



Redbourn Primary School

Sequence of teaching overview in Music 2025 2026

THRIVE VALUES	Autumn Term			Spring Term			Summer Term		
	<p>Team – All units will have an element of team work, whether whole class or small groups. As the first unit of the year each year group should have team work as a focus to embed good practice for the year to come.</p> <p>Healthy – All year groups should use this opportunity to think about keeping instruments clean and hygienic. Look for opportunities for children to improvise movements to reflect sounds created.</p>			<p>Responsibility – All year groups can use this value to build on the team work skills already taught, and focus on leadership and responsibility to lead the group in improvisations and performances.</p> <p>Innovative – Children should be given more time and focus on their own compositions, using skills from across the year and previous years.</p>			<p>Valued – All musical skills should be valued. Look for opportunities for children who play other instruments (private lessons) to showcase their skills but also highlight the importance for the conductor and percussion parts so everyone feels valued and part of the team.</p> <p>Empathetic – Children have opportunity to revisit skills that need more practice and this is an opportunity to teach empathy and support for one another.</p>		
Nursery	Unit outcome			Unit Outcome			Unit Outcome		
	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary
	<p>*To become familiar with nursery rhymes.</p> <p>*Explore the sound of instruments</p>	<p>*Clap together in a group.</p> <p>*Hold a beater.</p> <p>*Hold instruments the correct way.</p>	<p>Clap Beater</p> <p>Instrument names e.g drum, triangle, shaker, tambourine etc.</p>	<p>*To become familiar with nursery rhymes.</p> <p>*Know instruments have different sounds.</p>	<p>*Sing songs with a backing track.</p> <p>*Shake an instrument at the same time as singing.</p>	<p>Listen, sing, instrument, shake</p>	<p>*Become familiar with nursery rhymes</p> <p>*Know instruments have different sounds</p>	<p>*Bang an instrument at the same time as singing.</p>	<p>Listen, sing, instrument, Bang.</p>
Reception	Autumn			Spring			Summer		



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	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary
	*To learn nursery rhymes by heart. *To know that we can move with the pulse of the music. *To sing nursery rhymes and simple songs from memory.	*To learn that music can touch your feelings. *To enjoy moving to music in different ways. *Find the pulse when moving to music. *Copy rhythm patterns of names and single words from songs. *Explore high and low using voices and sounds of characters in the songs. *To sing along with a pre-recorded song and add actions. *To sing along with the backing track. *Perform by singing and adding actions.	Pulse Phrase Clap Rhythm	*To learn nursery rhymes by heart. *To know that we can move with the pulse of the music. *To sing or rap nursery rhymes and simple songs from memory.	*To enjoy moving to music in different ways. *Find the pulse. *Copy basic rhythm patterns of short phrases from the songs. *Explore high and low using voices and sounds of characters in the songs. *Invent a pattern using one pitched note. *Record a performance to talk about.	Pitch High Low Melody	*To know a range of nursery rhymes off by heart. *To know that we can move with the pulse of the music.	*Find the pulse. *Copy basic rhythm patterns of short phrases from the song/s. *Explore high and low using voices and sounds. *Listen to high-pitched and low-pitched sounds on a glockenspiel. *Explore glockenspiel sounds *To sing along with a pre-recorded song and add actions. *To sing along with the backing track. *Perform songs adding a simple instrumental part. *Record the performance to talk about.	Beat Pitch Note Rhythm Tune Improvise Pulse
Year One	Unit outcome My Musical Heartbeat			Unit Outcome In the Groove			Unit Outcome Your Imagination		
	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary



