



Freerounds Infant School - Our Curriculum

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| What are we trying to achieve? | Our Vision | We encourage our children to develop confidence, a sense of identity and lead safe, healthy and fulfilling lives. | | We want our children to grow into responsible citizens who make a positive contribution to local, national and global communities. | | We enable our children to develop skills, knowledge, understanding and enjoyment that sustain a lifetime of successful learning. | | | |
| | Our Aims | Working in close collaboration with each other, parents and other agencies, schools and the wider community. | Enabling or encouraging everyone to become confident to pursue their own interests, brave to take risks and independent and motivated to learn. | Creating a culture of inclusion and respect. | Valuing the ideas and celebrating the achievement, successes and individuality of everyone. | Creating an exciting, stimulating resource rich environment which supports learning through interactive displays and use of technology. | Providing high quality teaching and learning, first hand experiences, high levels of collaboration, challenge and support. | Building on previous learning, teaching key skills and creating opportunities to explore and be curious. | |
| | Our Values | Independence | | Respect | Teamwork | Thinking | Engagement | Motivation | |

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| How do we implement this? | Our teaching intentions | Carefully planned, rich connected learning journey. | Teaching models respect pupil uniqueness, challenges prejudice and promotes social justice. | Parents and carers are supported and challenges to play a role in their child's learning. | Approaches to learning are sensitive to the needs of all learners and their self-esteem especially the vulnerable. | Classroom environment inspires and motivates all children. | | | |
| | Effective teaching | Teachers have a deep learning of subjects to be taught. | Teachers have a clear understanding of cognition and learning.. | All adults have high expectations and provide challenge for all, with support when necessary. | Teaches employ skilful and effective questioning to check and deepen understanding. | Teachers use a range of flexible and responsive strategies. | | | |
| | Assessment for learning | Effective use of summative assessment to inform steps. | Oral and written feedback that has immediate impact. | | Purposeful internal and external moderation to inform professional discussions. | | Clear learning intentions and success criteria are shared with children and understood by all. | | |

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| How do we implement this? | Organisation | Units of work are based on key questions and cross-curriculum themes. | Stimulating indoor and outdoor learning environments. | Daily routines and a range of enrichment experiences | Use children's own ideas and interests to shape learning. | Partnerships with other schools and the local community. | Hook that engages the children and gives the context for the learning. | A clear outcome which gives purpose to the learning. | | | | | |
| | EYFS and National Curriculum | Personal & Social Development (PSED) | Physical Development (PD) | Communication and Language | Literacy | Mathematics | Understanding of the World | | | | Expressive Arts and Design (EAD) | | |
| | | PSHE | PE | English | | Mathematics | Science | RE | History | Geography | Computing | Art and Design | Design Technology |

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| What is the impact? | An inclusive curriculum for all | An inspiring and challenging curriculum for all. | Teaching that is consistently good or better for all pupil groups. | High levels of attainment and progress. | Positive climate for learners in all classrooms. | Children who are fluent in the language of learning. | | |
| | Evaluation | Memorable connections Does the learning make links with prior and current learning within the subject and across the curriculum? Does learning excite to create memorable moments? | Is an enquiry based approach to learning journeys used in all subjects? Does the task or topic promote deeper thinking? Do children have choices at different points of the learning process? Do children reflect on their learning and generate new thinking? | Equity and enrichment Are there high expectations for all? Is there equity are all children able to access the learning? Do all children experience the whole curriculum? Are all year group leaders ensuring there is consistency in the curriculum across the year groups? | High quality outcomes and challenge for all? Do all adults have high expectations of all children at all times? Are there clear assessment criteria linked to the development of knowledge and skills? Has the learning journey spread to a purposeful outcome or product? Are children challenged to think and evaluate their learning? Are the children shown examples of the best outcomes to help and inspire them to achieve? | Is each subject area given integrity and taught well? Are children able to relate their values and experiences to British values? Is there a cohesive, entire planned curriculum across the school? Does the curriculum facilitate unlimited possibilities for rehearsing and honing English, Maths and Computing skills? | | |

