Hamp Nursery and Infants School

Music Policy
2026 – 2027

Introduction

At Hamp Nursery and Infants school our curriculum has been developed to meet the requirements of the 2014 National Curriculum for KS1 and the Early Years 2021 framework for Nursery and Reception. It includes not only the formal requirements of the National curriculum but also a range of extra activities organized, in order to enrich and enhance the experiences and learning of our children in their local context. It also includes the "hidden curriculum" or what the children learn from the way they are treated and expected to behave. We believe that children learn best when their learning is fun and meaningful. Our new curriculum has been planned to ensure the children acquire both knowledge and skills. It is a cross-curricular approach centering around each Literacy Tree story, with a specific question heading to stimulate curiosity and interest. It is carefully structured to ensure the progression of knowledge and skills with opportunities planned to provide opportunity to build upon these skills and knowledge and to firmly embed both, helping our children to develop a life-long love for learning.

We nurture our children on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school. We are fully inclusive at Hamp Nursery and Infants School and highly value the individuality of all our pupils and staff. Our curriculum has the flexibility to ensure all our children can become successful lifelong learners able to make a positive contribution to society and to future generations.

Vision for Music at Hamp Nursery and Infant School

Pupil, staff and governors at Hamp Nursery and Infant School have all contributed in setting the vision for Music at our school. We will seek to provide joyous opportunities for **all** children to encounter the rich variety of music in our world and to develop musicianship skills and understanding that enable them to communicate and express their emotions, whilst building the foundations for a lifelong love of music.

Curriculum Intent

At Hamp Nursery and Infant School, we have designed our Music Curriculum to help to deliver our vision for Music. It is our intent that all our children enjoy Music learning times and progress in their understanding and skill as practitioners, becoming confident musical learners. Our Music Curriculum takes the children through a progressive cycle of skills-based learning, which will help them to develop listening, singing, composing and musicianship skills. It is our role to provide high quality listening, creative and performance experiences, to enable all children to encounter a broad and diverse range of musical styles and genres. Through these encounters, children will discover how and why music has changed through time and will make them more aware of cultural difference. Through skills building and experience widening, we aim to encourage all children, whatever their ability, to start an exciting, empowering and nourishing musical journey of lifelong learning, discovering with musicians around the world, the power of music to communicate and express, to change their lives and those of the communities around them.

At Hamp Nursery and Infants School we intend to ensure that all pupils:

- ♬ perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- ♬ learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- ♬ understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Curriculum Implementation

The Music Curriculum at Hamp Nursery and Infants School has been designed to be stimulating, enjoyable, appropriately - paced, challenging and a support for good well-being.

Singing is at the heart of the curriculum and is a launch pad for learning and acquiring other skills of listening, appraising, musicianship and composing. Additionally, whilst developing these skills, our children will encounter the inter-related dimensions of music such as timbre, tempo, dynamics, pulse, rhythm and pitch. Musical skills or concepts are taught progressively in weekly lessons through termly topic plans. Units of learning are developed using the Kapow Primary Music Scheme and in each year group's curriculum the inter-related dimensions of music are introduced and built on, so that children can not only become familiar with the terms, but use them as they listen to music and compose or perform themselves. Musical learning for children in the Early Years Settings is linked to Phase One Phonics. In Early Years and KS1, speaking and listening targets, which focus on the needs of the children, are selected for each topic taught, as we recognize the importance of rhythm, rhyme and song in the development of communication and language.

EYFS

Musical learning for children in the Early Years settings takes place within continuous provision, classroom routines and weekly music lessons. Planning is achieved by linking to objectives in the new EYFS Framework: Expressive Arts and Design, Communication and Language, Literacy and Physical Development. Planning is also enabled through use of the Kapow Primary Music Scheme. Each lesson may include a range of activities which provide different opportunities to develop skills and to start to understand musical concepts and use musical language.

