

Music – Medium Term Planning YEAR 1/2 (2026- 27) **B**

	Autumn		Spring		Summer	
	1.1	1.2	2.1	2.2	3.1	3.2
Unit	Hey you!	Rhythm in the way we walk and Banana rap	In the groove	Round and round	Your imagination	Reflect, Rewind and Replay
Topic and cross curricular links	Option to make up (compose) your own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing or 80s Hip Hop culture in general. Historical context of musical styles.	Action songs that link to the foundations of music	Six different styles of music used here - Blues, Latin, Folk, Funk, Baroque, Bhangra that link to history, geography, countries and cultures. Ourselves. Historical context of musical styles.	Latin American style of music - Countries from around the world. Film music. 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 animals or pop stars.		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).		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:	

		<p>Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</p> <p>Learn to start and stop singing when following a leader.</p>	<p>Treat instruments carefully and with respect.</p> <p>Play a tuned instrumental part with the song they perform.</p> <p>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).</p> <p>Listen to and follow musical instructions from a leader.</p>
<p>Year 2 (highlighted statements are the same as previous year)</p>	<p>Knowledge:</p> <p>To know five songs off by heart.</p> <p>To know some songs have a chorus or a response/answer part.</p> <p>To know that songs have a musical style.</p> <p>Skills:</p> <p>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:</p> <p>To confidently sing or rap five songs from memory and sing them in unison.</p> <p>Skills:</p> <p>Learn about voices, singing notes of different pitches (high and low).</p> <p>Learn that they can make different types of sounds with their voices –you can rap or say words in rhythm.</p> <p>Learn to start and stop singing when following a leader.</p>	<p>Knowledge:</p> <p>Learn the names of the notes in their instrumental part from memory or when written down.</p> <p>Learn the names of the instruments they are playing.</p> <p>Skills:</p> <p>Treat instruments carefully and with respect.</p> <p>Play a tuned instrumental part with the song they perform.</p> <p>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).</p> <p>Listen to and follow musical instructions from a leader.</p>