EYFS Subject Skills Overview

| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Music Dimensions | | | | | | |
| Dynamics | | | Begins to build a repertoire of songs | | | Children sing songs, make music, and experiment with ways of changing them. |
| Tempo | Beginning to move rhythmically. | Captures experiences and responses with a range of media, such as music | | | | |
| Structure | Explores and learns how sounds can be changed. | Makes up rhythms. | | | | |
| Duration | Taps out simple repeated rhythms. | Creates movement in response to music. | | | | |
| Texture | Imitates movement in response to music. | Developing preferences for forms of expression. | | | | |
| Timbre | Introduce children to a wide range of music | | | | | |
| Pitch | | | Explores the different sounds of instruments | | | |
| Music Skills | | | | | | |
| Describing and discussing | | | | Extend children's experience and expand their imagination through the provision of music | | |
| Singing | Sings a few familiar songs. | Sings to self and makes up simple songs. | | | | |
| Listen and responding | | Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. | | | | |
| Notating | | | | | | They represent their own ideas, thoughts and feelings through music. |
| Playing | | | | | Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. | |
| Rehearsing and performing | | | | | They safely use and explore a variety of materials, tools and techniques, experimenting with texture, form and function. | |

Year 1 Subject Skills Overview

| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------------------|--|---|---|---|---|--|
| Topic | New Beginnings/Let it shine | Toys | What Big Eyes You've Got/ Pets and Animals | What Big Eyes You've Got/ Under the Sea/Minibeasts | Through the Key Hole | Great Fire of London |
| Music Dimensions | | | | | | |
| Dynamics | | | | | | Explore, use, respond to, recognise and identify loud, moderate, quiet and silence |
| Tempo | | Explore, respond to, recognise and identify fast, moderate and slow | | | | |
| Structure | | | | | Explore, respond to and recognise simple structures including openings and endings (AB), beginning, middle-end, echoes and responses | |
| Duration | Explore, respond to and recognise patterns of long and short sounds and to steady beats in music heard and performed | | | | | |
| Texture | Explore, respond to and recognise solo sounds and layers of sounds | | | | | |
| Timbre | | | Use and identify families of school percussion instruments, their sound properties and explore how they could be played. Use and identify vocal sounds and explore how they could be used | | | |
| Pitch | | | | Explore, respond to and recognise high, middle and low sounds | | |
| Music Skills | | | | | | |
| Describing and discussing | | | | | | Think and talk about sounds and music and how they make you feel. Use key words relating to the dimensions |
| Singing | | Explore and use vocal sounds, chant and sing rhymes and songs illustrating character and / or mood building rhythmic and melodic memory | | | | |
| Listen and responding | | | | | Explore, respond to, recognise and identify sounds from different sources and musical moods, features and changes/ contrasts and how music makes you feel | |

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| Notating | Respond to and recognise signs, symbols and other basic graphic notation including those illustrating the musical dimensions | | | | | |
| Playing | | | Explore and use an increased range of sounds (including body sounds) beginning to use correct percussion techniques and showing awareness of the use of the dominant hand | | | |
| Rehearsing and performing | | | | Sing and play in time and follow a range of simple directions including ideas about how to improve | | |

Year 2 Subject Skills Overview

| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------------------|--|--|--|--|---|--|
| Topic | Reach for the Stars | Wacky Races | Around the World | Unsinkable | Bees, Seeds and Enormous Trees | Brilliant Brazil |
| Music Dimensions | | | | | | |
| Dynamics | | | | | Respond to, recognise and identify getting louder and quieter | |
| Tempo | | | Respond to, recognise and identify getting faster and slower | | | |
| Structure | | | | | | Respond to, recognise and identify a range of repetition and contrast structures including Q and A, verse and chorus, ABA |
| Duration | | | Respond to, recognise and distinguish between steady beat and rhythm pattern and how they fit together | | | |
| Texture | Respond to and begin to recognise and use different layers including simple accompaniments | | | | | |
| Timbre | | | | Identify and choose the way sounds are made and can be used | | |
| Pitch | | Respond to, recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes | | | | |
| Music Skills | | | | | | |
| Describing and discussing | | | | | | Explore and use vocal tones, chant and sing a wider variety of rhymes and songs with an awareness of character and/ or mood. Use simple vocal patterns as accompaniments |
| Singing | | | | Explore and use vocal tones, chant and sing a wider variety of rhymes and songs with an awareness of character and/ or mood. Use simple vocal patterns as accompaniments | | |
| Listen and responding | | | Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's ideas | | | |

