

Music Development Plan Summary

Sinai Jewish Primary School

Overview

Academic year that this summary covers	<i>2026-27</i>
Date this summary was published	<i>September 2026</i>
Date this summary will be reviewed	<i>September 2027</i>
Name of the school music lead	<i>Rosie Haftel</i>
Name of school leadership team member with responsibility for music (if different)	<i>Juliette Green</i>
Name of local music hub	<i>Brent Music Services</i>
Name of other music education organisation(s) (if partnership in place)	<i>N/A</i>

This is a summary of how our school delivers music education to all our pupils across three areas - curriculum music, co-curricular provision and musical experiences - and what changes we are planning in future years. This information is to help pupils and parents/carers understand what our school offers and who we work with to support our pupils' music education.

Part A: Curriculum music

Music is taught to all pupils from EYFS to Year 6 using the Kapow Primary Music Scheme, ensuring full curriculum coverage and progression across every year group.

Each lesson follows a consistent structure to give pupils a balanced musical education:

- 10 minutes of listening and appraising
- 10 minutes of musical activities - vocal warm-ups, flexible games, instrument play and song improvisation

- 10 minutes of performance or sharing

Lessons currently run for 1 hour fortnightly across EYFS–Y6. Key vocabulary is reinforced throughout each lesson using classroom posters and teachers draw on lesson plans, supporting tracks and interactive whiteboard resources provided by the scheme.

Pupils develop skills across five key concepts - compose, communication, shape, rhythm, pitch and tempo - and are taught to listen critically, perform with competence and engage in creative composition across a wide range of musical genres and traditions. The curriculum also makes deliberate cross-curricular links to other subjects.

Teachers assess pupils' starting points and address misconceptions throughout each unit using Kapow's key questions and assessment criteria. At the end of each unit, teachers use Kapow checklists to judge whether pupils are working towards, meeting or exceeding expectations; this is recorded annually in Arbor for tracking and analysis.

Part B: Co-curricular music

Pupils have access to a non-auditioned school choir in KS1 and KS2, which rehearses weekly and free of charge. The choir performs regularly, including at Boystown and in-school events.

Peripatetic (small group) instrumental lessons are available in keyboard, clarinet, flute and guitar, giving pupils individualised instruction to develop their instrumental skills. Lessons run on Mondays, Tuesdays and Thursdays. Lessons cost £232 for the year which includes 33 weekly lessons, with bursaries available to Pupil Premium children. A sign-up email is sent at the end of each academic year and places are booked for the following year via a Google Form.

Part C: Musical experiences

Pupils have regular opportunities to perform and take part in musical events across the school year, including:

- Class assemblies, where pupils share what they've been learning in music lessons
- School productions, including the Year 6 production
- Charity performances
- KS2 choir engagements, including Boystown and in-school events
- Festive assemblies and Jewish festival celebrations, which feature thematic songs and enhance the cultural richness of our music curriculum
- Instrument performances in assemblies

In the future

Choir has grown significantly this year, expanding into KS1 with around 50 children now taking part. KS2 choir remains smaller and participation tends to dwindle in UKS2; growing and sustaining numbers there is a priority for next year.

We would also like to begin a boys choir to encourage more boys to take part.

We are also expanding singing assemblies to Year 1 - Year 4 with the aim of extending this to the whole school within the next two years.

We want to increase the number of visiting musicians and outings to live performances where possible.

We want to increase the music opportunities for more 'ready' children, including participation in Brent Music Services' "ready day" and encouragement to join choirs and ensembles out of school, as well as performing in school.

We would like to look at SEN provision for music and ensuring big opportunities are accessible and available to them.

We have been in touch with BMS about having an inset to inspire the teachers to feel more confident about teaching music and increasing music provision in early years to help with communication and language development.