



**St Mary's Catholic Primary School**  
**Music Curriculum Map**  
**2025-26**



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EFYS Focus Area</b>	<a href="#"><u>All about Me</u></a> Music and Movement. Pulse	<a href="#"><u>Light and Dark</u></a> Actions and Rhythmical Patterns	<a href="#"><u>Sounds All Around Me</u></a> Pitch- matching	<a href="#"><u>Traditional Tales</u></a> Rhymes, songs and stories	<a href="#"><u>Travelling Around</u></a> Playing and responding	<a href="#"><u>Holidays and the Seaside</u></a> Singing, listening and playing together
EYFS	<u>Move to the Music: Starting and Stopping</u>	<u>Follow the Leader: Copy Me. Tap with Me</u>	<u>Singing and Listening Skills: Exploring musical sounds. Find your voice</u>	<u>Telling stories through music. Rhymes, Poems and songs Old and New</u>	<u>To match movements and sounds. Feeling the music</u>	<u>Move in response to music</u>
<b>KS1 Focus Area</b>	<a href="#"><u>Pulse/Beat and Tempo</u></a>	<a href="#"><u>Rhythm</u></a>	<a href="#"><u>Pitch</u></a>	<a href="#"><u>Musicianship: Preparing for Reading Notation</u></a>	<a href="#"><u>Musicianship: Preparing for Ensemble Skills</u></a>	<a href="#"><u>Composing</u></a>
Year 1	<u>Exploring Pulse and Tempo 1:</u> Feel the Beat. Change the Tempo	<u>Exploring Rhythm 1:</u> Playing and Copying. Perform their own rhythm patterns	<u>Exploring Pitch 1:</u> High and Low.	<u>Understanding Rhythm and Pitch:</u> (Tuned and untuned Percussion)	<u>Singing and Playing Skills 1:</u> Pitch –Matching.	<u>Creating Music 1:</u> Sound effects, sequences of sounds, storytelling and graphic notation

Year 2	<u>Exploring Pulse and Tempo 2:</u> <i>Feel the Strong Beat. Speed of music</i>	<u>Exploring Rhythm 2:</u> <i>Stick Notation. Note values: (crotchets, quavers and crotchets rests)</i>	<u>Exploring Pitch 2:</u> <i>Dot Notation. Melodic phrases</i>	<u>Playing Rhythm and Pitch:</u> <i>(Tuned and untuned Percussion)</i>	<u>Singing and Playing Skills 2:</u> <i>Follow the Leader. Visual symbols (crescendo, decrescendo, pause)</i>	<u>Creating Music 2:</u> <i>Musical Conversations</i>
<b><u>KS2 Focus Area</u></b>	<b><u>Performing: Reading Notation-Rhythm</u></b>	<b><u>Performing: Reading Notation-Pitch</u></b>	<b><u>Performing: Instrumental /Vocal Performance</u></b>	<b><u>Musicianship: Singing, Playing and Listening</u></b>	<b><u>Composing and Improvising</u></b>	<b><u>Creating and Performing</u></b>
Year 3	<u>Reading Notation 1:</u> <i>Rhythm and Tempo. Crotchets and Paired Quavers</i>	<u>Exploring Staff Notation 1:</u> <i>High and Low</i>	<u>Ensemble Skills:</u> <i>Call and response. Ostinato</i>	<u>Developing into Musicians 1:</u> <i>Dynamics and Tempo</i>	<u>Composition Skills:</u> <i>Pitch, Rhythm and Structure</i>	<u>Exploring Musical Theatre:</u> <i>Forte and Piano</i>
Year 4	<u>Reading Notation 2:</u> <i>Sequences of 2, 3, 4 beat phrases. Minims and Rests</i>	<u>Exploring Staff Notation 2:</u> <i>Follow the Score.</i>	<u>Ensemble Skills:</u> <i>Rounds songs. Melody and Accompaniment</i>	<u>Developing into Musicians 2:</u> <i>Major and Minor</i>	<u>Composition Skills:</u> <i>Pentatonic Phrases and Rhythm Sequences</i>	<u>Exploring Classical Music 1:</u> <i>Legato and Staccato</i>
Year 5	<u>Reading Notation 3:</u> <i>Time Signatures. Semibreves and Semiquavers</i>	<u>Developing Sight Reading Skills 1:</u> <i>Melodic and rhythmic phrases</i>	<u>Ensemble Skills:</u> <i>Verse and chorus form. Chordal accompaniments (ukulele)</i>	<u>Developing into Musicians 3:</u> <i>Syncopation</i>	<u>Creating music for Film and TV:</u> <i>Character, Atmosphere and Environment</i>	<u>Exploring Classical Music 2:</u> <i>Structure and Texture</i>
Year 6	<u>Reading Notation 4:</u> <i>Rhythm Ensemble</i>	<u>Developing Sight Reading Skills 2:</u> <i>Note names and Durations</i>	<u>Ensemble Skills:</u> <i>Three- part rounds. Triads and Chord progressions (ukulele)</i>	<u>Developing into Musicians 4:</u> <i>Simple and compound time</i>	<u>Composition Skills:</u> <i>Notation, Expression and Performance</i>	<u>Singing with Style:</u> <i>Culminating in Leavers Performance</i>