



Music Curriculum Overview 2025-2026

When teaching Music, the 3 key component knowledge themes of **Rhythm, pulse, pitch** are integral to every lesson. This is evidenced on medium term plans.

Term	Focus	Sessions:
Autumn 2	Cycle A (7 weeks)	<p>EYFS</p> <p>Step 1: Hear my Voice: My Voice Can...</p> <p>Step 2: What's the music saying? Sound and Silence</p> <p>Step 3: Instruments Everywhere Spy An Instrument</p> <p>Step 3: Instruments Everywhere Autumn Leaves</p> <p>Step 4: Playing with songs: Find That Rhythm!</p> <p>Step 4: Playing with songs: Socks! (2 sessions)</p>
		<p>Year 1</p> <p>Step 1: Exploring pulse through songs and movement What is Pulse? (2 sessions)</p> <p>Step 2: Controlling pulse using voices and instruments Move Together</p> <p>Step 2: Controlling pulse using voices and instruments Pass It On!</p> <p>Step 3: Exploring the difference between pulse and rhythm Playing Like Clockwork</p> <p>Step 3: Exploring the difference between pulse and rhythm March to the Beat</p> <p>Step 4: Copying and creating rhythmic patterns Clockwork Rhythms</p>
		<p>Year 2</p> <p>Step 1: Performing rhythms and movement to a steady pulse Exercise Rhythms</p> <p>Step 2: Copying and creating rhythmic patterns Foodie Rhythms (2 sessions)</p> <p>Step 3: Combining rhythmic patterns We can Play! (2 sessions)</p> <p>Step 4: Representing rhythmic patterns Choose your Beat!</p> <p>Step 4: Representing rhythmic patterns Four-Beat patterns</p>
	Cycle B (7 Weeks)	<p>EYFS</p> <p>Step 1: Hear my Voice: Singing Puppets</p> <p>Step 2: What's the music saying? Jack in the Box</p> <p>Step 3: Instruments Everywhere: Match the Instrument</p> <p>Step 3: Instruments Everywhere: Play the Rhythm</p> <p>Step 4: Playing with songs: Make a Picture with Shapes (2 sessions)</p> <p>Step 4: Playing with songs: Take a Song for a Walk</p>



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		<p>Year 1</p> <p>Step 1: Exploring pulse through songs and movement Copy Me</p> <p>Step 1: Exploring pulse through songs and movement Music and Movement</p> <p>Step 2: Controlling pulse using voices and instruments Our Big Band (2 sessions)</p> <p>Step 3: Exploring the difference between pulse and rhythm Body Rhythm</p> <p>Step 4: Copying and creating rhythmic patterns Long or Short (2 sessions)</p>
		<p>Year 2</p> <p>Step 1: Performing rhythms and movement to a steady pulse Change!</p> <p>Step 2: Copying and creating rhythmic patterns Have you heard me? (2 sessions)</p> <p>Step 3: Combining rhythmic patterns Combining rhythms (2 sessions)</p> <p>Step 4: Representing rhythmic patterns Meet the Beat Monsters (2 sessions)</p>
Spring 2	Cycle A (6 Weeks)	<p>EYFS</p> <p>Step 1: What's the pattern? What's the weather today?</p> <p>Step 2: Playing musical patterns and accompaniments Pass the Parcel</p> <p>Step 3: Exploring descriptive sounds Traffic sounds</p> <p>Step 3: Exploring descriptive sounds Rockets, Robots, Monsters</p> <p>Step 4 Let's Perform! Movement Patterns (2 sessions)</p>
		<p>Year 1</p> <p>Step 1: Exploring how sounds can be changed Fast or slow?</p> <p>Step 2: Exploring the timbre of instruments and voices Different voices</p> <p>Step 3: Sequencing sounds to tell stories and create effects Create a character</p> <p>Step 3: Sequencing sounds to tell stories and create effects Character motifs</p> <p>Step 4: Copying and creating rhythmic patterns Inventing notation</p> <p>Step 4: Copying and creating rhythmic patterns Musical storyboard</p>
		<p>Year 2</p> <p>Step 1: Recognising and exploring musical mood How do you feel?</p> <p>Step 2: Choosing sounds to match a character, mood or theme Peaceful percussion</p> <p>Step 2: Choosing sounds to match a character, mood or theme Calm and cross (2 sessions)</p> <p>Step 3: Sequencing and combining sounds to tell stories and create effects Stormy Weather</p>