Skills

- ♬ Using bodies to move to music and to reflect the different sounds
- ♬ Start using different kinds of voices such as whispering, humming and singing
- ♬ Remember and help to compose simple routine songs such as a 'Hello song'
- ♬ Begin to build a repertoire of nursery rhymes, chants and more complex songs
- ♬ Begin to develop a love of singing
- ♬ Listen to music with concentration for a short time
- ♬ Respond to music through art, movement and talk
- ♬ Imitate rhythm patterns and beats using words and word syllables
- ♬ Follow simple pictorial notation
- ♬ Explore simple percussion instruments and learn how to create, change and use sounds
- ♬ Work with peers to perform songs and to create sounds to tell a part of a story
- ♬ Connect picture prompts showing the interrelated dimensions of music with sounds heard

Skills/Ongoing Music Curriculum

Autumn A **Kapow unit: Exploring sound** • Explore how to use voices and bodies to make sounds • Explore the different **timbres** of sound that can be made on tuned and untuned percussion instruments • Experiment with tempo and dynamics when playing instruments • Identify sounds in the environment and differentiate between natural ones and others • Use voices and instruments to find the right **timbre** of sound to express the idea of environmental sounds • Use simple graphic notation to draw environment sounds • Start to build an understanding of the words **timbre**, tempo and dynamics by using pictures that support the concepts	**Autumn B** **Exploring the story of the Incarnation (Nativity)** • Learn a range of vocal and body warm ups • Use different **timbres** of voices e.g. Speaking, whispering, singing • Imitate melodic phrases by singing the pitch tone • Learn actions to support the remembering of words in songs • Put actions on the beat • Remember and sing entire songs with word accuracy and following the shape of the melody • Increasingly sing with good pitching when singing with a small group or as a soloist • Clap in time with the beat of a song • Sing songs with different tempos and dynamics • Talk about the story behind Christmas songs and remember key facts about the Incarnation Start to build an understanding of the words **timbre**, tempo and dynamics by using pictures that support the concepts
Spring A **Kapow unit: Exploring musical stories**	**Spring B** **Kapow unit: Exploring transport sounds**

• Move to music with instruction, changing movements to tell the story of 'The Teddy Bears Picnic' • Learn about the woodwind family of instruments, talking about the **timbre** of sound that each plays to represent characters in 'Peter and the Wolf' by Sergei Prokofiev • Learn 'The Sleeping Princess' song, matching the pitch tone of each note, with actions to tell the story • Use vocal sounds to tell the story, 'We're Going on a Bear Hunt', speaking rhythmically • Choose the right **timbre** of sound with voices or instruments to express an idea from a story, such as a river flowing • Change dynamics or tempo to represent a feeling or an action in a story • Perform as a group to tell a story in sound • Point to picture symbols when talking about the **timbre**, tempo, pitch and dynamics	• Identify different transport sounds by listening carefully to a range of sounds • Learn songs about trains, cars and boats • Listen to 'The Little Train of Kaipira' by Villa Lobos and describe the **timbre** of sounds. • Listen to 'Short Ride in a Fast Machine' by John Adams and describe how the tempo changes • Build on previous learning experiences with choosing sounds • Imitate transport sounds with voices and instruments by thinking about the right **timbre** of sounds that are needed • Change tempo and dynamics appropriately • Compose word rhythm patterns about transport • Follow simple graphic scores to perform sound pieces about a transport journey • Point to picture symbols when talking about the **timbre**, tempo, pitch and dynamics
Summer A **Kapow unit: Exploring music and movement** • Imitate melodic phrases in songs to match the pitch with increasing accuracy • Imitate actions to songs • Understand why hand signs or actions can help with learning the pitch or words of a song • Learn simple Makaton signs to songs and understand how these can aid understanding of the words • Perform a range of action songs with increasing confidence, matching pitch and singing words with clarity • Build confidence in creating appropriate actions to signs that support the meaning of the words • Develop more skill in clapping, tapping, walking, stomping or marching to the beat whilst singing a song • Move to different tempos of music • Express the **timbre**, tempo, pitch or dynamic of the music using movement • Express feelings and emotions through movement • Help to create a whole-class dance performance Use one of these words when talking about sound: **timbre**, tempo, pitch	**Summer B** **Kapow unit: Exploring big bands** • Explore untuned and tuned percussion instruments to find different **timbres** of sound • Name and group percussion instruments appropriately according to **timbre** • Listen to a range of orchestral music such as 'Pirates of the Caribbean' by Klaus Badelt • Listen to and look at orchestral instruments and talk about how musicians use their hands, fingers or other body parts to play them • Find out about the four orchestral groups or families and group instruments accordingly • Talk about how the **timbre** or pitch of sounds are changed on the different types of orchestral instruments • Copy and follow a beat on a range of percussion instruments • Play instruments along with a well-known nursery rhyme • Choose the right **timbre** of sound on percussion instruments to express the meaning of the words in a song • Play a part in the class band to perform a class composition • Use one of these words when talking about sound: **timbre**, tempo, pitch and dynamics