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	*Find out facts about the song.	*Find and keep a steady beat, including when improvising. *Play or clap simple rhythmic patterns (four beat rhythms) using long and short sounds. *Respond to different high and low pitches. *Improvise using one, two or three notes, using C, D, E. *Respond to questions about the music.	Hip hop, jazz, pop, soul, compose, notes, low, high,	*Listen to and find out about six musical styles: Blues, Baroque, Latin, Irish Folk, Funk.	*Copy and clap back rhythms. *Create rhythms using word phrases as a starting point. *Compose a simple melody using simple rhythms, choosing from notes C+D or C, D + E. *Class performance (with singing and playing). *Talk about how the performance made them feel.	Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise, perform, groove, Keyboard, bass, guitar, percussion, trumpets, saxophone s, pulse, compose, perform, audience	*Identify instrument s played in a song.	*Copy and clap back rhythms. *Create rhythms using word phrases as a starting point. *Play using C + G. *Compose a simple melody using simple rhythms choosing from notes C + D or C, D + E. *Class performance (with singing and playing). *Talk about how the performance made them feel.	Keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination
Year Two	Unit outcome Pulse, Rhythm and Pitch			Unit Outcome Inventing a Musical Story			Unit Outcome Friendship song		
	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary
	*Explore an understanding of the musical concepts related to the song and how they fit.	*Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion	Tempo, expression, posture.	*Understand that the speed of the beat can change, creating a faster or slower pace (tempo)	*Move in time with a steady beat. *To play and perform an instrumental part by ear or from standard notation and	Pulse, compose, rhythm, notation, tempo.		*Find the pulse as you are listening to the music. *Sing in two parts. *Play accurately and in time. *Compose a simple melody using simple rhythms,	Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform,



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		<p>*Sing with expression and good posture.</p> <p>*Play C, D, G + E on a glockenspiel.</p> <p>*Read and respond to chanted rhythm patterns, including minims, crotchets, quavers and crotchet rests.</p> <p>*Create and perform your own chanted rhythm patterns.</p> <p>*Talk about the song and explore feelings, thoughts and emotions towards the song.</p> <p>*Create a graphic score using sounds, rhythms and pitch.</p>			<p>as part of the song being learnt using : C, E, F, G, A, B.</p>			<p>and use as part of a performance.</p> <p>*Begin to learn how to play notes using a recorder.</p> <p>*Watch back a performance and reflect on what they liked best and how it made them feel.</p>	<p>audience, melody, dynamics, tempo.</p>
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		<ul style="list-style-type: none"> *Keep a record of your composition; then you can play it again. *Play and perform an instrumental part by ear or from standard notation crotchets using C, D, E + G. *Talk about how the performance made them feel. 							
Year Three	Unit outcome Recorder First Access with Herts Music Service			Unit Outcome Recorder First Access with Herts Music Service			Unit Outcome Recorder First Access with Herts Music Service		
	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary
	<ul style="list-style-type: none"> *Listening skills. *Watching for visual cues and following hand signs – start/stop, pitch variation. *Producing a pleasing tone. *Turn taking – playing and copying/improvising melodies *Articulation of the notes - tonguing *Pitch – high/low *Ability to play notes B, A, G and C using the left hand. 		Tonguing, crotchet, crotchet rest, quaver, tempo, tone, pitch	<ul style="list-style-type: none"> *Consolidating note CBAG – continuing the more recent tunes from term 1. *Making sure that note G is clear and well produced in preparation for the new notes. *Recap rhythm notation cards and vocab. *Written composition on one note, incorporating the crotchet, quavers and crotchet rest from term 1. 		Composition, notation,	<ul style="list-style-type: none"> *Introducing the stave, reading notation and key terms/signs – treble clef, bars, bar lines, double bar lines, simple time signatures. *Composition using the stave – using BAG – learning about the placement of different pitches on the stave. *Performance preparation – learning to tidy and perfect pieces for performance. *Creating a cohesive performance. 		Stave, treble clef, bars, bar lines, double bar lines, simple time signatures



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	*Rhythm cards – crotchet/quaver/crotchet rest. *Playing to backing tracks - approximately 10-13 songs (depending on progress of the group) of varied tempo and style.			*Starting to play using the right hand for notes E and D. 4-6 tunes using low E and D and high D. *Composition with 2 notes – beginning to understand music notation including rhythm and pitch based around one line – high and low.			*Performing to the parents and children as a whole class.		
Year Four	Unit outcome Glockenspiel Stage 1			Unit Outcome Feeling Through Music			Unit Outcome The Show Must Go On		
	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary
	*Know and talk about a glockenspiel. *Know and be able to talk about improvisation.	*Learn to play the notes C, D, E + F. *Improvise using the notes C + D. *Compose using the notes C, D, E + F. *Rehearse and perform their part within the context of the unit song. *Listen to and follow musical instructions from a leader.	Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture, structure, melody	*Place the song/piece in its historical, cultural and global context. *Understand 2/4 and 4/4 time signature.	*Share your thoughts and feelings about the music. *Analyse, explore and discover the song/piece's musical concepts and style. *Improvise using C, D, E, G, A (C pentatonic).	Tempo, andante, Minims, dotted crotchets, crotchets, quavers and semiquavers	*Learn by ear or from notation that the song is in 4/4 time and is in D minor *Begin to create personal musical ideas using the given notes. *Using three or five notes confidently is better	*Internalise, keep and move in time with a steady beat in 4/4 time *Listen to and copy back melodic patterns using the notes C, D, E, F, G, A, B from memory. *Improvise using notes A, B, C, D, E, F, G	Moderato, Minims, dotted crotchets, crotchet, quaver, timbre, texture, harmony, time signatures, stave, lines and spaces, clef, bars and barlines



