



**St Charles Catholic Primary School**  
**Year 2 Medium Term Plan**

**Music Medium Term Plan**

<b>Autumn 1</b>					
<b>Weeks 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
Ourselves Musical focus: Exploring Sounds Subject Link: English			Toys Musical Focus: Beat Subject Link: PSHE		
<b>Learning Objectives</b>					
<u><b>Vocal sounds</b></u> I can create and respond to vocal sounds and body percussion	<u><b>Cats' conversation</b></u> I can develop the use of vocal sounds to express feelings  I can explore expression in a conversation without words  I can notate pitch shape and duration using simple line graphics	<u><b>John Kanaka</b></u> I can understand how mood can be expressed using the voice  I can understand the structure of call and response songs  I can develop an expressive song performance with voices and instruments	<u><b>Toys moving</b></u> I can keep a steady beat at different speeds (tempi)  I can mark beats within a four-beat metre	<u><b>Toy box</b></u> I can develop a sense of steady beat through chant, actions and instruments  I can mark beats within a four-beat metre	<u><b>Scooters</b></u> I can perform a steady beat  I can change tempo  I can respond to images
<b>Key Vocabulary</b> •Pitch	<b>Key Vocabulary</b> •Solo •Duet •Pitch •Duration •Texture •Score	<b>Key Vocabulary</b> •Call and response •Rhythm	<b>Key Vocabulary</b> •Beat •Tempo	<b>Key Vocabulary</b> •Beat •Tempo •Metre	<b>Key Vocabulary</b> •Tempo •Beat •Score



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<b><u>Key NC areas covered</u></b> <ul style="list-style-type: none"><li>• Pupils learn to sing and to use their voices</li><li>• Pupils use their voices expressively and creatively by singing songs and speaking rhymes</li><li>• Pupils explore pitch, duration, and appropriate forms of notation</li><li>• Pupils listen to, review, and evaluate music, including the works of the great composers</li></ul>			<b><u>Key NC areas covered</u></b> <ul style="list-style-type: none"><li>• Pupils explore tempo, dynamics, and timbre</li><li>• Pupils use their voices expressively and creatively by speaking chants</li><li>• Pupils learn to play a musical instrument</li><li>• Pupils create music on their own and with others</li></ul>		



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<b>Autumn 2</b>					
<b>Weeks 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
Our land Musical focus: Exploring Sounds Subject Link: Geography			Our bodies Musical Focus: Subject Link:		
<b>Learning Objectives</b>					
<u><b>Watery myths</b></u> I can explore timbre and texture to understand how sounds can be descriptive  I can create and perform descriptive instrumental music inspired by British myths and legends	<u><b>More myths</b></u> I can listen to and identify contrasting sections of descriptive music  I can match descriptive sounds to images  I can identify ways of producing sounds	<u><b>Myth performance</b></u> I can listen to and evaluate composition  I can rehearse and refine to develop a performance	<u><b>Come to the party</b></u> I can recognise and respond to steady beat  I can recognise and respond to a rhythm ostinato pattern  I can recognise and play rhythmic patterns	<u><b>Slowly walks my grandad</b></u> I can recognise and respond to steady beat at different tempi  I can play steady beats at different tempi on body percussion and Instruments  I can sing in two parts and combine steady beats	<u><b>Throw bounce twist</b></u> I can recognise and respond to different steady beats  I can perform rhythmic movement patterns to a steady beat  I can perform rhythmic patterns on percussion
<b>Key Vocabulary</b> •Tempo •Dynamics •Beat •Rhythm •Drone •Melody •Duration •Texture	<b>Key Vocabulary</b> •Timbre •Texture	<b>Key Vocabulary</b> •Dynamics	<b>Key Vocabulary</b> •Dynamics •Beat •Rhythm •Ostinato	<b>Key Vocabulary</b> •Beat •Tempo •Score	<b>Key Vocabulary</b> •Beat •Rhythm •Ostinato •Internalising •Rhythm pattern



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**Key NC areas covered**

- Pupils explore timbre, texture, and structure
- Pupils use their voices expressively and creatively by speaking chants
- Pupils learn to play a musical instrument
- Pupils understand and explore how music is created, produced, and communicated

**Key NC areas covered**

- Pupils listen to, review, and evaluate music across a range of styles and genres, including the works of the great composers
- Pupils learn to sing and play a musical instrument
- Pupils explore tempo and timbre
- Pupils create music on their own and with others