Examples of Links to The Literacy Tree Texts

- Listen to two different styles of music and describe how they make you feel when thinking about the different emotions in the story 'Lost and Found'; draw a picture about one
- Play word rhythm patterns based on the names of animals from 'I Want My Hat Back'
- Sing 'Three Little Men in a Flying Saucer' when thinking about the space theme in 'Look Up!' and then make up a song using a known tune about travelling into space
- Explore instruments to find the right timbres sounds to tell the life cycle of a tomato plant when thinking about the 'I Will Never Eat a Tomato' story

Year 1

Musical learning for children in Year 1 builds on the foundations laid in the Early Years. It takes place within weekly music lessons, singing assemblies and in other lessons where curriculum links are appropriate. Music lessons are led by the class teacher and singing assemblies are led by the music subject lead, supported by Teaching Assistants. These are planned by using National Curriculum targets for Music and Speaking and Listening objectives, with reference to the new Model Curriculum, the new National Plan for Music, the recent Ofsted publication, Striking the Right Note and progressive skills developed through using the Kapow Primary Music scheme. Over the course of the year, the development of singing skills, singing enjoyment and confidence will still be a priority and the children will have the opportunity to explore some of the key musical elements of music such as **timbre**, pitch, dynamics, tempo, pulse and rhythm in more detail. This will be achieved by, giving them a range of sound listening and composing experiences, where they will need to also develop increased communication skills as they work with peers in partnership or small groups. They will be encouraged through repetition and picture prompts to use the musical elements words during practical activity time. Each term there will also be a direct link with each class' Literacy Tree story.

Skills/Ongoing Music Curriculum

Autumn A **Kapow unit: Keeping the pulse (My favourite things)** • Understand that a pulse or beat is where the same length of sounds is repeated • Imitate a beat or pulse by clapping and on an instrument • Perform actions in time to the pulse of the music • Play an instrument along to different songs • Show a developing awareness of pulse and tempo • Play and explore instruments to find long and short sounds • Understand that a rhythm is a mixture of long and short sounds • Imitate word rhythm patterns about favourite things such as food • Imitate a rhythm pattern by clapping and on an instrument • Copy a simple rhythm pattern played on an instrument. • Respond to graphic or staff notation rhythmic symbols • Compose rhythm patterns about favourite things • Notate rhythm patterns with picture symbols or staff notation • Recognise and understand the difference between pulse and rhythm • Use the words pulse and rhythm when talking about long and short sounds	**Autumn B** **Exploring singing skills through Christmas songs** • Warm up the voice carefully • Speak and chant short phrases rhythmically and expressively • Find different **timbres** of voice e.g. Whispering, speaking, singing • Find the singing voice • Maintain the overall shape of the melody and keep in time when singing • Sing a variety of songs both accompanied and unaccompanied, including some from different cultures • Create actions which will support the learning of words and perform the on the beat • Listen to Christmas songs from different cultures • Sing simple Christmas songs from memory e.g. a traditional carol, a song from a Nativity play • Sing songs in different ways • Make changes in tempo, **timbre** or dynamics with voices to express different moods, feelings or actions • Perform songs for a live audience • Use the words pitch, dynamics or tempo with some understanding, when talking about changes in a song
Spring A	**Spring B**

