

Cradley Music - Curriculum Overview

2027/2028						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Traditional Tales 2 -3 Year Olds – • Moves while singing, whilst listening to music and while playing with sounds - Repeated phrases and rhythmic patterns in stories (e.g., “Trip-trap, trip-trap” from <i>The Three Billy Goats Gruff</i>) encourage children to move, sing and make sounds. They enjoy marching like the soldiers, tapping like the woodcutter or swaying like trees in the forest. 3 – 4 Year Olds – • Enjoys joining in with moving, dancing and ring games - Children join in with circle games and dances linked to stories, such as moving in time to “Trip-trap, trip-trap” or dancing like woodland animals, building rhythm and social participation. • Uses movement and sounds to express experiences, expertise, ideas and feelings -	Transport and Travel 2-3 Years Olds- • Sings whilst listening to music - Travel songs and sound effects (bus engines, train whistles, boat horns) encourage children to sing along while listening, helping them match rhythm and tune during shared musical play. • Expresses self through physical actions and sound - Children express excitement, energy and ideas through movement and sound—beeping horns, stomping like passengers, zooming like rockets or swaying like boats—using their bodies and voices to bring travel experiences to life. 3-4 Years Olds – • Sings familiar songs - Children enjoy singing well-known travel songs such as <i>The Wheels on the Bus</i> or <i>Row, Row, Row Your Boat</i>, using familiar rhythms and	Wild Animals 2-3 Years Olds- Creates sound effects and movements - Children enjoy roaring like lions, stomping like elephants or slithering like snakes. They use their bodies and voices to represent animals, building confidence in expressive movement and early drama	Growing and Measuring 2-3 Years Olds- • Joins in singing songs - Children join in with simple growing-themed songs about rain, sunshine, seeds and plants. Repeating actions and words helps them connect music with natural cycles and early understanding of growth. • Creates sounds by rubbing, shaking, tapping, striking or blowing - Growing activities provide rich opportunities for sound exploration: tapping pots, shaking seed packets, rubbing leaves or blowing gently on soil. Children experiment with natural materials to create sounds linked to their environment. 3-4 Years Olds – • Begins to build a collection of songs and dances - Children enjoy learning and performing growing-themed songs and dances, such as movements that show seeds	Knights and Castles 2-3 Years Olds- • Shows an interest in the way instruments sound - Children explore castle-themed sounds using instruments, experimenting with “clashing shields,” “marching drums,” or “dragon roars,” helping them notice differences in pitch, volume and rhythm. • Begins to make believe by pretending using sounds, movements, words and objects - Castle role play invites children to use imaginative sounds (roaring dragons, clanking armour), movements (marching knights, sneaking guards) and simple props to act out early stories, strengthening symbolic play. 3-4 Years Olds – Chooses particular movements, instruments, sounds, colours and materials for their own purposes -	Under the Sea 2-3 Years Olds- • Creates rhythmic sounds and movements - Children make rhythmic “ocean sounds” using shakers, drums and tapping sticks, and move their bodies like sea creatures—wiggling like fish, snapping like crabs or swaying like seaweed—developing musicality and expressive movement.