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<b>Spring 1</b>					
<b>Weeks 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
Animals Musical focus: Pitch Subject Link: PE			Number Musical Focus: Subject Link:		
<b>Learning Objectives</b>					
<p><b><u>The jungle</u></b> I can listen to a steady beat and respond in movement</p> <p>I can identify and respond to changes in pitch, upwards and downwards</p> <p>I can perform changes in pitch using whole body movement and voice</p>	<p><b><u>Crow lines</u></b> I can understand and perform upwards and downwards pitch direction</p> <p>I can read pitch line notation</p>	<p><b><u>Nosy dog</u></b> I can play pitch lines on tuned percussion</p> <p>I can combine pitch change with changes in other elements/dimensions</p>	<p><b><u>Number songs</u></b> I can perform a steady beat and simple rhythms using movement and body percussion</p> <p>I can understand and differentiate between beat and rhythm</p>	<p><b><u>Counting songs</u></b> I can perform simple rhythms using movement and percussion</p> <p>I can understand and differentiate between beat and rhythm</p>	<p><b><u>Schiarazula marazula</u></b> <b><u>ostinato</u></b> I can perform a steady beat and simple rhythms using movement and body percussion</p> <p>I can understand and differentiate between beat and rhythm</p>
<p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>•Beat</li> <li>•Pitch</li> </ul>	<p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>•Pitch</li> <li>•Notation</li> </ul>	<p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>•Pitch</li> <li>•Notation</li> <li>•Accompaniment</li> </ul>	<p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>•Beat</li> <li>•Rhythm</li> </ul>	<p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>•Beat</li> <li>•Rhythm</li> <li>•Dynamics</li> </ul>	<p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>•Beat</li> <li>•Rhythm</li> <li>•Ostinato</li> <li>•Score</li> <li>•Notation</li> </ul>



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**Key NC areas covered**

- Pupils explore pitch, duration, and appropriate musical notations
- Pupils learn to sing and to use their voices expressively
- Pupils listen to, review, and evaluate music
- Pupils play tuned instruments musically

**Key NC areas covered**

- Pupils learn to sing and play a musical instrument
- Pupils listen to, review, and evaluate music from a range of styles and historical periods
- Pupils explore structure, tempo, and duration
- Pupils understand and explore how music is created



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<b>Spring 2</b>					
<b>Weeks 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
Storytime Musical focus: Exploring sounds Subject Link: English			Seasons Musical Focus: Pitch Subject Link: Science		
<b>Learning Objectives</b>					
<u><b>The Nutcracker</b></u> I can combine sounds to create a musical effect I can understand how music, dance and drama can combine in storytelling	<u><b>Spooky spinney</b></u> I can explore voices to create descriptive musical effects  I can create and match descriptive sounds made with the voice	<u><b>Spooky scene</b></u> I can combine sounds to create a musical effect  I can perform to an audience	<u><b>Round the seasons</b></u> I can sing with expression, paying attention to the pitch shape of the melody  I can use sign language in a song  I can accompany a song with vocal and instrumental ostinati	<u><b>Our seasons</b></u> I can identify rising and falling pitch  I can perform a rising pitch sequence in a song	<u><b>Seasonal songs</b></u> I can listen and respond to pitch changes with movements  I can sing with expression, paying attention to the pitch shape of the melody
<b>Key Vocabulary</b> •Timbre •Texture •Dynamics •Tempo •Duration •Pitch •Structure •Melody •Rhythm	<b>Key Vocabulary</b> •Dynamics •Duration •Pitch •Timbre	<b>Key Vocabulary</b> •Dynamics •Duration •Tempo •Timbre •Texture •Pitch •Structure •Beat •Score	<b>Key Vocabulary</b> •Pitch •Ostinato •Accompaniment •Arrangement	<b>Key Vocabulary</b> •Pitch •Ostinato	<b>Key Vocabulary</b> •Pitch •Timbre •Melody



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**Key NC areas covered**

- Pupils use their voices expressively and creatively by speaking chants
- Pupils experiment with, create, select, and combine sounds
- Pupils play tuned and untuned instruments musically
- Pupils understand and explore how music is created, produced, and communicated
- Pupils listen to, review, and evaluate music, including the works of the great composers

