

Eynesbury Church of England Primary School
Music Long Term Plan – based on Kapow
2026 – 2027 – Cycle A for KS2

	AUTUMN TERM 2026		SPRING TERM 2027	SUMMER TERM 2027	End of Summer B performance – Eureka moment
Reception	Exploring sounds (x5) Exploration of how our voice and bodies make sounds. Cultural Capital opps British Values opps		Music and Movement (x5) Creating simple actions to well known songs. Cultural Capital opps British Values opps	Big Band (x5) Musical Instruments and how they are grouped Can I identify high and low notes? Cultural Capital opps British Values opps	Big Band performance – From Summer term Lesson 5 What makes a musical instrument and how instruments are grouped
Year 1	Pulse and rhythm (x5) What is the difference between pulse and rhythm? Cultural Capital opps	Musical vocabulary (x5) Under the sea How can I represent the sea in music? Cultural Capital opps	Timbre and rhythmic patterns (x5) Fairy tales How can I use timbre to represent different characters? Cultural Capital opps British Values opps	Pitch and tempo (x5) Superheroes Can I identify high and low notes? Cultural Capital opps British Values opps	Fairy-tale performance – From Spring B Lesson 5 Using untuned instruments in a class performance, keeping the pulse and rhythm.
	Music Instrumental lessons – Unit 1 – South Africa x 5 lessons				
Year 2	African call and response song (x5) (Theme: Animals) What would an animal sound like? Cultural Capital opps		Musical Storytelling (x5) Exploring longer pieces of music, pupils look at how music can tell a story through a variety of instruments. Cultural Capital opps British Values opps	Musical Me - Pitch (x5) Developing pitch awareness through learning the song 'Once a Man Fell in a Well' and recreating its melody using tuned instruments. Cultural Capital opps British Values opps	Musical story performance From Spring – Lesson 5 Performing musical versions of Jack and the Beanstalk.
	Music Instrumental lessons – Unit 2 – Caribbean x 5 lessons				
Year 3 and 4	Reading Rhythms (x 5) Patterns and Layers Cultural Capital opps British Values opps		Inspired by India: Musical improvisations (x5) What is a pentatonic melody? (Chinese New Year) Cultural Capital opps	Reggae Rhythms (x5) Playing in a band Cultural Capital opps	Practise and perform as a band – Summer lesson 5
	Music Instrumental lessons – Unit 3 – South Africa x 5 lessons				
Year 5 and 6	Music in nature (x 5) Chords and melodies Cultural Capital opps British Values opps		West African rhythms (X5) Create, play and perform Cultural Capital opps British Values opps	Stage and song (X5) Storytelling through music Cultural Capital opps British Values opps	End of year production
	Music Instrumental lessons – Unit 5 – India x 5 lessons				

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

EYFS

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- ✓ invent, adapt and recount narratives and stories with peers and their teacher.
- ✓ 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.

KS1 and KS2

Aims

The national curriculum for music aims to ensure that all pupils:

- ✓ perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- ✓ learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- ✓ understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

KS1

Pupils should be taught to:

- ♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes
- ♣ play tuned and untuned instruments musically
- ♣ listen with concentration and understanding to a range of high-quality live and recorded music
- ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music.

KS2

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

Eynesbury Church of England Primary School
Music Medium-term Plan
2026 – 2027

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn A 2026 (8 weeks)						
	Musical instruments	Musical instruments	Rudiments of music - instruments	Rudiments of music - instruments	Rudiments of music - instruments	Rudiments of music - instruments
	Finding the Pulse	Animal sounds	Rudiments of music - notation	Rudiments of music - notation	Rudiments of music - notation	Rudiments of music - notation
	Singing a sound pattern	Sound pattern safari			Exploring nature's dynamics	Exploring nature's dynamics
	Using a thinking voice	Call and response			Cloud songs	Cloud songs
	Reading sound patters	Instrumental response			Creating contrast with chords	Creating contrast with chords
	Practice makes perfect	Dynamics performance			IOW WEEK	Composing the forest
					Composing the forest	Northern Lights
Autumn B 2026 (7 weeks)	Musical instruments 2				Northern Lights	
	Showing tempo					
	Exploring dynamics					
	Rhythm					
	Using pitch					HILLTOP WEEK
	Under the sea performance					
	PANTO VISIT	PANTO VISIT	PANTO VISIT	PANTO VISIT	PANTO VISIT	PANTO VISIT
Spring A 2027 (6 weeks)		Musical instruments 2				
		Listening for dynamics and tempo	Introduction to traditional Indian music	Introduction to traditional Indian music		
		Sound effects and dynamics	Improvising a melody	Improvising a melody		
		Creating a soundscape	Exploring drone and tala sounds	Exploring drone and tala sounds		
		Using sound to represent events	Musical stories	Musical stories		
		Musical story performance	Practise and perform	Practise and perform		
Spring B 2027 (5 weeks)	Character voices					
	Staring with instruments					
	Sound patterns			SCHOOL TRIP - GRAFHAM RESIDENTIAL		
	Responding to music					

	Fairytale performance					
Summer A 2027 (7 weeks)		Exploring Pitch patterns				
		Singing pitch patterns				
		Introducing notation				
		Instrumental pitch practice				
		Writing musical notation				
Summer B 2027 (7 weeks)	Recognising sounds		Playing a bass line	Playing a bass line		
	Pitch patterns		Playing chords	Playing chords		
	Changing tempo		Playing offbeat rhythms	Playing offbeat rhythms		
	SCHOOL TRIP	SCHOOL TRIP	Writing lyrics	Writing lyrics		
	Superhero theme tune		Practise and perform	Practise and perform		
	FAIRYTALE PERFORMANCE SPRING TERM – LESSON 5	MUSICAL STORY PERFORMANCE SPRING TERM – LESSON 5	PRACTISE AND PERFORM AS A BAND – SUMMER LESSON 5	PRACTISE AND PERFORM AS A BAND – SUMMER LESSON 5	END OF YEAR PRODUCTION	END OF YEAR PRODUCTION

July 2026: Kapow have not released:

- Reading Rhythms – patterns and Layers – Years 3 and 4 – Autumn term
- West Africa Rhythms – create/play and perform –Years 5 and 6 - Spring term
- Stage and song – storytelling through music –Years 5 and 6 - Summer term