

## SJB Music Coverage Overview- Academic Year 2026-2027

|           | Autumn 1 (7)                                                                                                                                                                                                                                                                                                                                                                              | Autumn 2 (7)                                                                                                                              | Spring 1 (6)                                                                                                                                                                                                                                                            | Spring 2 (5)                                                                                                                                                                                                                                            | Summer 1 (6)                                                                                                                                                         | Summer 2 (7)                                                                                                     |
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| Nursery   | <b>Sing Play &amp; Dance</b><br>Introduce a repertoire for repetition and playing along with Claves                                                                                                                                                                                                                                                                                       | <b>Sing Play &amp; Dance</b><br>Repeat songs from Autumn 1 and introduce a few more: focus on traditional Songs and nursery rhymes.       | <b>Sing Play &amp; Dance:</b><br>Review/Repeat all songs/chants<br>Introduce Chime Bars                                                                                                                                                                                 | <b>Sing, Play &amp; Dance</b><br>Play along with nursery rhymes and simple songs using chime bars (single pitch).                                                                                                                                       | <b>Sing Play &amp; Dance</b><br>Introduce other instruments: tambourines, triangles                                                                                  | <b>Consolidate, Create and Perform</b><br>Preparing and practising to play as an ensemble                        |
| Reception | <b>Let's Sing</b><br>Exploring musicianship through singing and chants                                                                                                                                                                                                                                                                                                                    | <b>Pulse and Patterns</b><br>Using instruments to 'play along' with pieces of music while starting to follow graphic notation for rhythm. | <b>Rain Rain</b><br>Exploring pitch (Solfa intro) through singing and playing chime bars using So/Mi                                                                                                                                                                    | <b>Reception Raps</b><br>Exploring movement and rhythm and use of voice and Rap and Hip Hop music                                                                                                                                                       | <b>Snails and Frogs</b><br>(Classroom percussion) learning to play simple sol/mi melodies.                                                                           | <b>Class Band</b><br>Playing different instruments and working as a group to perform music.                      |
| Year 1    | <b>Blast from the Past</b><br>Singing songs and moving to music 'through the decades'- playing along patterns to the music.                                                                                                                                                                                                                                                               | <b>Nutcracker</b><br>Exploring Rhythm and Meter through movement and instruments; reading graphic notation.                               | <b>Round and Round:</b><br><b>Music from the Caribbean</b><br><i>Using tuned percussion to play a simple melody using 3 pitches (So/Mi/La) and rhythmic accompaniment on claves.</i><br><i>Using this Call/Respond structure to explore improvising with a partner.</i> |                                                                                                                                                                                                                                                         | <b>African Singing Games:</b><br><i>Kye Kye Kule, Ukuti, Amina Tole</i><br>Singing and playing melodies on tuned percussion using 3 pitches: So, Mi, La / Do, Re, Mi |                                                                                                                  |
| Year 2    | <b>Celebrate</b><br><br>Learn to play and sing simple melodies from around the world; celebrating festivals of Harvest, Diwali, Christmas.<br><br>Using instruments to develop skills of musicianship (pulse, pitch and rhythm).<br><br><i>Playing Oats and Beans, Jingle Bells</i><br><i>Singing: This Little Light of Mine, Night of a Thousand Lights, Rise Up Sheppard and Follow</i> |                                                                                                                                           | <b>Xinnian Hao (Happy New Year)</b><br>Learning to sing and accompany traditional songs from China. (Pentatonic and Tetratonic tone sets.)<br><i>Using tuned and untuned percussion to play along to Silver Moon Boat</i>                                               | <b>London's Burning</b><br>Using this traditional British melody to develop musicianship skills: Singing, playing tuned percussion and making music together as an ensemble.<br>Exploring music in the metre of 3 and the instruments of the orchestra. | <b>Sing &amp; Dance</b><br>Singing Skills and Focused Listening through movement and accompaniments using percussion instruments.                                    | <b>Creative Caterpillars</b><br>Using the pentatonic tone set to improvise and create their own simple melodies. |

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| Year 3 |                                                                                                                                                                                            | <b>Recorders</b><br>Instrumental Skills and reading notation: exploring pitch and duration.                                                       |                                                                                                       | <b>Recorders</b><br>Continuing practising instrumental Skills and following Notation.                                                 |                                                                                                                                                               | <b>Composition</b><br>Creating melodies for their instruments.                                                                                 |
| Year 4 |                                                                                                                                                                                            | <b>Do Re Mi</b><br>Exploring pitch and instrument families, comparing world instruments and music. Learning to play melodies on tuned percussion. | <b>West African Drumming</b><br>Playing Djembe and creating rhythmic patterns, singing African songs. | <b>Oh, When the Saints</b><br>Exploring the history of Gospel music through Singing and playing famous gospel and spiritual melodies. |                                                                                                                                                               |                                                                                                                                                |
| Year 5 | <b>Step Back Baby</b><br>Exploring ensemble playing, melodies and chords through this jazz/blues chant. Using instruments: tuned percussion and drums                                      |                                                                                                                                                   |                                                                                                       |                                                                                                                                       | <b>West African Drumming</b><br>Building on previous Djembe playing by exploring the grid notation for Rhythm (division of beat) and improvising own patterns | <b>Performance</b><br>Consolidation of music making in Year 5; preparing to perform through singing and playing together as an ensemble.       |
| Year 6 | <b>Global Sounds</b><br>Making music together as an ensemble through performing melodies and rhythms from around the world<br><i>Mangrove Twilight</i><br><i>Percussion Ensemble piece</i> |                                                                                                                                                   |                                                                                                       |                                                                                                                                       |                                                                                                                                                               | <b>Year 6 Leavers</b><br>Learning songs for their end of term performance. Consolidating skills by planning & preparing a musical performance. |