

Music Development Plan Summary

INSPIRE MAT: Fitzwilliam Primary

Detail	Information
Academic year that this summary covers	2025-26
Date this summary was published	April 2026
Date this summary will be reviewed	September 2026
Name of the school music lead	Jenny Burns
Name of school leadership team member with responsibility for music (if different)	Sally Henshall
Name of local music hub	West Yorkshire Music Hub
Name of other music education organisation(s) (if partnership in place)	

Part A: Curriculum music

Please see below the Trust Music Curriculum which has been produced using the DfE Model Music Curriculum which is accessible by all children. The curriculum is ambitious and inclusive for all children and lessons are sequenced so children can acquire the skills and knowledge required to be confident musicians. Time has been invested in researching the best pedagogical models for teaching. The lessons are structured so children have a chance to recall, recap knowledge from previous year groups and units as well as time for teachers to model the learning before moving onto paired and independent practice. Questioning and feedback are also vital elements when delivering lessons and if necessary, teaching is adapted to support the children with their learning.

Children in school receive a 30 minute class music lesson each week, along with a 30 minute Singing Assembly. A variety of curriculum sources such as Oak Academy, Charanga and Collins are used as a vehicle to help support teachers with the content and knowledge. This is enhanced with the deployment of two music specialist teachers across the Trust to lead on whole class instrumental teaching, as well as accessing music specialist teachers from the Wakefield Music Services. All children also receive a weekly singing assembly where music appreciation is delivered as well as high quality and ambitious singing activities.

The Trust has invested in full class sets of glockenspiels for each school, and each school has access to the Trust pool of whole class instruments - these include trumpets, ukuleles, recorders, ocarinas, boomwhackers and djembe drums.

Other opportunities for children in school include taking part in Rocksteady band sessions, joining the school choir and attending our Music extra-curricular club after school. Children also have the opportunity to learn an instrument within school.

All children have the opportunity to perform to a live audience, in our Christmas and end of year productions. Our school choir have the chance to perform in our local area, at the community centre and care home. Children in Key Stage 2 have the opportunity to attend Young Voices and have the amazing experience of taking part in a live arena concert.

Our aim is that children leave our schools as competent and confident musicians who have a love of music, with the ability to read music notation on treble clef, understand a wide range of musical vocabulary, are able to make music on a range of instruments and can confidently talk about music they listen to.

Part B: Extra-curricular music

Pupils have the opportunity to take part in weekly Rocksteady sessions, where they can become part of a rock band and enjoy performing whilst learning music skills.

Part C: Musical experiences

As well as many performances in school we have formed strong relationships with the local community, allowing children to perform outside of the school setting. Children have the opportunity to sing in our local care home throughout the year. The highlight of the year is always Young Voices as well as the Trust Choir Singing Event.

Our school performances are set out termly; ensuring all children have the opportunity to perform. Lower KS2 deliver a Harvest Festival celebration in Autumn term. EYFS and KS1 perform Christmas nativity plays and KS2 perform a Christmas carol concert. Year 6 put on a leavers production, and all other year groups perform in an end of year singing concert. All performances are attended well and all stakeholders of the school are invited. All performances have dress rehearsals where children who are not involved become the audience.

In the future

This is about what the school is planning for subsequent years.

The plans for the future include increasing the number of children who learn an instrument and to continue to refine the curriculum led by music specialists who work across the Trust ensuring ALL children have access to High Quality Music lessons.

