






Our School Vision Statement

At Crookham Infant School we aim to make learning irresistible so that as Team Crookham we all develop the life-long learning habits of resilience, resourcefulness, reflectiveness and reciprocity through exploring together the loving invitation of Jesus to 'live life in all its fullness' John 10:10. Our vision stems from our Christian foundation and is firmly rooted in our values: **Love God, Love Others, Love Learning** "Praise him with sounding cymbals; praise him with loud clashing cymbals! Let everything that has breath praise the Lord!" Psalm 150:4-

	Reflective Owl	Resourceful Squirrel	Team Ant	Tough Tortoise
YR	 <ul style="list-style-type: none"> I can tell you what a learner is like I am motivated to explore and find out more I can tell you what I am good at and what I want to get better at I can ask questions and sometimes change my mind in response I can sometimes suggest a solution when talking together to problem solve With support I can plan my learning and make improvements 	 <ul style="list-style-type: none"> I know the class routines and am beginning to know what I am learning I can sustain my attention over time especially when I have chosen the task I can select resources for the task or because I am interested in them I can use a range of large and small resources on my own or with others I can talk about what I am learning with some specific vocabulary and listen to other ideas or instructions 	<ul style="list-style-type: none"> I can learn on my own or with others with just a little support I can work in a pair or group with a little support I am beginning to ignore distractions when I am learning I usually make good choices even when others are distracting I almost always treat others with respect using Kind Words, Kind Hands, Kind Feet I can respond well to other ideas and instructions 	<ul style="list-style-type: none"> I often try myself before asking for help I can focus on some tasks and sustain my involvement I recover from my mistakes and accept some suggestions to change approach, I recover quickly from most disappointments I am beginning to enjoy challenge in my learning (being in the pit) I practise until I master some skills and like to finish I task I start
Y1	<ul style="list-style-type: none"> I know how I learn best I am motivated to learn for myself and to support others I can ask general questions and decide on an enquiry question I know what I am good at and have an idea of what I can't do yet I use talk to refine my ideas I can plan my learning before I start I can respond to ideas to help me improve my learning 	 <ul style="list-style-type: none"> I can use tools (like a visual timetable) to know what I am learning and what is coming next With a little support I can prepare for my learning and make good use of learning time I can select the resource I need for a task and use them safely I can use a wider range of learning resources and vocabulary specific to a subject I listen to others and to instructions 	<ul style="list-style-type: none"> I can usually decide when it is better to work on my own or with others I can usually choose a good partner or group to learn with I understand that sometimes I am the leader and sometimes not I can ignore most distractions and usually make good choices I understand other people's feelings and use Kind Words, Hands, Feet I almost always respond with a good choice 	<ul style="list-style-type: none"> When I start a task I can focus and stay on track I have some strategies to problem solve in my learning I learn from mistakes and can cope with some disappointment I often like to challenge myself and work hard to get out of the learning pit I am getting better at practising until I master new skills and take pride in finishing a task well.
Y2	<ul style="list-style-type: none"> I always take responsibility for my own learning I am highly motivated to learn and master new things I ask a number of enquiry questions before refining my enquiry focus I can explain in detail what I can and can't do yet I can explain precisely what I am finding difficult in my learning I use talk well to reflect and refine my thinking I make a detailed learning plan I edit and improve before needing support 	<ul style="list-style-type: none"> I always make sure I know what I am learning now and what is next I am well prepared for my learning I am selective over the resources I use choosing what is appropriate for the task I am confident using a range of subject specific resources and vocabulary I am responsible and safe with resources using Kind Hands I know that people are a great resource and listen carefully to ideas and instructions 	 <ul style="list-style-type: none"> I make great decisions about when to work independently or collaboratively I can recognise what makes a good learning partner I work well in a pair or a group where I can cope with being the leader or not the leader I can ignore distractions and make independent choices I treat others with respect using Kind Words, Hands and Feet I always listen to others' ideas and instructions and respond appropriately 	 <ul style="list-style-type: none"> I can start my learning independently I maintain great focus and sustain it over time I have developed strategies which help my learning I learn from mistakes and can cope with disappointment I challenge myself in the learning pit and expect to work hard I have high expectations of myself and enjoy achieving well I keep practising, make edits and improve work I take pride in the learning journey as well as my finished outcomes

Curriculum Intent for Music at Crookham Infant School

At Crookham Infants we believe that music is part of everyday life and should be listened to, created and enjoyed by all. The children at Crookham Infants will have a wide range of opportunities within lessons and outside of the classroom to take part in a variety of types of music including; singing, composing and playing instruments. As a school we are ensuring that the children have the opportunity to perform to ensure what they have learnt has a purpose. This could be within our school, to parents and families or to our local community. We work with the children to build confidence to perform and to be proud of what they achieve.

