



End of Year Objectives for Nursery						
Year	Communication and Language	Expressive Arts and Design (Music)	Understanding the World (ICT)	Maths (Number)	Maths (Shape, Space and Measures)	Literacy (Phonics)
EYES	N1	<i>I can enjoy listening to stories and remember what happens I can sing a repertoire of songs I am beginning to use longer sentences of 4-6 words</i>	<i>I can listen to sounds I can respond to a variety of music from different cultures through dance and instruments I can sing at least 2 nursery rhymes</i>	<i>I can use iPads/other technology for photographs/stories/educational games I know how to turn on/off/swipe/operate a game/story/camera</i>	<i>I am beginning to say how many are left – from singing number rhymes (five speckled frogs)</i>	<i>I am beginning to recite numbers in order to 5 – by singing songs/rhymes/counting objects/counting steps etc</i>
	N2	<i>I can use a sentence of 4-6 words I can use 'because' and 'and'</i>				
	R	Autumn		Spring		Summer
	Me! <i>I can move to the pulse of the music I can sing or rap three or more nursery rhymes from memory I understand that words of a song tell a story I know songs have sections I can add actions to a song I can use percussion instruments while singing</i>		Our World <i>I can clap some rhythms to phrases of a song I can explore high and low sounds in a song (pitch) I can create a pattern using one or two notes I can move to the pulse of the music I can sing or rap four or more songs from memory I can sing along to a backing track</i>		Big Bear Funk <i>I can find a funky pulse I can keep the beat of a song with a pitched note I enjoy playing patterns using a combination of three notes (CDE) Perform any of the nursery rhymes by singing and adding actions or dance Perform any nursery rhymes or songs adding a simple instrumental part I can listen to a recording of the performance and talk about</i>	
Productions and Performances		Christmas Production <i>Nursery and Reception</i> Nursery Carol Concert				
Links to future learning	Links to Year 1 My Musical Heartbeat Links to Year 1 Exploring Sounds		Links to Year 1 Having Fun with Improvisation Links to Year 1 Exploring Sounds		Links to Year 2 Recorder	

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	My Musical Heartbeat Understanding Music <i>I understand that the pulse is the heartbeat of music</i> <i>I can find the pulse by moving my body</i> Singing and Performing <i>I can sing and rap as part of a group.</i> <i>I can add appropriate actions to a song</i> Listening and Responding <i>I can use some musical words to describe a piece of music</i> <i>I can recognise some musical instruments and name them</i>		Exploring Sounds Understanding Music <i>I can move in a steady time to the beat</i> <i>I can find the pulse by moving my body</i> <i>I can sing high and low sounds</i> Singing and Performing <i>I can sing some songs and sections of songs from memory</i> <i>I can follow the leader of a group and take simple direction</i> Listening and Responding <i>I can say what I like or dislike about a piece of music and describe how it makes me feel</i>		Having Fun with Improvisation Understanding Music <i>I can sing high and low sounds</i> <i>I can use common words and phrases related to music</i> Singing and Performing <i>I can say what I liked or enjoyed about the performance and what could have been better</i> <i>I can add appropriate actions to a song</i> Listening and Responding <i>I understand that tempo describes how fast or slow the music is</i> <i>I can recognise if the music is loud or quiet</i>		
Productions and Performances		Christmas Production				KS1 Music Festival <i>Selected children only</i>	
Notes for teachers	Vocabulary for structure *verse, chorus, rhythm, pitch, beat, pulse Vocabulary for instrumentation Instruments, percussion, chime bars Musical notes C, D, E Musical style Hip Hop, Jazz, Pop, Soul		Vocabulary for structure *verse, chorus, rhythm, pitch, beat, Vocabulary for instrumentation percussion, chime bars, triangles Musical notes FGA; CDA Musical style Pop, Waltz, Reggie, Funk, Lullaby		Vocabulary for structure *verse, chorus, rhythm, pitch, beat, bridge Vocabulary for instrumentation percussion, chime bars, triangles Musical notes C, D, E, F, G, A Musical style Jazz/Swing, Pop, Lullaby		
Links to prior learning	Buils on EYFS Me!		Buils on EYFS Me! Buils on EYFS Our World		Buils on EYFS Our World		
Links to future learning	Links to Year 2 Inventing Musical Story		Links to Year 2 Inventing Musical Story		Links to Year 2 Playing in an Orchestra		

