

Eastfield Infant and Nursery School Curriculum Overview 2026 -2027

EYFS

NURSERY	Autumn	Spring	Summer
Possible topics/cross curricular links Area of Learning: Expressive Art and Design – Being Imaginative and Expressive.	Me and My Family/ Family and Friends Diwali – listen to festival music and experiment with moving their bodies in response to the music. Traditional Tales – use of percussion instruments to retell familiar tales for example, Sleeping Beauty. Singing Christmas carols and songs.	Magical Characters Music to express emotion using the Colour Monster as stimuli. Chinese new year - listen to music from China, listen to and watch dragon festival dance.	Animals from around the world Learning about animals from Australia and Africa and listening to music from those countries. Children then move to the music in the style of the animals. African drumming using the djembe drums. Make Music Day – 1st July
Skills built throughout the year through continuous provision planning			
Listen and respond to different styles of music. Learn to sing rhymes/songs, share and perform. Sing the pitch of a tone sung by another person. Create their own songs or improvise a song around one they know. Play un-tuned percussion instruments. Listen carefully to rhymes, songs and rhyming stories, paying attention to how they sound. Use percussion instruments to compose. Explore and engage in music making and dance. Listen to and sing call and response songs. Listen to and respond to music from different genres and cultures. Phase 1 phonics use of percussion instruments to explore sounds. A nurse rhyme per week is learnt through phonics teaching.			

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RECEPTION	Autumn	Spring	Summer
Possible topics/cross curricular links Area of Learning: Expressive Art and Design – Being Imaginative and Expressive.	Dance – music related to topics, moving to different genres of music, discussing how it makes them feel. Ourselves – settling in songs, transition songs between reception and nursery. Retelling of familiar stories through body percussion, expressive sounds, e.g. Room on the Broom. Phase 1 phonics – use of body percussion to explore sounds. Christmas Nativity performing and singing songs together.	Chinese New Year – listen and watch the dragon dance, listen to Chinese music, recreate own Chinese new year festival, dance to own dragon dance Castles – exploring how music used to be a main form of entertainment. Class assemblies – perform a familiar class song.	African Animals – learning, listening to and comparing musical instruments and music from the around the world, African drumming using the djembe drums. Class assemblies – perform a familiar class song. Talk for writing which encompasses vocal and body sounds in addition to percussion instruments to enhance storytelling. Make Music Day – 1st July

Skills built throughout the year through continuous provision planning

Listen and respond to different styles of music.

Learn to sing rhymes/songs, share and perform, increasingly matching the pitch and following the melody.

Play un-tuned percussion instruments.

Listen carefully to rhymes, songs and rhyming stories, paying attention to how they sound.

Use percussion instruments to compose.

Explore and engage in music making and dance.

Listen to and sing call and response songs.

Listen to and respond to music from different genres and cultures.

Explore percussion sounds to enhance storytelling and poetry.

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KS1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Listening and Responding	Composition in response to a stimulus	Case Study	Singing and performing as a group	Rhythm and pitch patterns	Picture notation
Throughout the year and within music assemblies.	Listen to and sing call and response and action songs. Sing call and response songs to control vocal pitch and to match the pitch heard with accuracy. Explore percussion sounds to enhance storytelling and poetry. Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch.					
	Listen to sounds in the local school environment, comparing high and low sounds. Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo changes. Listening: What a wonderful world (Louis Armstrong) (20th century)	Sing familiar songs in both low and high voices talking about the difference in sounds. Use body percussion and classroom percussion, playing repeated rhythm patterns and short, pitched patterns on tuned instruments to maintain a steady beat. Listening: BBC 10 pieces Holst the Planets - Mars. Composition of own planet pieces. (classical) Christmas Carols	Create musical sound effects and short sequences of sound in response to a stimuli, e.g. a rainstorm/train journey. Respond to the pulse in recorded/live music through movement and dance. Listening: Rondo alla Turca – Mozart (classical) case study.	(Listen and learn songs. Share and perform. Play percussion instruments)	Listening, pulse, rhythm, singing playing tuned instruments composing sharing and performing. Understand the difference between creating a rhythm pattern and a pitch pattern. Listening: With a Little Help from my friends – The Beatles (popular music)	Listening, pulse, rhythm, singing playing tuned instruments composing sharing and performing. Recognise how graphic notation can represent created sounds. Explore and invent own symbols. Make Music Day – 1st July

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	<i>Rhythm patterns</i>	<i>Composition in response to a stimulus</i>	<i>Case study</i>	<i>Sea shanties</i>	<i>Notation and composition</i>	<i>Using technology</i>
Throughout the year and within music assemblies.	Listen to and sing call and response and action songs. Sing call and response songs to control vocal pitch and to match the pitch heard with accuracy. Explore percussion sounds to enhance storytelling and poetry. Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch.					
	Walk and mark the beat of a piece of music by tapping and clapping and recognising tempo as well as changes in tempo. Play copycat rhythms, copying a leader and invent rhythms for others to copy on un-tuned percussion. Create rhythms using word phrases as a starting point. Know the meaning of dynamics and tempo and be able to demonstrate these when singing. Listening: Stravinsky The Firebird Suite. (classical) Hound Dog – Elvis Presley (Rock and Roll)	Create music in response to a non-musical stimulus e.g. a storm, rocket launch... <i>BBC 10 pieces John Adams short ride in a fast machine. (classical)</i> Sing songs with a small pitch range (e.g. rain, rain, go away) pitching accordingly. Begin to group beats by tapping knees on the first beat and clapping the remaining beats. Listening: Fantasia (Classical) Christmas Carols	Rhythm and pulse, composition, share and perform Sing songs with a pitch range with increasing vocal control. Work with a partner to improvise simple question and answer phrases too be sung and played on un-tuned percussion, creating a musical conversation. Listening: Bolero – Ravel (classical) case study	To use graphic symbols as appropriate to keep a record of composed pieces. Sing short phrases independently within a singing game or short song. Responding independently to pitch changes. Listening: Sea Shanties – Dreams across the ocean.	To begin to use dot notation as appropriate to keep a record of composed pieces. Begin to show an understanding of texture and timbre Show confidence with pulse and tempo Listening: Night Ferry – Anna Clyne (21st century classical)	Summer Production (Listen and learn songs. Share and perform. Play percussion instruments) Use music technology to capture, change and combine sounds. Year 2 Music Festival with cluster schools. Make Music Day 1st July