**Key NC areas covered**

- Pupils learn to sing and to play a musical instrument
- Pupils explore pitch, structure, and duration
- Pupils understand and explore how music is communicated
- Pupils listen to, review, and evaluate music, including the works of the great composers





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<b>Summer 1</b>					
<b>Weeks 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
Weather Musical focus: Exploring sounds Subject Link: Geography			Pattern Musical Focus: Beat Subject Link: Maths		
<b>Learning Objectives</b>					
<u><b>Wintry weather</b></u> I can perform a rhythmic chant and play an independent rhythm pattern to accompany it  I can listen in detail to a piece of orchestral music	<u><b>Rainy weather</b></u> I can perform an updated version of a traditional nursery rhyme with a rap section included  I can accompany a song with three different repeated word patterns	<u><b>Wind and sun</b></u> I can compose music to illustrate a story	<u><b>Spider song</b></u> I can perform steady beat patterns with a song  I can play different patterns of steady beat within four beats, and match to a simple score I can perform and create simple rhythms using a simple score	<u><b>Butterfly song</b></u> I can perform steady beat patterns in groups to accompany a song  I can play different patterns of steady beat in groups and match them to a simple score  I can perform and create simple three-beat rhythms using a simple score	<u><b>More minibeasts</b></u> I can interpret a score to perform different beat patterns  I can perform beat patterns with voices and percussion  I can explore different ways to organise music
<b>Key Vocabulary</b> •Duration •Rhythm •Ostinato •Accompaniment	<b>Key Vocabulary</b> •Rhythm pattern •Accompaniment	<b>Key Vocabulary</b> •Beat •Rhythm •Dynamics •Tempo •Timbre •Texture •Structure	<b>Key Vocabulary</b> •Beat •Rhythm •Metre •Score •Rhythm pattern	<b>Key Vocabulary</b> •Beat •Rhythm •Metre •Accompaniment	<b>Key Vocabulary</b> •Beat •Rhythm •Structure •Metre •Score •Accompaniment



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**Key NC areas covered**

- Pupils use their voices expressively and creatively by singing a song and speaking a chant
- Pupils listen to, review, and evaluate music across a range of styles, including the works of the great composers
- Pupils create music on their own and with others

**Key NC areas covered**

- Pupils explore structure, duration, and appropriate musical notations
- Pupils understand and explore how music is created
- Pupils use their voices expressively



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<b>Summer 2</b>					
<b>Weeks 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
Water Musical focus: Pitch Subject Link: Science			Travel Musical Focus: Performing Subject Link: English		
<b>Learning Objectives</b>					
<u><b>Slippery Fish</b></u> I can understand pitch through singing, movement and note names  I can perform a melody	<u><b>The little green frog</b></u> I can understand melody through songs, movement and performing pitch shapes on tuned instruments	<u><b>Pond water</b></u> I can explore and develop an understanding of pitch  I can use musical scales, high notes and low notes in a composition	<u><b>Travel songs</b></u> I can explore patterns of physical movement in a game song  I can respond to a song with movement  I can use simple musical vocabulary to describe music	<u><b>More travel songs</b></u> I can combine steady beat and rhythms to accompany a song  I can listen and respond to contemporary orchestral music  I can play an instrument game to practise steady beat at changing temp	<u><b>Travel instruments</b></u> I can prepare and improve a performance using movement, voice and percussion  I can use instruments expressively  I can understand notation
<b>Key Vocabulary</b> •Pitch •Melody •Score	<b>Key Vocabulary</b> •Pitch •Melody •Score	<b>Key Vocabulary</b> •Pitch •Timbre •Duration •Dynamics •Score •Glissando •Conductor	<b>Key Vocabulary</b> •Beat •Rhythm •Accompaniment	<b>Key Vocabulary</b> •Beat •Rhythm •Tempo •Dynamics •Accompaniment	<b>Key Vocabulary</b> •Beat •Rhythm •Ostinato •Timbre •Score •Improvisation



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**Key NC areas covered**

- Pupils learn to sing and play a musical instrument
- Pupils explore pitch, timbre, and duration
- Pupils experiment with, create, select, and combine sounds
- Pupils play tuned and untuned instruments musically
- Pupils create and compose music

**Key NC areas covered**

- Pupils learn to sing and play a musical instrument
- Pupils explore tempo, timbre, and appropriate musical notations
- Pupils listen to, review, and evaluate music, including the works of the great composers