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2	Playing in an Orchestra Understanding Music <i>I can follow the leader of the group or conductor</i> <i>I can copy and repeat a simple rhythm through call and response</i> Singing and Performing <i>I can memorise songs in preparation for a performance</i> Listening and Responding <i>I can recognise the difference between fast and slow tempos</i> <i>I can recognise the difference between loud and soft dynamics</i> <i>I can recognise musical instruments within their family groups</i>		Inventing Musical Story Understanding Music <i>I understand that rhythm is a pattern of long and short sounds</i> <i>I can use a wide range of everyday musical terms</i> Singing and Performing <i>I can add appropriate actions and add movement to the songs that I sing</i> <i>I can sing as part of a group in unison or in two parts</i> Listening and Responding <i>I can describe my emotions and thoughts when listening to a piece of music</i> <i>I can point out the differences and similarities between varying styles</i>		Recorder Understanding Music <i>I understand that pitch describes how high or low sounds are</i> Singing and Performing <i>I can follow the leader of a group or a conductor</i> <i>I can demonstrate good singing posture</i> <i>I can talk about my performance considering what was good and what could be improved</i> <i>I can practise, rehearse and perform to music to an audience with increasing confidence</i> Listening and Responding <i>I can point out the differences and similarities between varying styles</i>	
	Productions and Performances		Christmas Production			KS1 Music Festival <i>Selected children only</i>
Notes for teachers	Vocabulary for structure Call and response; ensemble; solo; tempo; orchestra; dynamics Vocabulary for instrumentation Chime bars, triangles, percussion Musical notes GAB, CDE Musical style Jazz, Pop, 20 th and 21 st Century Orchestral		Vocabulary for structure Rhythm, tempo, ensemble, solo, dynamics Vocabulary for instrumentation Chime bars, triangle, percussion Musical notes ABC, DE Musical style Pop, Kwela (African)		Vocabulary for structure Crotchet, minim, semibreve, quaver, stave Vocabulary for instrumentation recorder Musical notes BAG	
Links to prior learning	Builds on Year 1 Having Fun with Improvisation		Builds on Year 1 My Musical Heartbeat		Builds on EYFS Big Bear Funk	
Links to future learning	Links to Year 3 More Musical Styles		Links to Year 3 More Musical Styles		Links to Year 3 Recorder	

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	Creative Tools Rhythm Grids Understanding Music <i>I can clap a rhythm I have made up by myself</i> <i>I can recognise some notes on a stave</i> Composing <i>I can understand that composition is when a composer writes down and records musical ideas</i> Singing and Performing <i>I can sing songs in unison with multiple parts with increasing confidence</i> <i>I can demonstrate and maintain good singing posture when rehearsing and performing</i> Listening and Responding <i>I can find the pulse of songs and music with confidence</i>		Recorder Understanding Music <i>I understand that rhythm and pitch can be represented by musical symbols written on a stave</i> Composing <i>I can perform my own composition using notes that I have chosen</i> <i>I know my composition has a beginning middle and an end</i> Singing and Performing <i>I can practise, rehearse and perform to an audience with confidence</i> Listening and Responding <i>I can communicate to others my thoughts and feelings about music</i> <i>I can express an opinion as to why I like or don't like a piece of music</i>		More Musical Styles Understanding Music <i>I can identify the position of notes on a stave</i> <i>I can use some specialist vocabulary in musical discussions</i> Composing <i>I can create simple rhythm patterns using notes and rests</i> <i>I can use Music Notepad to compose a structured piece of music using notes of varying lengths, thinking about the essential ingredients that are needed for my composition to make musical sense</i> Singing and Performing <i>I can sing a solo when required I can confidently follow the leader or conductor</i> Listening and Responding <i>I can talk about the musical features relating to a genre of music</i>	
	Productions and Performances	Harvest Festival	Christmas Carol Concert	Young Voices at the O2 <i>KS2 choir club only</i>		KS2 Music Festival <i>KS2 Choir Children only</i>
Notes for teachers	Vocabulary for structure Impulse, time signature, clef, bars, stave Vocabulary for instrumentation Pitch, soloist, strings, percussion Vocabulary for notes and notation Dynamics, octave, stave/staff, key, chord, rests, crotchet, minim, semibreve, quaver		Vocabulary for structure Time signature, treble clef, bars Vocabulary for instrumentation Wind, soloist Vocabulary for notes and notation BAGE, rests, crotchet, minim, semibreve, quaver		Vocabulary for structure a cappella, coda, jam, stave, treble clef, bars, Andante Vocabulary for instrumentation Sharps, flats, G major, A minor, octave, minims, crotchet, quavers, rests Vocabulary for notes and notation Percussion, soloist, string Musical style Pop, Rock, Soul	
Links to prior learning	Builds on Year 2 Inventing Musical Story		Builds on Year 2 Recorder Builds on Year 3 Creative Tools Rhythm Grids		Builds on Year 2 Inventing Musical Story Builds on Year 3 Creative Tools Rhythm Grids	
Links to future learning	Links to Year 4 Creative Tools Music Notepad		Links to Year 4 Creative Tools Music Notepad Links to Year 4 Glockenspiel		Links to Year 4 Feelings Through Music	