	Through role-play, children express emotions such as fear (running from the wolf), excitement (climbing the beanstalk) or curiosity (exploring the cottage), using movement and sound to communicate ideas. • Experiments and creates movement in response to music and stories - Story soundtracks, rhythm sticks or simple instruments inspire children to create movements that match the mood of the tale—gentle swaying for the forest, strong stomps for the Giant, quick steps for the Gingerbread Man. Sings to self and makes up songs - Children invent simple songs about characters (“Run, run, Gingerbread Man!”) or retell parts of the story through singing, supporting early composition and imaginative language use.	phrases to bring journeys to life. • Taps out simple repeated rhythms - Travel-themed rhythms (train beats, car engines, boat splashes) encourage children to tap out steady patterns using instruments or body percussion, strengthening coordination and musical awareness. • Develops an understanding of how to create and use sounds - Children explore how to make different travel sounds—slow/fast train noises, loud/quiet engines, swooshing aeroplanes—experimenting with volume, tempo and pitch. • Creates sounds, movements, drawings to accompany stories - When sharing travel stories like <i>The Train Ride</i> or <i>Naughty Bus</i>, children add their own sound effects, movements and drawings to retell journeys, deepening narrative understanding.		sprouting, plants stretching or rain falling. This builds a growing repertoire of familiar routines linked to nature. • Makes music in a range of ways - Children explore sounds inspired by growing—tapping pots, shaking seed containers, rustling leaves or using instruments to represent rain and sunshine. They begin to create simple musical patterns linked to growth cycles.	Children select purposeful creative elements: marching like knights, using drums for “castle alarms,” choosing bold colours for shields or soft materials for royal capes, showing growing intention and control in expressive choices.	
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Class 1	Chant To The Animals (R)	Creative Moves (R)	Lilting Lullaby (R)	Number Time (R)	Wellbeing Matters (R)	Rhythm Adventure (R)
Class 2	Rhyming in Time (Yr1)	Let's Start Singing (Yr 1) <i>Angel Gets Her Wings</i>	Music Inspired By The World Around Us (Yr1)	Exploring Rhythm Patterns (Yr 1)	Sound and Pictures (Yr 1)	High and Lows (Yr 1)
Class 3	A Shining Performance (Yr 3) & PTrumpets	Sing and Move (Yr 3) & PTrumpets	Music and Video (Yr 3) & PTrumpets	You Gotta Try (Yr 3) & PTrumpets	Music and Sound (Yr 3) & PTrumpets	Sound Exploration (Yr 3) & PTrumpets
Class 4	Shaping Music (Yr 5)	Unlocking Vocal Potential (Yr 5)	Sounds Dramatic (Yr 5)	Decoding Sound and Notation (Yr 5)	Carnival Time 1 (Yr 5)	Discovering Grime (Yr 5)

2026/2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	All About Me 2 -3 Year Olds – • Moves while singing, whilst listening to music and while playing with sounds - Moving to music helps children understand their own bodies, rhythms, and feelings. It supports their sense of identity as they explore how they move, what sounds they enjoy, and how they express joy, excitement or calm through movement. 3-4 Years Olds – • Explores and learns how sounds and movements can be changed - This links to <i>All About Me</i> because children are discovering how they express themselves, experimenting with what their bodies and voices can do, and developing confidence in their own creative choices. • Uses movement and sounds to express experiences, expertise, ideas and feelings - This links directly to <i>All About Me</i> because children use movement and sound to communicate who they are, how they feel, and what they	On the Farm 2 -3 Year Olds – • Sings whilst listening to music - Singing along to farm songs like <i>Old MacDonald</i> or tractor-themed music encourages children to explore pitch, rhythm and enjoyment of shared musical experiences linked to the farm theme. • Expresses self through physical actions and sound - Children express themselves by making animal noises, moving like different farm animals or creating tractor sounds. This supports imaginative play, communication and early emotional expression through movement and sound . 3-4 Years Olds – • Sing familiar songs - Children enjoy singing well-known farm songs such as <i>Old MacDonald</i> or <i>The Farmer's in His Den</i>, helping them develop confidence, rhythm and enjoyment of shared musical experiences. • Taps out simple repeated rhythms - Using drums, sticks or tapping on buckets to copy the sound of tractors, horses	People Who Help Us 2 -3 Year Olds – • Notices and becomes interested in the effect of their actions - Children explore cause and effect through helper-themed play, such as pressing buttons to make siren sounds, using water to “put out fires,” or giving a doll a “bandage” and noticing the change. • Creates sound effects and movements - Children make siren noises, copy firefighter movements, or imitate a doctor listening to a heartbeat, using sound and action to bring helper roles to life.	Dinosaurs 2 -3 Year Olds – • Joins in singing songs - Children enjoy joining in with simple dinosaur songs and action rhymes — “<i>Stomp like a dinosaur</i>,” “<i>Dinosaurs in the swamp</i>” — helping them develop rhythm, repetition and confidence in group singing. • Creates sounds by rubbing, shaking, tapping, striking or blowing - Dinosaur-themed sound exploration encourages children to make <i>stomping</i>, <i>crunching</i>, <i>roaring</i> or <i>rustling</i> noises using instruments and everyday objects. They experiment with how different actions create different dinosaur-like sounds. 3-4 Years Olds – • Begins to build a collection of songs and dances - Children enjoy learning and remembering a growing repertoire of dinosaur songs and dances — <i>stomp dances</i>, <i>swishy-tail dances</i>, <i>creeping raptor dances</i> — helping them build confidence, rhythm and coordination. • Makes music in a range of ways - Dinosaur-themed	Space & Planets 2 -3 Year Olds – • Shows an interest in the way instruments sound - Children explore instruments to make space sounds—shaking shakers for twinkling stars, tapping drums for rocket engines, or using rain sticks for “space dust.” They show curiosity about how different instruments create different effects. • Experiments with ways to enclose a space, create shapes, sounds and objects - Children build rocket bases, planet caves, or alien homes using blocks, boxes or loose parts. They explore creating shapes such as circles for planets or tall structures for rockets, and experiment with materials to make space-themed objects. • Begins to make believe by pretending using sounds, movements, words and objects - Children use imaginative play to become astronauts, aliens or rocket pilots—making “zoom” sounds, floating like astronauts, or pretending objects are space controls.	Around the World 2 -3 Year Olds – • Creates rhythmic sounds and movements - Children move and make sounds inspired by world music—shaking instruments, tapping drums, or copying simple rhythms from different cultures. They enjoy dancing to music from around the world and creating their own movements. 3-4 Years Olds – • Plays cooperatively as part of a group - Children work together to build small-world scenes of places around the world, share instruments during cultural music sessions, or collaborate on group art pieces. In transition activities, they practise cooperative play through classroom role play, turn-taking games and shared routines.