• **Kapow unit: Vocal and body sounds (By the sea)** • Listen to 'Storm' by Benjamin Britten and create movements that match the music • Identify the timbre of sounds within the music. • Recreate and then adapt descriptive sounds • Explore a range of untuned and tuned percussion to find the right timbres of sound to describe a storm • Listen to 'By the River' by Barrie Gleddon and compare the timbre of sounds with those in 'Storm' by Benjamin Britten • Take part in a seaside sound treasure hunt, discovering a range of sounds such as crabs clicking, feet treading on pebbles and seagulls crying • Control instruments and voices to make sounds of different **timbre**, dynamics and tempo to describe different aspects of the seaside. • Devise a seaside story with peers, so that a range of different sounds are heard • Combine instrumental and vocal sounds within a given structure • Contribute to and take part in a group performance • Create graphic symbols to show composed seaside sounds and perform using them. • Use the words **timbre**, pitch, dynamics or tempo with some understanding of their meaning.	**Kapow unit: Pitch (Superheroes)** • Understand that pitch means how high or low a note sounds – using picture symbols as a prompt • Identify whether a note is higher or lower when sung by someone • Imitate and identify steps and leaps in pitch • Sing a range of songs from notation where step and leap changes in pitch are clear • Listen to superhero themes and draw the shape of the key parts of the melody • Understand that tuned instruments play high or low sounds • Identify high and low notes on tuned instruments • Create a pattern using two pitches, then play or sing it • Explain by using picture symbols as a prompt, that tempo means the speed of the music • Identify simple tempo changes in music • Perform a pitch pattern that gradually gets faster (accelerando) • Compose a superhero theme using two or more pitches and perform at different tempos • Compose two-note pitch patterns or ostinatos using music technology (Chrome Music Lab: Song Maker) • Suggest improvements to their work
Summer A **Kapow unit: Sound patterns (Fairytales)** • Chant the well-known phrases from 'The Three Little Pigs': "I'll huff…" and 'Not by the hail'. Keeping to the beat • Make changes in the **timbre** of their voices to represent a character from 'The Three Little Pigs' • Act out the story using different **timbres** of voices for the different characters • Know that a voice can create different **timbres** to help tell a story • Choose a suitable **timbre** of sound on an instrument to represent a specific point in a story • Imitate saying and clapping the rhythm of words from the story e.g. Building materials • Create short phrases of words about the story e.g. Run little pig • Play the rhythm of the words as they are spoken • Play rhythms in time with the beat • Listen to 'Peter and the Wolf' by Sergei Prokofiev and describe the sounds that the compose uses for each character • Identify and hold up the correct sign to correspond to some character music.	**Summer B** **Kapow unit: Musical symbols (Under the sea)** • Clap a pulse to show that it is a steady beat throughout the music • Listen (only) to the theme from 'Jaws' by John Williams and move to the pulse of the music • Listen again and show what happens to the tempo by moving at appropriate speeds • Choose the right **timbre** of sounds to show different activities happening on and under the sea • Listen to 'Aquarium' by Saint-Saens and find out how he selected the right **timbre (or colour)** of sound • Choose instruments with appropriate **timbre** to represent sparkling fishes. • Know that dynamics means how loud or soft a sound is • Respond to dynamic changes in a piece of music. • Create pitched patterns and rhythms patterns to show the movement and actions of a diver. • Choose the right sounds to describe an aspect of an underwater scene and layer the sound with others to form a texture

• Play rhythms or sounds to tell the whole story of 'The Three Little Pigs' • Recognise and understand the difference between pulse and rhythm • Use the words pulse and rhythm when talking about long and short sounds	• Know that texture means the layers of sound in a piece of music • Perform a layer of the music within an overall piece, following the underwater scene as a type of graphic score.