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
4	Glockenspiel 1 and 2 Understanding Music <i>I can find and accentuate the first beat in a bar</i> Composing <i>I have an understanding of the importance of a musical introduction</i> <i>I can use a simple structure when composing</i> Singing and Performing <i>I can rehearse a song and learn it from memory both aurally and visually</i> <i>I can evaluate my performance and consider what was good and what can be improved</i> Listening and Responding <i>I can talk about the words of a song and explain why it was written</i>		Feelings Through Music Understanding Music <i>I can understand written notation including crotchets, minims, quavers and rests</i> <i>I can copy back and improvise a more complex rhythm using varied note lengths</i> Composing <i>I can use simple dynamics and tempo to express Loud and Quiet and Fast and Slow</i> <i>I can compose a basic song accompaniment using pulse and rhythm on tuned or untuned instruments</i> Singing and Performing <i>I can sing in pitch and in time adjusting for accuracy when needed</i> Listening and Responding <i>I can identify the difference between a fast, steady and slow tempo</i>		Creative Tools Music Notepad Understanding Music <i>I can copy back complex patterns as a call and response exercise, both aurally and visually</i> <i>I can use specialist music vocabulary, often appropriately</i> Composing <i>I can use the Music Notepad to compose structured melodies of varying lengths, thinking about the essential ingredients that are needed for my composition to make musical sense</i> Singing and Performing <i>I have an understanding of the various styles of singing used in correlation to the style of song</i> <i>I can express how my performance affected me emotionally</i> <i>I can evaluate my performance and consider what was good and what can be improved</i> Listening and Responding <i>I can recognise and discuss sections of music from various styles and genres</i>		
	Productions and Performances		Christmas Carol Concert	Young Voices at the O2 <i>KS2 choir club only</i>	Easter Production	KS2 Music Festival <i>KS2 Choir Children only</i>	
Notes for teachers	Vocabulary for structure Allegro, largo, vivace Vocabulary for instrumentation Tone, tonic, timbre, soprano, baritone, falsetto, alto Vocabulary for notes and notation Piano, forte, crescendo, decrescendo, diminuendo		Vocabulary for structure Time signatures, key signatures, Andante Vocabulary for instrumentation Recorder, glockenspiel Vocabulary for notes and notation Crotchets, minims, quavers, C major, B minor, sharps, G major Musical style R&B, Jazz, Rock		Vocabulary for structure Texture, melody, improvise, compose, tempo, dynamics Vocabulary for instrumentation Glockenspiel, recorder Vocabulary for notes and notation CDE + F + G Musical style Blues		
Links to prior learning	Builds on Year 3 Recorder		Builds on Year 3 More Musical Styles		Builds on Year 3 Creative Tools Rhythm Grids		
Links to future learning	Links to Year 5 Guitar		Links to Year 5 Sing and Play in Different Styles		Links to Year 5 Guitar		

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5	Guitar Understanding Music <i>I can listen and copy back complex rhythm patterns, including triplets</i> Composing <i>I can use simple dynamics and tempo to express Loud and Quiet and Fast and Slow</i> <i>I can create a melody using varied stave notation and rests</i> Singing and Performing <i>I can discuss and reflect upon my performance to improve upon future performances</i> Listening and Responding <i>I can confidently recognise and explore a range of musical styles and traditions and their basic style indicators</i> <i>I can recognise and discuss the sections of music from various styles and genres</i>		Guitar Understanding Music <i>I can use specialist music vocabulary, often and appropriately</i> Composing <i>I can use various composition tools to compose a melody using notes of varying lengths, thinking about the essential ingredients that are needed for my composition to make musical sense</i> <i>I can describe how a melody is structured and what process I went through to create it</i> Singing and Performing <i>I can sing expressively, paying attention to articulation on my own, or as directed</i> <i>I can sing confidently as a soloist</i> Listening and Responding <i>I can sing or clap memories rhythmic and melodic phrases heard in a piece of music</i>		Sing and Play in Different Styles Understanding Music <i>I can confidently explain how pulse rhythm tempo dynamics and pitch work</i> <i>I can understand some formal written notation including semibreves, crotchets, minims, quavers, rests and guitar tablature</i> Composing <i>I can compose music in response to a musical stimulus</i> Singing and Performing <i>I can rehearse a song and learn it from memory both aurally and visually</i> <i>I can sing in pitch and in time with the music</i> Listening and Responding <i>I can talk about the emotions I feel when I listen to a piece of music</i>	
	Productions and Performances		Christmas Carol Concert	Young Voices at the O2 <i>KS2 choir club only</i>		KS2 Music Festival <i>KS2 Choir Children only</i> Summer Showcase
Notes for teachers	Vocabulary for structure Time signature, treble clef, bars Vocabulary for instrumentation Wind, soloist, guitar Vocabulary for notes and notation Rests, crotchet, minim, semibreve, quaver, sharp, flat, pianissimo, fortissimo, mezzo forte, mezzo piano				Vocabulary for structure Discordant, minuet, trio, Vocabulary for instrumentation Orchestral instruments, - violin, viola, cello, double bass, harp, oboe, flute, clarinet, saxophone, bassoon, French horn, trumpet, glockenspiel, xylophone Vocabulary for notes and notation pianissimo, fortissimo, mezzo forte, mezzo piano, sharp, flat Musical style Pop, orchestral, gospel	
Links to prior learning	Builds on Year 4 Creative Tools Music Notepad Builds on Year 4 Glockenspiel 1 and 2 Builds on Year 3 Recorder		Builds on Year 4 Creative Tools Music Notepad Builds on Year 4 Glockenspiel 1 and 2 Builds on Year 3 Recorder		Builds on Year 2 Playing in an Orchestra Builds on Year 4 Creative Tools Music Notepad	
Links to future learning	Links to Year 6 Music and Technology				Links to Year 6 Musical Styles Connect Us	

