ST PHILOMENAS PRIMARY SCHOOL – MUSIC MEDIUM TERM PLANNING – YEAR 2

2026-2027

Every half term	Oak curriculum sequence	Weekly lesson	Assessment and evidence
1 Music lesson weekly (approximately 60 minutes)	1 Oak unit per half term 6 sequenced lessons	Practical music-making: singing, playing, composing, improvising, listening and performing	Oak starter/exit checks where appropriate; teacher observation; performance; pupil reflection

Whole-School Non-Negotiables for Music	
• One planned music lesson each week • Practical music-making at the heart of lessons • Regular singing and vocal warm-ups • Safe, purposeful routines for instruments • Explicit teaching and revisiting of musical vocabulary	• Opportunities to listen, appraise and respond to a diverse range of music • Retrieval of prior musical knowledge and skills • Ensemble work that develops pulse, accuracy and balance • Composition/improvisation recorded or performed where appropriate • Performance and reflection built into each half-term unit

Progress	Adaptive Teaching	Formative Assessment	Rich and Ambitious Vocabulary
Progress is achieved through careful sequencing. Pupils revisit pulse, rhythm, pitch, texture, notation, composition and performance with increasing independence and complexity.	Maintain high musical expectations while adapting through modelling, echo/call-and-response, reduced parts, visual notation, paired rehearsal, alternative instruments and extension challenges.	Use questioning, listening, observation, starter/exit checks, peer feedback, performance evidence and pupil reflection to identify misconceptions and next steps.	Teach subject-specific vocabulary explicitly, display it, model precise use, and revisit words in practical contexts so pupils can talk confidently about the music they hear, create and perform.

ST PHILOMENAS PRIMARY SCHOOL – MUSIC MEDIUM TERM PLANNING – YEAR 2

AUTUMN 1 – YEAR 2

Oak National Academy unit: Start with singing: learning through singing games
6 lessons | 1 lesson per week | approximately 60 minutes

Week	OAK LESSON	LEARNING OUTCOME	MUSICAL KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Week 1	Singing and moving together	I can sing and move with a steady sense of pulse.	Knowledge: Pulse is the regular heartbeat of music. Skill: Sing and move together while maintaining a steady pulse.	pulse / steady / sing / move / together	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 2	Learning about beat	I can identify the beat in songs I sing.	Knowledge: The beat is how we show or play the steady pulse. Skill: Find and demonstrate the beat through clapping or movement.	beat / pulse / steady / song / identify	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 3	Learning about rhythm	I can identify the rhythm in songs I sing, and I know the difference between beat and rhythm.	Knowledge: The beat stays regular; rhythm is a pattern of sounds and silences and often follows song syllables. Skill: Demonstrate each separately.	rhythm / beat / pattern / words / pulse	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 4	Recognising pitch changes in our singing games	I can identify high and low pitch in the songs I sing.	Knowledge: Pitch describes how high or low a sound is. Skill: Listen to songs and identify high and low notes.	pitch / high / low / melody / listen	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 5	Singing with pitch accuracy	I can sing high and low pitches, matching a leader.	Knowledge: Accurate pitch matching means singing the same high or low note as a leader. Skill: Listen, echo and adjust the voice to match.	pitch / accuracy / high / low / match	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 6	Bringing it together	I can play singing games with awareness of beat, rhythm, and pitch.	Knowledge: Beat, rhythm and pitch are different musical elements. Skill: Maintain the beat, reproduce rhythms and match pitches in singing games.	beat / rhythm / pitch / singing game / ensemble	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection

Planning note: follow the Oak lesson sequence in order. Adapt scaffolds, grouping and instrument choice to meet pupil need while preserving the same musical learning goal.

ST PHILOMENAS PRIMARY SCHOOL – MUSIC MEDIUM TERM PLANNING – YEAR 2

AUTUMN 2 – YEAR 2

Oak National Academy unit: Singing together: how singing helps us work together
6 lessons | 1 lesson per week | approximately 60 minutes