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| Notating | Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions including representations of rhythm and pitch | | | | | |
| Playing | | Demonstrate accuracy and control of correct technique on a range of untuned and tuned percussion instruments. Begin to play with musical intent. | | | | |
| Rehearsing and performing | | | | | Sing and play in time and follow a wider range of simple directions, develop awareness of why and how to improve | |

Key Stage 1 Language Overview: Subject

| Term | Year 1 Term 1 | Year 1 Term 2 | Year 1 Term 3 | Year 2 Term 1 | Year 2 Term 2 | Year 2 Term 3 |
|--|---|--|---|---|---|---|
| Dimension and Skill | Duration, Texture and Tempo Notating and Singing | Timbre and Pitch Playing and Rehearsing and Performing | Structure and Dynamics Listening and Responding, Describing and Discussing | Texture and Pitch Notating and Playing | Duration, Tempo and Timbre Listening and Responding and Singing | Dynamics and Structure Rehearsing and Performing, Describing and Discussing |
| Previously learnt vocabulary – Tier 1 | Duration – long, short, sounds, steady, beat, heard, performed Texture – one, sound, many Tempo – fast, slow Notating – ideas, pictures, signs, symbols Singing – vocal, talking, singing, mood, chant, rhymes, songs, memory | Timbre – sounds, sound-makers, vocal Pitch – high, low Playing – body sounds, sound-makers, percussion, control Rehearsing and Performing–sing, play, individually, group, starting, stopping, together, directions | Structure – sequences, events, stories, same, different Dynamics – loud, quiet, silence Listening and Responding – different, musical, moods, features, changes, feelings Describing and Discussing – sad, happy | Texture – one, sound, many, solo, layers Pitch – high, low, middle, relationship Notating - ideas, pictures, signs, symbols, graphic, notation, illustrating, musical dimensions Playing - body sounds, sound-makers, percussion, control, techniques, dominant hand | Duration – long, short, sounds, steady, beat, heard, performed, patterns, investigate Tempo – fast, slow, moderate Timbre – sounds, sound-makers, vocal, families, properties, explore Listening and Responding – different, musical, moods, features, changes, feelings, sources, features, changes, contrast Singing – vocal, talking, singing, mood, chant, rhymes, songs, memory, rhythmic, melodic, memory, illustrating, mood building, character | Dynamics – loud, quiet, silence, moderate Structure – sequences, events, stories, same, different, simple, openings, endings, beginning-middle-end, echoes, responses Rehearsing and Performing – sing, play, individually, group, starting, stopping, together, directions, in time, following direction Describing and Discussing – sad, happy, angry, confused, think, talk |
| Taught during the topic – Tier 2 | Duration – patterns Texture – solo Tempo - moderate Notating – graphic, notation Singing – rhythmic, melodic, memory | Timbre – families, properties Pitch – middle Playing - techniques Rehearsing and Performing– in time | Structure – simple, openings, endings Dynamics – moderate Listening and Responding – sources Describing and Discussing – angry, confused | Texture – different layers Pitch – higher, lower, shape of melodies Notating – rhythm, pitch Playing – accuracy, untuned, tuned | Duration – rhythm pattern Tempo – faster, slower Timbre – the way sounds are made Listening and Responding – distinguish, context Singing – tones, patterns | Dynamics – louder, quieter Structure – repetition, contrast Rehearsing and Performing – awareness Describing and Discussing – hear, feel |
| Deeper Learning vocabulary – Tier 3 | Duration – investigate Texture – layers Tempo– responding Singing – illustrating, mood building, character | Timbre – explore Pitch – relationship Playing – dominant hand Rehearsing and Performing– following direction | Structure – beginning-middle-end, echoes, responses Dynamics – responding Listening and Responding – features, changes, contrast Describing and Discussing – think, talk | Texture – accompaniments Pitch – steps, leaps, repeated notes Notating - representations Playing – musical intent | Duration – fitting together Tempo - responding Timbre – using sounds Listening and Responding – composer’s ideas Singing – accompaniments | Dynamics – responding Structure – Q and A, verse, chorus, ABA Rehearsing and Performing– how and why to improve Describing and Discussing – explore, opinion |