Examples of Links to The Literacy Tree Texts

Where the Wild Things Are

- Listen to 'Connect It' by Anna Meredith and imitate body percussion sounds and movements from the piece
- Create sequences of body percussion movements and sounds with a partner

Beegu

- Watch a 'Stomp' performance.
- Make up word rhythm patterns about the Beegu story, on household objects made from different materials e.g. 'Beegu was lost'

Dinosaur and All That Rubbish

- Learn a song about dinosaurs
- Listen to theme music from Jurassic Park and Draw a picture about what it tells you

A Walk in London

- Listen to country dancing music and tap a beat
- Imitate country dancing steps in time to a beat

Astro Girl

- Use musical vocabulary to describe 'Mars' by Gustav Holst
- Explore instruments to find space sounds using musical vocabulary to describe what is needed

The Odd Egg

- Listen to traditional Hindustani music that grows and develops https://www.youtube.com/watch?v=XCV7_LcEruw
- Make music that grows like a bird developing inside the egg and then growing from chick to adult – adding different sounds to the texture

Year 2

Musical learning for children in Year 2 builds on that of Year 1. Again, it takes place within weekly music lessons, singing assemblies and in other lessons where curriculum links are appropriate. Again, these are planned using National Curriculum targets for Music and Speaking and Listening objectives, with reference to the New National Plan for Music, the Model Music Curriculum and Ofsted advice, Striking the Right Note. The Kapow Primary Music scheme is used as a resource and adapted as needed. Over the course of the year, the development of singing skills, singing for enjoyment and singing confidence will continue to be a priority, with children having the opportunity to develop expressive ways of singing in solo, group and part song contexts. Children's experience of composition will continue to be widened by giving them opportunities to use music technology as a composition tool. They will also use staff notation as a support

for performance, as they compose in small groups using all the interrelated dimensions of music. Each term there will continue to be a direct link with class topic plans. Children will continue to be exposed to a range of musical vocabulary and will be encouraged to explain and use the words **timbre**, tempo, dynamics, pitch, rhythm, pulse, texture and structure.

Skills/Ongoing Music Curriculum

Autumn A **Kapow unit: Call and response (Animals)** • Use tempo, dynamics and **timbre** to compose short sequences of sounds about West African animals • Play in time with their group • Use instruments appropriately • Successfully sing back the melody line of a Ghanaian song 'Che Che Kule' in time and at the correct pitch • Play an animal word rhythm as part of a rhythmic call and response • Play either a call and/or response role in time with another pupil. • Choose a different animal and compose a rhythmic call and response about it, working with a partner to clap and play the rhythm of the words • Perform the call and response composition to other children, playing and saying the rhythm of the words • Help to combine sounds and call and response rhythm patterns about animals into an African Safari class composition	**Autumn B** **Exploring singing skills through Christmas songs** • Listen to a range of Christmas songs • Reflect on the context of a Christmas song • Sing a variety of songs from different cultures with more accuracy of pitch • Sing words clearly and breathe at the end of phrases • Sing with a sense of control of dynamics (volume) and tempo (speed) • Pronounce words well • Echo sing short melodic phrases & call and response • Identify if the pitch is getting higher or lower or is staying the same and copy with their voices or show with hand signs • Follow the leader starting and stopping together • Sing simple songs and chants from memory • Change words to well know tunes (e.g. nursery rhymes) • Hold a part in a round or part song with a group • Sing short phrases or responses on their own • Play a beat accompaniment to a song with their group • Prepare a performance for a Christmas nativity
Spring A **Kapow unit: Instruments (Musical storytelling)** • Think about the different families of the orchestra and how sounds are made on the instruments • Listen attentively to 'The Three Bears – A Fantasy' by Eric Coates • Identify a few instruments that are used to tell parts of the story • Listen attentively to 'Do You Want to Build a Snowman?' from 'Frozen' and describe the **timbre**, tempo or dynamics used to show characters, actions or feelings • Work with a partner to think about a part of 'Little Red Riding Hood' or 'Jack and the Beanstalk' stories • Use the right **timbre** of sounds to describe different characters in 'Little Red Riding Hood' or 'Jack and the Beanstalk' stories • Suggest tempo changes for the actions that they make	**Spring B** **Kapow unit: Pitch (Musical me)** • Clap the rhythm of their name in 'The Name Game' rhyme. • Imitate 'steps' and 'leaps' with the voice • Identify a 'step' or a 'leap' that has been sung • Learn to sing 'High Low Chikka Low', singing the melody accurately and showing high and low pitches with hand signs • Sing the song with different tempo and dynamics, responding to the picture symbols • Explore tuned instruments such as glockenspiels and chime bars and find high and low pitches • Identify 'steps' and 'leaps' when played on an instrument • Play 'High Low Chikka Low' from letter notation in the right order if not with the right rhythm • Sing the song while playing the instrument in time • Imitate the right pitches in the song 'Engine, Engine'