Week	OAK LESSON	LEARNING OUTCOME	MUSICAL KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Week 1	Singing to achieve a task	I can understand that singing can be used to help achieve a task.	Knowledge: Songs can help people coordinate shared work. Skill: Sing a work song together and explain its purpose.	singing / task / work song / together / pulse	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 2	Singing to help us work in time together	I can sing songs with a steady pulse and know that this can help us to work together in time.	Knowledge: A shared steady pulse helps people work in time. Skill: Maintain the pulse while singing a work song.	pulse / steady / in time / teamwork / song	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 3	Call and response singing in songs of the sea	I can sing my part in a call and response song and know that this structure is used in sea shanties and other songs of the sea.	Knowledge: Call and response, alternate a musical call with an answering phrase; sea shanties can use this structure. Skill: Sing the response at the right time.	call and response / sea shanty / structure / part / song	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 4	Playing the pulse to keep in time	I can play a strong beat to help us sing in time together.	Knowledge: A played beat can support singers in keeping time. Skill: Play a strong, steady beat on percussion beneath a song.	beat / pulse / strong / in time / accompaniment	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 5	Rhythm and beat	I can identify and play the beat or rhythm of a song.	Knowledge: Beat is regular while rhythm is a pattern of sounds and silences. Skill: Identify and play either the beat or the song's rhythm.	rhythm / beat / identify / play / song	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 6	Creating an ostinato to help us keep in time	I can create a rhythmic ostinato to help us keep in time together.	Knowledge: A rhythmic ostinato is a repeated rhythm pattern. Skill: Create and maintain one to help a group sing in time.	ostinato / rhythm / repeat / pulse / create	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection

ST PHILOMENAS PRIMARY SCHOOL – MUSIC MEDIUM TERM PLANNING – YEAR 2

SPRING 1 – YEAR 2

Oak National Academy unit: Compose and create: recording our musical ideas using a graphic score
6 lessons | 1 lesson per week | approximately 60 minutes

Week	OAK LESSON	LEARNING OUTCOME	MUSICAL KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Week 1	Describing the timbre of instruments	I can describe the timbre of instruments and understand that an instrument's materials affect its timbre.	Knowledge: Timbre is the distinctive quality of sound; instrument materials affect it. Skill: Listen to, compare and describe percussion timbres.	timbre / instrument / material / sound / describe	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 2	Choosing appropriate percussive timbres to represent an animal	I can respond to music through movement and understand that timbre can help to develop a character.	Knowledge: Different timbres can suggest the character of an animal. Skill: Choose suitable percussion sounds and respond to their character through movement.	timbre / percussion / character / movement / represent	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 3	Reading graphic scores	I can read and play from a simple graphic score.	Knowledge: Graphic-score symbols represent musical sounds. Skill: Read symbols in sequence and perform a simple graphic score.	graphic score / symbol / read / play / notation	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 4	Combining rhythm and timbre	I can rehearse a rhythm and can choose an instrument, based on its timbre, to perform it on.	Knowledge: Timbre affects the character of a performed rhythm. Skill: Rehearse a rhythmic pattern and select an instrument for its intended sound.	rhythm / timbre / rehearse / instrument / perform	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 5	Graphic score notation	I can use symbols to write my animal sounds on a graphic score.	Knowledge: A graphic score uses symbols to record musical ideas. Skill: Design consistent symbols and sequence them to notate animal sounds.	symbol / graphic score / notation / compose / sound	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 6	Ensemble performance from a graphic score	I can read my graphic score and play my part in an ABA composition.	Knowledge: ABA form contains an opening section, a contrasting middle and a return to the opening. Skill: Follow a graphic score and perform one ensemble part.	ensemble / ABA / graphic score / part / composition	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection

Planning note: follow the Oak lesson sequence in order. Adapt scaffolds, grouping and instrument choice to meet pupil need while preserving the same musical learning goal.

ST PHILOMENAS PRIMARY SCHOOL – MUSIC MEDIUM TERM PLANNING – YEAR 2

SPRING 2 – YEAR 2

Oak National Academy unit: Music and movement: using symbols to represent pitch
6 lessons | 1 lesson per week | approximately 60 minutes

Week	OAK LESSON	LEARNING OUTCOME	MUSICAL KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Week 1	High and low notes	I can identify high and low notes and know that melodies have different pitches.	Knowledge: Pitch describes how high or low a note sounds; melodies contain different pitches. Skill: Identify high and low notes by listening.	pitch / high / low / note / melody	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 2	Notating high and low notes on a simplified musical stave	I can recognise high and low notes and place these on a simplified stave.	Knowledge: Higher and lower positions on a simplified stave show relative pitch. Skill: Place high and low notes at the appropriate heights.	stave / notation / high / low / pitch	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 3	Placing our new higher note on a simplified musical stave	I can hear the highest note of a song and can place this on a musical stave.	Knowledge: A new highest pitch sits above previously learned pitches on the stave. Skill: Hear the highest note and notate it accurately.	highest / stave / note / pitch / listen	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 4	Notating three notes on a simplified musical stave	I can identify the notes of a three-note song and place these notes on a musical stave.	Knowledge: A three-note melody uses three different pitches. Skill: Identify them by ear and notate their heights and order on a simplified stave.	three-note / melody / stave / notation / pitch	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 5	Placing our new lower note on a simplified musical stave	I can hear the lowest note of a song and can place this on a musical stave.	Knowledge: A new lowest pitch sits below previously learned pitches on the stave. Skill: Hear the lowest note and notate it accurately.	lowest / stave / note / pitch / listen	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 6	Notating four notes on a simplified musical stave	I can identify the notes of a four-note song and place these notes on a musical stave.	Knowledge: Four pitches can be represented at four relative stave positions. Skill: Identify and notate the pitches of a four-note song in order.	four-note / melody / stave / notation / pitch	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection

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ST PHILOMENAS PRIMARY SCHOOL – MUSIC MEDIUM TERM PLANNING – YEAR 2

SUMMER 1 – YEAR 2

Oak National Academy unit: Compose and create: improvising with four notes
6 lessons | 1 lesson per week | approximately 60 minutes

Week	OAK LESSON	LEARNING OUTCOME	MUSICAL KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Week 1	Performing four note tonesets on pitched percussion	I can read and play do, mi, so and la and can explore different ways to play these notes.	Knowledge: This four-note toneset contains do, mi, so and la. Skill: Read and play each pitch in different patterns on pitched percussion.	do / mi / so / la / pitched percussion	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 2	Call and response improvisation within a four note toneset	I can improvise with a partner using do, mi, so and la, within a call and response structure.	Knowledge: Improvising means creating music in the moment; call and response alternates musical phrases. Skill: Exchange short do–mi–so–la improvisations with a partner.	improvise / call and response / toneset / partner / pitch	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 3	Learning a four-note melody on pitched percussion	I can begin to play a song that uses do, mi, so and la on pitched percussion instruments.	Knowledge: A melody arranges pitches in a recognisable sequence. Skill: Practise a song using do, mi, so and la on pitched percussion.	melody / do / mi / so / la	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 4	Reading and playing using simplified notation	I can read and play rhythms and melodies using simplified notation, keeping a steady pulse.	Knowledge: Simplified notation can show both pitch and rhythm. Skill: Read and play a short melody while maintaining a steady pulse.	notation / rhythm / melody / pulse / read	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 5	Playing within an ABA musical structure	I can use the do, mi, so and la to play within an ABA structure.	Knowledge: ABA form returns to an opening A section after a contrasting B section. Skill: Play four-note musical material in the correct order.	ABA / structure / do / mi / so / la	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 6	Performing and improvising within an ABA structure	I can perform an ABA piece, keeping a steady pulse and improvising thoughtfully on the notes do, mi, so and la.	Knowledge: Improvisation can create contrast within ABA form. Skill: Perform the complete piece with a steady pulse and improvise using do, mi, so and la.	perform / improvise / ABA / pulse / toneset	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection

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ST PHILOMENAS PRIMARY SCHOOL – MUSIC MEDIUM TERM PLANNING – YEAR 2

SUMMER 2 – YEAR 2

Oak National Academy unit: Singing for performance: adding a simple vocal accompaniment
6 lessons | 1 lesson per week | approximately 60 minutes

Week	OAK LESSON	LEARNING OUTCOME	MUSICAL KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Week 1	Developing pulse and moving in time to the music	I can move in time to the pulse whilst singing.	Knowledge: A shared steady pulse helps singers move in time. Skill: Move to the beat while continuing to sing.	pulse / move / in time / singing / steady	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 2	Adding body percussion to a song	I can use body percussion to keep a steady beat whilst singing.	Knowledge: Body percussion can provide a rhythmic accompaniment. Skill: Keep a steady body-percussion beat while singing.	body percussion / beat / steady / accompaniment / sing	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 3	Building a thicker texture with a chanted ostinato	I can keep a rhythmic, chanted ostinato going under a song.	Knowledge: Texture becomes thicker when musical parts are layered; a chanted ostinato repeats a rhythm. Skill: Sustain one beneath a song.	texture / ostinato / chant / rhythm / layer	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 4	Building a thicker texture with a sung ostinato	I can keep a sung ostinato going under a song.	Knowledge: A sung ostinato repeats a pitched vocal phrase. Skill: Hold it as an independent layer beneath a song.	texture / ostinato / sung / layer / pulse	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 5	Developing part singing	I can practise a song to prepare for a performance.	Knowledge: Part-singing requires each group to maintain its own vocal part. Skill: Rehearse the song, entrances and repeated patterns to improve accuracy.	part singing / practise / rehearse / performance / ensemble	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 6	Performing songs with simple accompaniments	I can perform songs with two or more layers, singing my part accurately and keeping a steady pulse.	Knowledge: Several independent musical layers can sound together as an ensemble. Skill: Sing an individual part accurately within two or more layers, keeping a steady pulse.	performance / layers / accompaniment / accuracy / pulse	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection

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