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		Step 4: Creating and performing soundscapes Spring Soundscapes
	Cycle B (6 Weeks)	EYFS Step 1: What's the pattern? A week of sounds Step 2: Playing musical patterns and accompaniments Spider beats Step 3: Exploring descriptive sounds Train music (2 sessions) Step 4 Let's Perform! Singing Games (2 sessions)
		Year 1 Step 1: Exploring how sounds can be changed Ways to play Step 2: Exploring the timbre of instruments and voices Unique timbre Step 3: Sequencing sounds to tell stories and create effects The mouse and the giant (2 sessions) Step 4: Copying and creating rhythmic patterns A tiny seed (2 sessions)
		Year 2 Step 1: Recognising and exploring musical mood Musical Moods Step 2: Choosing sounds to match a character, mood or theme Musical Doodle Boards Step 2: Choosing sounds to match a character, mood or theme Scrape, Tap, Blow and Shake (2 sessions) Step 2: Choosing sounds to match a character, mood or theme Weather Improvisation Step 4: Creating and performing soundscapes Morning Soundscapes
Summer 2	Cycle A (7 Weeks)	EYFS Step 1: Pitch Play and Changing sounds Sound Books Step 2: Patterns and sequences Journey Sticks (2 sessions) Step 3: Meet the Characters Who's in the forest? (2 sessions) Step 4: Perform a story! Story Sound effects (2 sessions)
		Year 1 Step 1: Recognizing changes in pitch and copying simple pitch patterns Cuckoo Call (2 sessions) Step 2: Performing simple melodic patterns using voices and pitched instruments Sound Effects (2 sessions) Step 3: Representing pitch Pipe Cleaners Step 4: Creating music for a performance Show Time (2 sessions)



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		<p>Year 2</p> <p>Step 1: Identifying and describing changes in pitch Pitch Doodles</p> <p>Step 2: Copying pitch patterns Up and Down (2 sessions)</p> <p>Step 3: Creating and notating simple melodies Just Five Notes (2 sessions)</p> <p>Step 4: Performing simple musical accompaniments and preparing for performance Songs of the Sea (2 sessions)</p>
	Cycle B (7 Weeks)	<p>EYFS</p> <p>Step 1: Pitch Play and Changing sounds Different voices</p> <p>Step 2: Patterns and sequences Nature and Sound Patterns (2 sessions)</p> <p>Step 3: Meet the Characters Join the Line (2 sessions)</p> <p>Step 4: Perform a story! Story Sound Maps (2 sessions)</p>
		<p>Year 1</p> <p>Step 1: Recognizing changes in pitch and copying simple pitch patterns Climbing up and down (2 sessions)</p> <p>Step 2: Performing simple melodic patterns using voices and pitched instruments Songs with percussion (2 sessions)</p> <p>Step 3: Representing pitch Build a melody</p> <p>Step 4: Creating music for a performance Perfect Picnic (2 sessions)</p>
		<p>Year 2</p> <p>Step 1: Identifying and describing changes in pitch Pitch Perfect</p> <p>Step 2: Copying pitch patterns Vocal Story Maps (2 sessions)</p> <p>Step 3: Creating and notating simple melodies Pentatonic Play (2 sessions)</p> <p>Step 4: Performing simple musical accompaniments and preparing for performance Show Time (2 sessions)</p>

(If a longer half term,

choose a Pick and Mix at the end of the unit. If a shorter half term, condense 2 sessions into 1.)