• Suggest different dynamics to express the emotions of the characters in the stories • Talk about what is working well and what could be even better • Perform confidently with a partner or in a small group using appropriate instrumental sounds • Play instrumental sounds at the appropriate time in a class composition about a story	• Sing the song expressing different speeds of the train with different tempos • Show different emotions with voices • Compose a melody using tuned instruments and music technology – Chrome Music Lab: Song Maker • Play a new melody from letter notation in the right order, if not in time
Summer A **Kapow unit: Dynamics, timbre, tempo and motifs (Space)** • Use voices to create different **timbre** of sounds that describe a journey into space • Use dynamics to create atmosphere or tempo to describe actions • Listen to 'Mars' by Gustav Holst and draw shapes and symbols to show the sounds you heard, correctly identifying some instruments in the piece • Show dynamic changes in 'Mars' and 'Star Wars' music by moving the body • Describe the different **timbre** of sounds that can be created by voices and instruments • Listen to 'Mars' and 'Venus' by Gustav Holst and compare them, using some musical vocabulary to describe the changes in tempo, dynamics and **timbre**. • Listen to different examples of motives: 'The James Bond Theme', 'Ghostbusters Theme' and Beethoven's 5th Symphony motif. • Play Beethoven's 5th Symphony motif from letter notation • Successfully create and play a motif. • Notate and write down a motif in some form. • Take part in a group performance of a journey into space with sounds and motives combined	**Summer B** **Exploring performing skills: Y2 Leavers Assembly** • Listen to the Leavers Assembly songs and describe the structure • Warm up the body well with musical body warm ups • Identify if the pitch of a phrase is getting higher, lower or staying the same. • With voices copy the pitch of a melodic phrase and show with hand signs • Follow the tune well in a range of warm up songs and Leavers Assembly songs • Sing words clearly and rhythmically, breathing at the end of phrases • Sing with a sense of control of dynamics (volume) and tempo (speed) • Pronounce words well • Express the meaning of the words • Follow the leader starting and stopping together • Hold a part in a round or part song with a group • Sing production songs from memory • Perform actions on the beat • Sing short phrases or responses as a soloist • Perform with a sense of the occasion and the audience

Examples of Links to The Literacy Tree Texts

The Journey Home

- Listen to 'The Little Train of Kaipira' by Villa Lobos and describe the sounds used to describe the train and how the piece starts and finishes

The Bear Under the Stairs

- Find out about Kandinsky and how he connected colours with emotions and sounds
- Listen to a piece of music and choose colours to represent what you hear E.g. Debussy 'Images' and Prokofiev 'Dance of the Knights'

Tadpole's Promise

- Listen to music from the film 'Bird Song' and happy soundtrack music and decide which mood or

emotion they convey.

- Explore different sound makers to find different **timbres**
- With a partner compose sounds and patterns to show happiness and sadness

Dear Earth

- Listen to 'Venus' by Gustav Holst and describe the timbre of sounds used, naming instruments
- Use tuned and un-tuned instruments to create space sounds

Rosie Revere Engineer

- Think about how sounds are made on instruments
- Make instruments out of the materials
- Experiment with sounds that can be made
- With a partner create a sequence of sounds

Jim and the Beanstalk

- Learn 'And the Beanstalk Grew' by imitating melodic phrases
- Explore tuned/pitched instruments to compose a melody that shows the beanstalk growing

Curriculum Impact

Class teachers with the support of teacher assistants will assess children's progress against lesson objectives and success criteria, carefully chosen and outlined in weekly planning taken from the new EYFS Framework and the Hamp Nursery and Infant School Music Curriculum.