Music long term plan (2 year cycle)

Transitional year: 2026

	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Unit 3 Happy Talk	Our growing world (life cycles and nature)	A sky full of colour (visual - auditory links)	Under the sea (aquatic themes and pirates)
Reception	Unit 3: Liltng Lullaby			
KS1	Y1 Unit 6: Sing for performance; changing tempo and dynamics	Y2 Unit 6: Sing for performance: adding a single vocal accompaniment	Y1 Unit 3: Compose and create: exploring and performing rhythm patterns	Y2 Unit 3:: Compose and create: recording our musical ideas on a graphic score.
LKS2	Y3 Unit 6: Sing for performance: holding a second part in rounds and partner songs	Y4 Unit 6: Sing for performance; discovering different ways to sing in harmony	Y3 Unit 3: Compose and create: notating and performing using rhythm grids.	Y4 Unit 3: Compose and create: improvising within Hindustani classical music grids.
UKS2	Y5 unit 6: sing for performance: syncopation in songs	Y6 unit 6: sing for performance; conveying character and emotion through performance	Y5 Unit 3: Compose and rehearse: creating and combining minimalist cells	Y6 Unit 3: Compose and rehearse: improvising with the minor pentatonic scale

Year A: 2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Who shall I be today? (roles / identity)	Amazing African Animals (movement, animal sounds)	Busy City (environmental sounds)	Let's go green (recycling and nature)	Fabulous food (rhythm and taste)	Beyond the stars (space and experimentation)
KS1	Y1 Unit 1: Start with singing: finding my voice	Y1: Unit 2: Singing together: how singing makes me feel	Y1 Unit 4: Music and movement: feeling the pulse and changing tempo	Y1 Unit 5: Compose and create: high and low melodic responses	Y2 Unit 1: Start with singing: learning through singing games	Y2 Unit 5: Compose and create: improvising with four notes
LKS2	Y3 Unit 1: Start with playing: adding percussive layers to build a texture in our songs	Y3 Unit 2: Singing together: how songs are used in communities	Y3 Unit 4: Playing together: building texture with melody, drone and ostinato	Y3 Unit 5: Compose and create: major and minor pentatonic melodies	Y4 Unit 1: Start with playing: adding layers to major and minor songs	Y4 Unit 5: Compose and create: Composing a major melody on a staff
UKS2	Y5 Unit 1: Sing, play, perform: adding tuned accompaniment to part singing	Y5 Unit 2: Singing together: how songs unite us	Y5 Unit 4: Playing together: discovering different vocal timbres	Y5 Unit 5: Compose and create: Composing a minor melody on a staff	Y6 Unit 1: Sing, play, perform: accompanying songs with polyrhythms	Y6 unit 5: Compose and create: creating melodic variations based on a theme

Year B: 2027-2028

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	A sky full of colour (visual - auditory links)	When snowflakes fall (winter and delicate sounds)	Under the sea (aquatic themes and pirates)	Do you see dinosaurs? (big/small and heavy sounds)	Our growing world (life cycles and nature)	A tale of long ago (storytelling and performance)
KS1	Y1 Unit 3: Compose and create: exploring and performing rhythm patterns	Y1 Unit 6: Sing for performance; changing tempo and dynamics	Y2 Unit 2: Singing together: How singing helps us work together	Y2 Unit 3: Compose and create: recording our musical ideas on a	Y2 Unit 4: Music and movement: symbols to represent pitch	Y2 Unit 6: Sing for performance: adding a single vocal accompaniment

				graphic score.		SLIDES MADE
LKS2	Y3 Unit 3: Compose and create: notating and performing using rhythm grids.	Y3 Unit 6: Sing for performance: holding a second part in rounds and partner songs	Y4 Unit 2: Singing together: How stories are shared through song	Y4 Unit 3: Compose and create: improvising within Hindustani classical music	Y4 Unit 4: Effective rehearsals as part of an ensemble	Y4 Unit 6: Sing for performance; discovering different ways to sing in harmony
UKS2	Y5 Unit 3: Compose and rehearse: creating and combining minimalist cells	Y5 unit 6: sing for performance: syncopation in songs	Y6 Unit 2: Singing together: Music that comments on social change	Y6 Unit 3: Compose and rehearse: improvising with the minor pentatonic scale	Y6 Unit 4: Playing together: arranging and rehearsing a fusion performance	Y6 unit 6: sing for performance; conveying character and emotion through performance