

Music Curriculum Map 2026/2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Music Venue Spotlight
Year 1	Pulse, Rhythm, Notation, Active Listening and Singing	Pulse, Rhythm, Notation, Active Listening and Singing **Christmas songs and performance**	Pulse, Rhythm, Notation, Active Listening and Singing	Melody, Notation, Composing and Improvising (rhythm grids)	Composing and Improvising (rhythm grids) and performing (body percussion and percussion) Singing	Composing and Improvising (rhythm grids) and performing (body percussion and percussion) Singing **Summer performance**	Gala Theatre, Durham
Year 2	Pulse, Rhythm, Notation, Active Listening and Singing	Pulse, Rhythm, Notation and Active Listening **Christmas songs and performance**	**Boomwhackers**	Samba drumming – Durham Music Service	Pulse, Rhythm, Melody Notation, Melody, Active Listening and Singing (see list)	**Boomwhackers** **Summer performance**	The Royal Albert Hall, London (Handel – Baroque -The Arrival of the Queen of Sheba) BBC Proms
Year 3	**Steel Drums**	Pulse, Rhythm, Notation, Melody, Active Listening and Singing (see list) **Christmas songs and performance**	Pulse, Rhythm, Melody Notation, Melody, Active Listening and Singing	Pulse, Rhythm, Melody Notation, Melody, Active Listening and Singing	**Steel Drums**	Notation, Melody, Active Listening and Singing, composing and improvising and performing) **Summer performance**	The Glasshouse Gateshead (Handel - Hallelujah Chorus)
Year 4	**Steel Drums**	Pulse, Rhythm, Notation, Melody, Active Listening and Singing **Christmas songs and performance**	Pulse, Rhythm, Notation, Melody, Active Listening, Singing, Composing and Improvising	Pulse, Rhythm, Notation, Melody, Active Listening, Singing, Composing and Improvising	**Steel Drums**	Notation, Melody, Active Listening and Singing, composing and improvising and performing) **Summer performance**	Ronnie Scott's Jazz Club (Nina Simone – Jazz)
Year 5	Pulse, Rhythm, Notation and Active Listening and Singing	**Steel Drums** **Christmas songs and performance**	**Steel Drums**	Pulse, Rhythm, Notation, Melody, Active Listening, Singing, Composing and Improvising	Notation, Melody, Active Listening and Singing, Composing and Improvising	Notation, Melody, Active Listening and Singing, composing and improvising and performing) **Summer performance**	The Cavern Club, Liverpool (Beatles - Pop)
Year 6	Pulse, Rhythm, Notation, Active Listening and Singing	**Steel Drums** **Christmas songs and performance**	Pulse, Rhythm, Notation, Melody, Active Listening, Singing, Composing and Improvising	Pulse, Rhythm, Notation, Melody, Active Listening, Singing, Composing and Improvising	Notation, Melody, Active Listening and Singing, Composing and Improvising	**Steel Drums** **Summer performance**	The O2 Arena, London (Beyonce (Destiny's Child) or Queen) – Pop/Rock

The Foundations of Music in EYFS

Our EYFS curriculum is planned to be rich, inspiring and broad to allow all of children to widen their horizons in each subject, through **holistic learning**. It provides the depth that enables our children to become confident independent learners and are supported to have in depth knowledge and skills essential for all areas of development. Our Early Years provision provides children with a wide range of rich, first hand learning experiences to take the curriculum beyond the classroom and develop their love of learning, independence and creative thinking. Our curriculum has been developed to offer children a wide range of opportunities to personalise their learning in order to develop existing talents and interests and discover new ones. Our foundation stage raises children's aspirations and equips them with the knowledge and skills to flourish in their next stage of their education.

Reception

Autumn1- Me, my family and my village

Harvest/ Autumn

Autumn 2- Heroes People who help us,

Why do we wear poppies?

Bonfire night

Christmas

Spring 1 - Winter

Chinese New Year

Africa

Spring 2 - Traditional Tales

Growing plants

Easter/ Spring

Summer 1 – Life Cycles

Summer 2 – Transport and Travel

Pirates/ The Seaside

Nursery 2 (3-4 Year Olds)

Autumn 1 - All about me (when I grow up)

Autumn – Forest Classroom

Autumn 2 - Colour and Celebrations, (Diwali, Christenings, Christmas, Halloween and Bonfire night)

Spring 1 – Winter, Once upon a time and rhyme,

Chinese New Year

Spring 2 - Mr Wolf's Pancakes

Bible stories – Noahs Ark and Animals

Spring / Easter

Summer 1 – Lifecycle/ Growing

Summer 2 Healthy foods, People Who Help Us

Nursery 1 (2-3 Year Olds)

Term1- Nursery rhymes / I Can.. (new skills routines, sensory experiences) / Christmas / Me

Term 2- Animals/ Pets / Textures and Colours / Easter / Spring

Term 3- Senses and Feelings/ Friends and Family

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

The most relevant statements for music are taken from the following areas of learning:

- Communication and Language
- Physical Development
- Expressive Arts and Design
- Mathematics

Music		
Two and Three-Year-Olds	Physical Development	I can clap, dance and move to music. 1
	Expressive Arts and Design	I can enjoy and move and dance to music. 1 I can join in with songs and rhymes. 1/2 I can explore a range of instruments and play them in different ways. 2 I can enjoy and take part in action songs. 2/3
Three and Four-Year-Olds	Communication and Language	I can sing you three different songs (or more) 1
	Physical Development	I can independently do an action rhyme with actions.1
	Expressive Arts and Design	I can sing a simple song from memory.1 I can play an instrument along to a song or a story. 1 I can play an instrument loud or quietly.1
Reception	Communication and Language	I can listen to a rhyme or song and repeat it 1
	Mathematics	I can continue and replicate patterns (AB, ABB, ABBC). 1,2,3 I can see a mistake in a pattern and correct it. 2,3
	Physical Development	I move with coordination and balance – independently 1,2,3 I can move my full body during a dance. 1,2,3
	Expressive Arts and Design	I can move my body in a variety of ways to a song I like. 1,2,3 I can listen to different styles of music. 2, 3 I can watch a performance with enjoyment, then tell you about the show I watched and discuss. 1 I can sing a range of songs and rhymes. 1, 2, 3 I can engage in music and follow a rhythmic sequence. 1, 2, 3

ELG	Expressive Arts and Design	Being Imaginative and Expressive	• 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.