Children's attainment over time will be assessed using the EYFS Framework and the Kapow Primary Assessment Tool which has been based on expected attainment at the end of Key Stage One outlined in the National Curriculum for Music.

Through high-quality teaching and progression of skills through EYFS to the end of Year 2, by the end of Key Stage One pupils will be able to:

- ♬ use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- ♬ play tuned and untuned instruments musically.
- ♬ listen with concentration and understanding to a range of high-quality live and recorded music.
- ♬ experiment with, create, select and combine sounds using the inter-related dimensions of music.

Evidence of attainment will be collected in a portfolio of video evidence as well as class floor books displaying pupils' ideas about musical concepts, pupils' composing plans and their listening observations.

Enrichment and Extra-Curricular Activities

Music is part of our whole-school life. This culture is being developed through the following activities:

- ♬ Children help to compose class routine songs and use them throughout their learning day.
- ♬ Children are given opportunities to join in with singing and playground games during break times and lunchtimes.
- ♬ Weekly singing assemblies are led by the music subject lead and these times are used to build the children's listening, singing and performing skills through carefully planned programmes of learning.

- ♬ Music is brought into enrichment days and linked with other curriculum areas where appropriate.
- ♬ Children are given performance opportunities through the Nativity Play and the Year 2 Leavers Assembly as well as within the weekly singing assemblies or through concerts at parents' evenings or by linking with other schools.
- ♬ Opportunities for children to experience live performances are given through linking with Robert Blake School and there are plans to build more community links to expand this.
- ♬ The music subject lead meets weekly with the school choir, to train and develop them as singers and to prepare them for performances.

Staff Development

The music subject lead is supporting class teachers and teacher assistants as they start to use Kapow Primary as a tool to deliver high-quality teaching and learning times and develop into skilled, enthusiastic and empowering educators. Links are made to the Music Hub by the music subject lead and staff take part in an annual workshop led by Somerset Music practitioners. Links are also made with schools within the local cluster.

Resources

The children have access to a wide range of tuned and untuned percussion instruments, keyboards and chrome books to use as tools for learning. Singing resources are enriched by the provision of Sing Up, an excellent singing resource, which models excellent singing techniques and performers. Kapow Primary Music is also an excellent resource for staff and children, ensuring children experience a wide range of listening, singing, performing and composing experiences.

Speaking and Listening

At Hamp Nursery and Infants school we place a higher emphasis on the development of Speaking and listening skills. This will be reflected in all areas of the curriculum, both in planning and in time allocation. As a whole staff we have worked on developing the teaching and practicing of Speaking and Listening throughout the school. All lessons will, in some part, provide opportunity for speaking and listening development. At the beginning of each new topic for the half term teachers will create a medium-term plan to show the areas of speaking and listening that will be taught during that topic area. These areas will then be taught and practiced throughout the half term during planned activities and lessons. Teachers will show where the planning of teaching and practicing of Speaking and Listening will take place in lessons by highlighting the text in purple on their planning. Teachers and TAs will at all times demonstrate good models of spoken English and good models of interpersonal communication through story-telling, reading aloud, class and group discussions and one to one conversations with children and with other staff.

SEND

At Hamp Nursery and Infants School, we recgonise that all pupils are entitled to high quality provision that enables them to achieve their potential across all subjects. We believe in positive interventions, removing barriers to learning, raising expectations and levels of achievement in order to provide a positive educational experience for all our pupils. All pupils follow the Early Years framework and National Curriculum at a level, pace and challenge that is appropriate to their abilities.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEND. In the whole-class work and small-group work, teachers and teaching assistants will involve and support all pupils by differentiated questioning; by demonstrating skills in action and by reinforcing key points. Some children may receive pre-tutoring or may work in a small group. In group time, additional needs will be addressed through tailored work in ability groups and the use of support staff, to consolidate key points. Where applicable, children who have been identified as having an individual or specific need may have a Pupil Passport and provision map with identified SEN support and short term targets.