	know, giving insight into their inner world. • Experiments and creates movement in response to music and stories - Responding creatively helps children connect their imagination with their identity, showing how they interpret stories and emotions through their own unique movements. • Sings to self and makes up songs - Making up songs is a powerful expression of personality, emotion and creativity. It shows children developing their own voice—literally and figuratively.	trotting or rain on the barn roof helps children explore rhythm through meaningful farm-related sound patterns. • Develops an understanding of how to create and use sounds - Children experiment with making animal noises, using instruments to represent farm machinery or exploring how different materials make different sounds, supporting early sound discrimination and creativity. • Creates sounds, movements, drawings to accompany stories - Acting out farm stories with movements (galloping like horses, waddling like ducks), adding sound effects or drawing key events supports imaginative engagement and early narrative skills. • Notices what other children and adults do - Watching how others move like animals, build barns or create farm sounds encourages children to imitate, adapt and build on shared ideas within farm-themed play.		sound exploration encourages children to create music using instruments and everyday objects to represent <i>roaring, stomping, crunching leaves</i> or <i>volcano rumbles</i>, experimenting with tempo, volume and pitch.	They use simple language and gestures to bring their space stories to life. 3-4 Years Olds – • Chooses particular movements, instruments, sounds, colours and materials for their own purposes - Children select movements like floating, spinning or stomping to act out astronauts, planets or robots. They choose instruments to represent space sounds—drums for rockets, bells for stars—and pick colours and materials that match their creative intentions, such as dark blues for space or bright reds for Mars.	
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Class 1	Chant To The Animals (R)	Creative Moves (R)	Lilting Lullaby (R)	Number Time (R)	Wellbeing Matters (R)	Rhythm Adventure (R)
Class 2	Question and Answer (Yr 2)	Let's Keep Singing (Yr 3) <i>Five Gold Rings</i>	Sound and Symbol 1 (Yr 2)	Sound and Symbol 2 (Yr 2)	Around The World (Yr 2)	The Power of Communication (Yr 2)
Class 3	Create And Notate (Yr 4) & PTrumpets	Singing and Traditions (Yr 4) & PTrumpets	Recycling Songs (Yr 4) & PTrumpets	Exploring Musical Contrasts (Yr 4) & PTrumpets	FX Sound Effects (Yr 4) & PTrumpets	Round and Round (Yr 4) & PTrumpets
Class 4	Music Speaks (Yr 6)	Express, Inspire and Perform (Yr 6)	Musical Reimagined – (Yr 6)	Music Sketches – (Yr 6)	Music Remixed - (Yr 6)	The Grand Finale – (Yr 6)