

Music – Medium Term Planning YEAR 1/2 (2025- 26) **A**

Year 1/2 2025-26 (A)	Autumn		Spring		Summer	
	1.1	1.2	2.1	2.2	3.1	3.2
Unit	Hands, feet and heart	Ho Ho Ho	I wanna play in a band	Zootime	Friendship song (Coming Soon)	Reflect, Rewind and Replay
Topic and cross curricular links	South African music and Freedom Songs. Nelson Mandela as a famous and influential person in our lifetimes. Historical context of musical styles.	Christmas, Big Band, Motown, Elvis, Freedom Songs Christmas. Literacy - Christmas vocabulary. Historical context of musical styles.	Rock Teamwork, working together. The Beatles. Historical context of musical styles.	Reggae Teamwork, working together. The Beatles. Historical context of musical styles.		Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.
Progression statements	Listening and Appraising		Singing		Playing Instruments	
Year 1	Knowledge: To know 5 songs off by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use. Skills: To learn how they can enjoy moving to music by dancing, marching, being		Knowledge: To confidently sing or rap five songs from memory and sing them in unison. Skills: Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices –		Knowledge: Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing. Skills:	

	animals or pop stars.	you can rap or say words in rhythm. Learn to start and stop singing when following a leader.	Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). Listen to and follow musical instructions from a leader.
Year 2 (highlighted statements are the same as previous year)	<p>Knowledge: To know five songs off by heart. To know some songs have a chorus or a response/answer part. To know that songs have a musical style.</p> <p>Skills: To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>To learn how songs can tell a story or describe an idea.</p>	<p>Knowledge: To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices.</p> <p>Skills: Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Learn to start and stop singing when following a leader.</p>	<p>Knowledge: Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class.</p> <p>Skills: Treat instruments carefully and with respect. Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). Play the part in time with the steady pulse.</p>

			Listen to and follow musical instructions from a leader.
--	--	--	--