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							than using seven		
Year Five	Unit outcome Livin' On a Prayer			Unit Outcome Freedom to Improvise			Unit Outcome Dancing in the Street		
	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary
	*Listen to, recognise and appraise five rock songs.	*To identify and move to the pulse with ease. *Play and copy back using up to 3 notes – G, A + B *Improvise using up to 3 notes – G, A + B. *Compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (Pentatonic Scale). *The performance will include one or more of the following: Improvisations, instrumental performance, compositions	Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose	*Explore a songs musical style through the style indicators of this music and its performers. *Embed a deeper understanding of the musical concepts related to a song. *Learn about and/or find a connection with the song or music. *Understand the meaning of the song.	*Internalise, keep and move in time with a steady beat in 3/4 time *Recognise and/or reading simple notation and tonic sol-fa. *Recognise the tonal centre is D major and the D major scale is used. *Improvise using C, D, E, F, G, A, B. *Talk about the songs together. *Learn to sing the song as part of an ensemble/choir. *Follow a leader/conduct or. *Demonstrate and maintain correct posture	Dotted minims, minims, crotchets, quavers and semiquaver s	*Listen to, recognise and appraise five Motown songs.	*Play and copy back using up to 3 notes – F, G + A. *Singing in unison. And with backing vocals *Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 2 notes – F + G (complex rhythms). *Improvise using up to 3 notes – D, E + F. *Compose a simple melody using simple rhythms choosing from the notes C, D, E, F + G. *The performance will include one or more of the following: Improvisations, instrumental	Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure



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					<p>and breath control</p> <p>*Listen to each other and sing in tune together.</p> <p>*To play and perform an instrumental part as part of the song they are learning to sing by ear or from standard notation.</p> <p>*Compose an eight-bar melody using three or five notes over the backing track. - D, E, F, G, A, Bb, C</p> <p>*Keep a record of composition to play again.</p> <p>*Share and start to take responsibility for a performance of the learning that has taken</p>			<p>performance, compositions</p>	
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					place in the lesson.				
Year Six	Unit outcome Happy			Unit Outcome Syncopation			Unit Outcome Music and Me Year 6 Production		
	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary
	*Listen and appraise songs in different styles.	*Play and copy back using up to 3 notes – A, G + B. *Singing in 2 parts. *Play instrumental parts with the song by ear and/or from notation using the easy or medium part, using up to 3 notes – A, G + B. *Improvise using up to 3 notes – A, G + B. *Compose a simple melody using simple rhythms choosing from the notes A, G + B or C, E, G, A + B. *The performance will include one or	style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, neo soul, producer, groove, Motown, hook, riff, solo	*Understand how to recognise a syncopated rhythm and perform them. *Read and notate syncopated rhythms.	*Perform syncopated rhythms. *Layer syncopated rhythms to create a three part texture. *Read syncopated rhythms using grid and musical notation. *Compose syncopated rhythms.	Syncopated rhythm, texture, layer, polyrhythm, quavers, off beat, body percussion, duration,	*Listen & Appraise music from four different inspiration al female artists. *Listen to and learn songs for a production. Sing songs with a narrative and with characteris ation.	*Talk about the options and tools they used when writing their own music. *Record the performance and talk about it afterwards. *Perform as an ensemble and with added harmonies. *Listen to each other and hold their melody line.	Gender, racism, rap, lyrics, turntablist, DJing, producer, Electronic and Acoustic music, Ensemble, Harmony, Melody, Expression



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		more of the following: Improvisations, instrumental performance, compositions							
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