Medium term plan showing objectives taught in each year group – Lesson titles - For full plans and objectives please see Charanga site

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1	Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place	Listening and responding to different styles of music. Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place	Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place	Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place	Listening and appraising Funk music Embedding foundations of the interrelated dimensions of music using voices and instruments Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs Playing instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place	This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.
Class 2	• Find a beat • 1-2-3-4-5 • Head, shoulders, Knees and toes	• Twinkle, Twinkle little star • In the Orchestra • Daisy Bell	If you're happy and you know it Sing me a song Sparkle	Days of the week Name song Cuckoo Upside down Hush little baby	• Getting dressed • Dress up • Brush our teeth • Get Ready • Up and down	The bear went over the mountain In the sea Alice the camel Ten green bottles

	• Shapes • We talk To animals •	• Dancing Dinosaurs • Rock a bye baby	Rhythm in the way we walk Big bear funk		•	Zootime
Class 3	• Music Partnership - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	• Music Partnership - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	• Music Partnership - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	• Friendship song (1) • Friendship song (2) • Family (1) • Family (2) • Come On Over	• He's got the whole world in his hands (1) • He's got the whole world in his hands (2) • Why Does Music Make A Difference? (1) Why Does Music Make A Difference? (2) • Panda extravaganza	• Michael row the boat (1) • Michael row the boat (2) • The Dragon Song (1) • The Dragon Song (2) • Follow Me
Class 4	• Ghost parade • Ghost parade • Words can hurt • Words can hurt • Joyful, joyful	• The Sparkle in my life • The Sparkle in my Life • Dreaming of Mars • Dreaming of Mars • Get On Board •	• Freedom in coming • Freedom in coming • All over again • All over again • Do you ever wonder?	• Music Partnership - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	• Music Partnership - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	• Music Partnership - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1	As Year A	As Year A	As Year A	As Year A	As Year A	As Year A
Class 2	• Music in my soul (1) • Music in my soul (2) • Hey friends (1) • Hey Friends (2) • Hello	• Sparkle in the sun (1) • Sparkle in the sun (2) • Listen (1) • Listen (2) • The Orchestra song	• Rainbows (1) • Rainbows (2) • Hands, feet, heart (1) • Hands, feet, heart (2) • All around the world	• Helping each other (1) • Helping each other (2) • The Music Man (1) • The Music Man (2) • Lets Sing Together	I wanna play in a band (1) I wanna play in a band (2) Music is all around (1) Music is all around (2) Saying Sorry	• The sunshine song (1) • The sunshine song (2) • Four white horses (1) • Four white horses (2) • Down in the Bay
Class 3	• Music Partnership • -play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	• Music Partnership • -play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	• Music Partnership • - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	• Let you spirt fly (1) • Let your spirit Fly (2) • Frere Jacques (1) • Frere Jacques (2) • The Other side of the moon	• Train is A-Comin' • Train is A-Comin' • Oh Happy Day • Oh Happy Day • A World of Sound	• You can see it through • You can see it through • Octopus Slide • Octopus Slide • Connect
Class 4	• Young Voices • play and perform in solo and ensemble contexts, using their voices and playing musical	• Young Voices • play and perform in solo and ensemble contexts, using their voices and playing musical	• Young Voices • play and perform in solo and ensemble contexts, using their voices and playing musical	• Music Partnership - play and perform in solo and ensemble contexts, using their voices and playing musical	• Music Partnership - play and perform in solo and ensemble contexts, using their voices and playing musical	• Music Partnership - play and perform in solo and ensemble contexts, using their voices and playing musical

	instruments with increasing accuracy, fluency, control and expression	instruments with increasing accuracy, fluency, control and expression	instruments with increasing accuracy, fluency, control and expression • **(Music theory lesson when Young Voices is complete)** • Music vocabulary (Italian names) and notation, including staves and note names, <practical with instruments>	instruments with increasing accuracy, fluency, control and expression	instruments with increasing accuracy, fluency, control and expression	instruments with increasing accuracy, fluency, control and expression