An inspiring and challenging curriculum for all.

Children who are fluent in the language of learning.

CURRICULUM INTENT

Subject Name: Music

At Freegrounds Infant School we provide a music curriculum which is accessible for all children. We strongly believe that high-quality music lessons inspire children to be curious about the sounds around them as well as creating their own sounds in a variety of ways. This in turn motivates them to learn, think and act as musicians.

Our curriculum design allows children to develop their subject knowledge, skills and understanding whilst promoting their spiritual, moral, social, cultural and mental development which prepares them for future opportunities and experiences.

At Freegrounds Infant School we link learning through a range of topics, which give children the essential characteristics to help them to become musicians. Through careful planning our children have the opportunities to develop a sense of curiosity about music and how to explore, respond to, identify and recognise a range of music through the musical dimensions and skills.

We aim to increase and develop children's musical skills, knowledge of the dimensions and attitudes by immersing them in musical learning through first hand experiences of the instruments, exposure to music from a range of cultures and active learning. We plan purposeful outcomes which enable children the chance to show what they have learnt.

Teaching that is consistently good or better for all pupil groups.

High levels of attainment and progress.

CURRICULUM IMPLEMENTATION

Subject Name: Music

At Freegrounds Infant School we ensure high standards of teaching and learning in music, by implementing a curriculum that is progressive throughout the whole school. We aim to challenge, motivate and involve all learners and through music lessons Teachers will encourage all children to develop a growth mindset, accepting that they may not have all the skills but determinedly strive to develop and create music using the dimensions and skills. Music is taught through our topics, focusing on the knowledge and skills stated in the National Curriculum.

At Freegrounds Infant School each music journey builds on previously taught skills and dimensions, with the opportunity to apply knowledge from another music journey. Teachers ensure that children are engaged in music through providing a range of opportunities to develop their knowledge and skills. Their ability to explore, consider, reflect and review music will enable them to begin to develop an understanding of music.

Children have opportunities to explore a wide range of musical sources and instruments and we offer musical experiences to evoke the children's interest, creating memories and positive attitudes towards the subject. As Musicians, they will develop the ability to explore and respond to a variety of situations.

At Freegrounds Infant school we believe that the promotion of a language rich Music curriculum is essential to the successful acquisition of the musical dimensions and skills in music and so it is carefully planned for across the school.

Music resources and instruments are key aspects of musical learning and provides an opportunity for the children to explore and apply their understanding of the musical dimensions and skills.

Through a rich music curriculum, the children will feel prepared and well equipped for a successful future in music.

CURRICULUM IMPACT

Subject Name: Music

The impact and measure of our curriculum is to ensure that children at Freegrounds Infant School are equipped with musical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 2 and for life as an adult in the wider world.

We want our children to have thoroughly enjoyed learning about music, therefore encouraging them to undertake new life experiences now and in the future. We want our children to talk about their music learning with passion and enthusiasm both within school and at home.

On leaving Freegrounds Infant school we want children to know more, remember more and understand more about music. Children will understand and use the musical dimensions and apply these alongside the music skills that they have learnt.

Assessment activities have been created for Teachers to assess and reflect on the learning throughout a music learning journey and against the carefully planned outcomes. Standards are monitored by the music leader through learning walks, pupil conferencing and book scrutiny.