I	Summer 1 – Let Your Spirit Fly Summer 2 – Reflect, rewind and replay (History of Music) Person study Vivaldi (1678-1741) E, G, H, I, J
Year 4	Autumn 1 – Mammia Mia! Autumn 2 – Glockenspiel 2 E, F, G, H, I	Spring 1 – Stop! (Grime, Bhangra, Tango & Latin Fusion) Spring 2 – Lean on Me (Gospel) E, F, G, H, I	Summer 1 – Blackbird (development of Pop Music) Summer 2 – Reflect, rewind and replay (History of Music) Person study Beethoven (1770-1827) E, G, H, I, J
Year 5	Autumn 1 – Living on a Prayer Autumn 2 – Dancing in the Street E, F, G, H, I	Spring 1 – Classroom Jazz 1 (Bosa Nova) Spring 2 – The Fresh Prince of Bel-Air E, F, G, H, I	Summer 1 – Make You Feel my Love Summer 2 – Reflect, rewind and replay (History of Music) Person Study Greig (Victorian 1843-1907 Romantic) E, G, H, I, J
Year 6	Autumn 1 – Happy Autumn 2 – Music and Me E, F, G, H, I	Spring 1 – Classroom Jazz 2 (Bacharach & Blues) Spring 2 – A New Year Carol (Urban Gospel) E, F, G, H, I	Summer 1 – You’ve Got a Friend Summer 2 – Reflect, rewind and replay (History of Music) Person study Copland (WWII 1900-1990 Modern) E, G, H, I, J

