

Intent:

The KS1 National Curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music
- Be taught to sing, create and compose music
- Understand and explore how music is created, produced and communicated.

At The Loriners' MAT, our Music curriculum is underpinned by ambition, inclusion and high expectations for all pupils, including those with Special Educational Needs and Disabilities (SEND). Through our structured use of the Charanga scheme of work, we ensure that every child — regardless of starting point, need or barrier — has equitable access to high-quality musical learning.

We believe that every child is a musician and deserves to experience the enjoyment, discipline, creativity and collaborative nature of music. Our curriculum enables pupils to engage in listening, singing, composing and performing, while developing musical vocabulary, knowledge and skills progressively over time.

For pupils with SEND, learning remains ambitious and aspirational. Adaptive teaching approaches reduce barriers while maintaining appropriate musical challenge, ensuring that all pupils can participate meaningfully. Reasonable adjustments are made to support communication, sensory and physical needs, and individual strengths and musical interests are used to foster motivation and success. Through this inclusive approach, we nurture confidence, resilience and pride in musical achievement, empowering all pupils to develop as confident performers, composers and listeners.

Inclusion Through Curriculum Design

- Ensuring lesson resources include visual prompts, repetition and opportunities for practical, hands-on music-making.
- Using the structured progression within the Charanga scheme to build musical understanding cumulatively while supporting organisational and processing needs.
- Planning collaborative musical tasks where pupils can contribute meaningfully through rhythm, pulse, movement, technology or simple instrumental parts.

Through this approach, SEND pupils are enabled to engage purposefully in singing, listening, composing and performing, applying their learning and experiencing success in each unit of work.

Implementation:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Marvellous Me Autumn Leaves Dingle Dangle Scarecrow	Starry Night, Sparkle and Shine Zoom, Zoom, Zoom Twinkle Twinkle	A Walk into the Wild Teddy Bear's Picnic Walking Through the Jungle Down in the Jungle	Once Upon a Time Hot Cross Buns Humpty Dumpty Jack and Jill	Ready Steady Grow Old McDonald Had a Farm Chick Chick Chicken BINGO 5 Current Buns	Sunshine and Sunflowers Mary Mary Quite Contrary Incy Wincy Spider The Ants Go Marching Little Miss Muffet
	Children receive weekly input from a peripatetic music specialist to engage in activities tailored to their termly topics and stories. The children explore music through child-initiated and adult-led activities within continuous provision and songs are used as vehicle to teach across all areas of learning.					
Reception	Me Learn to sing nursery rhymes and action songs: Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive Five Little Ducks Name Song Things For Fingers	My Stories Learn to sing nursery rhymes and action songs: I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	Everyone! Learn to sing nursery rhymes and action songs: Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes	Our World Learn to sing nursery rhymes and action songs: Old Macdonald Incy Wincy Spider Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey	Big Bear Funk Big Bear Funk is a transition unit that prepares children for their musical learning in Year 1/ages 5-6. Funk Music	Reflect, rewind, replay Revisiting nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.
Year 1	Hey You! Old School Hip Hop	Songs for Year 1 Performance	Rhythm in the way we walk and Banana Rap Reggae, Hip Hop	In the Groove Blues, Latin, Folk, Funk, Baroque, Bhangra	Round and Round Latin Bossa Nova, Film music, Big Band Jazz, Mashup, Latin fusion	Your Imagination Film, Pop, Musicals Reflect, rewind, replay (If required) Western Classical Music and your choice from Year 1
Year 2	Hands, feet heart South African styles	Ho ho ho Christmas, Big Band, Motown, Elvis, Freedom Songs	I wanna play in a band Rock	Zootime Reggae	Friendship Song (Transition) Pop, Soul, Film, Musicals	Songs for Year 2 Performance

Impact

The impact of our Music curriculum is evident in the breadth of musical experiences pupils access and the confidence with which they engage in them. Children experience a diverse range of music, with meaningful links across the curriculum, developing not only musical knowledge and skills but also wider qualities such as achievement, self-confidence, collaboration, self-reflection and cultural awareness. They gain an understanding of music's historical and cultural significance, both personally and globally, and learn to appreciate traditions from a wide range of backgrounds.

Pupils leave our school able to enjoy music as listeners, performers and creators. They can sing with a sense of pulse, explore rhythm and pitch, compose and evaluate music, and understand how musical elements combine to create impact. They develop the confidence and foundational skills to pursue music further, should they choose to do so.

For pupils with Special Educational Needs and Disabilities (SEND), impact is measured with the same high expectations as for all learners, alongside adaptations that enable meaningful progress. SEND pupils demonstrate development in singing, rhythm, pitch, composition and performance, with progress recognised through personalised or scaffolded outcomes. Pupil voice reflects enjoyment and growing confidence, and assessment captures small-step achievements as well as moments of mastery. Monitoring activities ensure that ambition, adaptive teaching and reasonable adjustments effectively support full participation and success for all pupils within Music.