EAL

At Hamp Nursery and Infants School, we are committed to ensuring that every child succeeds and reaches their full potential, irrespective of the barriers to learning that they may face. We are dedicated to raising the achievement and attainment of pupils with EAL, enabling them to maximise their progress and attainment within a positive, nurturing, secure and safe learning environment. Through quality first teaching based on experiences and talk, we aim to meet the language needs of our learners. Through effective planning, organisation, teaching and assessment procedures and the use of resources and strategies, we aim to meet the needs of pupils who have English as an Additional Language (EAL). Our goal is to promote language awareness and raise pupil attainment, progress and achievement.

Gifted and Talented

As a school we work to ensure that we are providing effective provision for Gifted and Talented children. Class Teachers will identify children they consider to be particularly able; gifted and talented in their class. This can be any area of the curriculum where they demonstrate a particular strength or skill. These skills will be recognised to enable the children to be challenged to ensure that they reach their full potential. Class Teachers are responsible for extending the children's learning in their class. Class Teachers will inform the Gifted and Talented coordinator who keeps a register of all class children's strengths in the school. Using this valuable information, the coordinator will plan enrichment activities where required in liaison with Class Teachers and Subject coordinators.

Diversity and Equality

At Hamp Nursery and Infants School we are committed to ensuring that all our children have equal opportunity to access all subjects at a level appropriate for their development and ability, regardless of race, gender identity, disability, religion or belief, sexual orientation, or socio-economic background. We designed the curriculum to be flexible in order to ensure that all children make good progress and achieve success. We teach our children what it means to be part of a diverse society and the importance of inclusion and equality, this is interwoven through our curriculum and promoted across all subject areas. All staff have an inclusive attitude and uphold this in their teaching ensuring all children are valued, represented and treated fairly. The SENDCO and EAL coordinator and Gifted and Talented coordinator provide additional support both within and out of the classroom setting.

Online Safety

At Hamp Nursery and Infant School, we have a whole school approach to online safety. As part of a broad and balanced curriculum, we have ensured that this is fully embedded and incorporated through all subjects and all aspects of school life.

Differentiation

The goal of differentiation is to ensure that all children have equal opportunities to be successful learners; that they are all able to meet their intended outcomes, make good progress and understand their next steps. At Hamp Nursery and Infants school we are committed to ensuring that every child succeeds, irrespective of their starting points or any barriers to learning. We value personal progress equally with academic progress and are careful to group the children in ways that promotes positivity and develops self-esteem. We are dedicated to providing quality-first teaching with appropriate differentiation to meet the needs of all our learners. There are four main learning styles; visual, auditory, kinesthetic and experiential. In our setting differentiation to meet the children's learning styles may take on many different forms. Children may work in whole classes, small groups or even individually. They may work indoors or outdoors; some may work practically with the support of resources, others may learn best through discussion or interaction, and some learn more formally by listening and following instructions. Class teachers have the flexibility and freedom to use their expert knowledge of the children they teach to plan in the way that best suits the needs of their individual learners. This may look differently in different classrooms; pace, depth of learning and expected outcomes will all be planned appropriately to meet the children's needs, ensuring they are all able to become confident successful learners. Adult support will be directed by the class teacher depending on the specific needs of the class and individuals. In all classes, teachers will plan focused and engaging lessons that encourage children to learn. Lessons should be prepared in advance with a clear learning objective, which must be communicated to the children in all cases. Administrative tasks must be kept to a minimum and children should be involved in all parts of the lesson.

Outdoor Learning

At Hamp Nursery and Infants school we are committed to ensuring we utilise our large and small spaces both indoors and outside. We have a large field which includes several species of mature trees, our forest school and wild area. These are continually being evolved and developed. These areas support learning in all areas of the curriculum. Outdoor learning has been recognised as crucial to children's ability to learn successfully and for their well-being. At Hamp Nursery and Infants school, outdoor learning is an integral part of our children's learning and as such has been interwoven into all areas of our curriculum.

Written by: Mrs Jolliffe – Summer Term 2024
Reviewed and updated: Mrs Gardner - September 2026
Approved by: Head _____
Approved by Chair of Governors _____

Review Date: Autumn 2027 or in line with any statutory changes.