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
6	Music and Technology Understanding Music <i>I can understand some formal written notation including semibreves, crotchets, minims, quavers, rests and dotted notes</i> <i>I can listen with attention to detail and recall sounds with increasing accuracy and memory</i> Composing <i>I can compose music in response to a musical stimulus</i> Singing and Performing <i>I can sing a broad range of songs as part of a group or soloist</i> <i>I can sing in unison and in three parts</i> Listening and Responding <i>I can justify a personal opinion, making references to music elements</i>		Musical Styles Connect Us Understanding Music <i>I can use body percussion and my voice with confidence in response to a musical stimulus</i> Composing <i>I can use a planned structure when composing</i> Singing and Performing <i>I can sing A cappella or with accompaniment</i> <i>I can demonstrate and maintain good posture and breath control</i> Listening and Responding <i>I can talk about the emotions I feel when I listen to a piece of music and pinpoint specific elements within the music that heightened the emotion</i> <i>I can sing and clap memorable rhythmic and melodic phrases heard in a piece of music</i>		Improvising With Confidence Understanding Music <i>I understand time signatures</i> <i>I can start to apply musical vocabulary in sophisticated ways in a variety of contexts</i> Composing <i>I can use various composition tools to compose a melody using notes of varying lengths, thinking about the essential ingredients that are needed for my composition to make musical sense</i> Singing and Performing <i>I understand the connection I have to the music when I am singing</i> <i>I can discuss in detail using the appropriate vocabulary, the strengths and weaknesses in my performance</i> Listening and Responding <i>I can confidently recognise and explore a range of musical styles and traditions and discuss their style indicators, referring to the musical elements</i>	
	Productions and Performances		Christmas Carol Concert	Young Voices at the O2 <i>KS2 choir club only</i>		KS2 Music Festival <i>KS2 Choir Children only</i>
Notes for teachers	Vocabulary for structure: glissando, syncopation, hemiola, antiphony, anticipation Vocabulary for notes and notation: downbeat, upbeat, off-beat, cross-rhythm, swing Vocabulary for instrumentation: Bass, clarinet, contra-bassoon, piccolo, flute, euphonium, cornet, recorder (descant, treble tenor, bass, contrabass), viol, lute		Vocabulary for structure: glissando, syncopation, hemiola, antiphony, anticipation Vocabulary for notes and notation: downbeat, upbeat, off-beat, cross-rhythm, swing Vocabulary for instrumentation: Bass, clarinet, contra-bassoon, piccolo, flute, euphonium, cornet, recorder (descant, treble tenor, bass, contrabass), viol, lute		Vocabulary for structure: glissando, syncopation, hemiola, antiphony, anticipation Vocabulary for notes and notation: downbeat, upbeat, off-beat, cross-rhythm, swing Vocabulary for instrumentation: Bass, clarinet, contra-bassoon, piccolo, flute, euphonium, cornet, recorder (descant, treble tenor, bass, contrabass), viol, lute	
Links to prior learning	Builds on Year 4 Creative Tools Music Notepad		Builds on Year 5 Sing and Play in Different Styles		Builds on Year 4 Creative Tools Music Notepad Builds on Year 6 Music and Technology	
Links to future learning	Links to Year 6 Improvising With Confidence		Links to Year 6 Improvising With Confidence			