Music should be an enjoyable experience for pupils and teachers. Children participate in a range of musical experiences, building up their confidence at the same time. They develop their understanding of rhythm and pitch and learn how music is structured, as well as learning technical vocabulary for these elements. As children's confidence builds, they enjoy the performance aspect of music. Children experience listening to music from different cultures and eras. As of 2023, we are starting to use the Oak Academy's resources to help build subject knowledge and to provide children with the visual support they may need to learn and develop a secure understanding within a key concept. We keep our learning in our Floor Books which shows the journey of our learning clearly and gives children the opportunity to reflect back, overlearn and enjoy what they done in the past. Teachers will use the Floor Books as a way to record the children's voice and assess the learning that has happened throughout a topic and a year. The Floor Books also give us the opportunity to share what we have learnt with the whole of Team Crookham, including parents and families. Throughout the year, families are invited in to school to look through the Floor Books with their children as well as watching them perform in different ways (nativity, end of year service).

Our school values inclusivity and builds on British Values and we will use music as a way to talk about diversity and respect and tolerance within our community and around the world. Music is a significant part of cultures, faiths and diverse groups across the world and is a shared human experience that brings us all together. At Crookham Infants we use the shared experience of music as a way to build equity within the classroom and to ensure that all children have an equal opportunity to take part, seeing themselves and others in the music they hear. We will look at a variety of instruments from around the world as well as some composers and artists. As a school, we also believe that great composers and artists are not necessarily classical but instead can be modern non-classical pieces composed and performed that may even be in the charts or popular around the world. An example of this could be listening to and talking about sea shanty's such as 'Wellerman'. Using the model music curriculum, we will ensure that our choices are based on the music we are teaching and not because they are the 'classics', however, we also look further afield even talking to children about the music they know and enjoy.

At Crookham Infants we use our Learning Habits in our teaching and learning to link understanding of a subject to ways we learn and show we are a great learner. In music, children show they are a Tough Tortoise by being resilient and persevering; this might be during a lesson where they are composing and making notation or could be during their performance (play). All staff support perseverance, promoting 'have a go' and ensuring they know that the best is what we're looking for. We also help the children during performance by reminding children watching of our 'Kind Words' this means more than what you say but also that sometimes it is time to listen instead. At times the children need to be Reflective Owl's making links, for example, between music and emotion or sound and instrument. Teachers support the link by ensuring the visuals are available and that sufficient pre-learning is completed to ensure the children have the knowledge and understanding needed.

Implementation:

Music is taught in blocks in KS1, with lessons being taught over a week or over a few weeks in order to ensure the children are retaining the information they are given before having to demonstrate and apply their knowledge in a selection of ways including playing, singing and creating. The children are also taught key concepts as part of our early topic teaching (or pre-learning) to ensure the children have the knowledge and understanding needed to successfully fulfil the objectives. In music, we record our learning in a Floor Book, looking back at it periodically to recall what we did, learnt and enjoyed. This will begin at the start of a unit, where we review what we have learnt previously (earlier in the

year or within previous year groups). The children also have the opportunity at the start of the unit to recall what they already know, with teachers recording their knowledge or ideas on an A3 circle. At the end of the unit, we review what we know and, again, add this to the A3 sheet in a separate circle. This clearly shows the progress the children have learnt over the unit which is then stuck into the Floor Book.

Additional opportunities are being created at Crookham Infants, including a school choir and opportunities to sing outside of school at church. This is done above our usual topic lessons and are mostly an optional activity they can join in with. As a school, we are showing the children the important part music has on life throughout the world, considering how it can be used to calm us down and how it can be used to change our emotions. Songs are chosen in a variety of ways including songs that they already know and enjoy, songs that match the time of year on our Christian calendar/ seasons or songs that demonstrate good musical abilities such as harmony.

Impact:

Within a short period of time, Crookham Infants have created an environment where children can listen to and be involved in music in many ways, having a better understanding of the value of music. Children are confident to perform songs to both parents (in our nativity) and to our local community (at the local church and the local WI). Our school has started a small choir which allows children to learn more about group singing and harmony. The children are singing for a purpose, using the Christian calendar as reasons to sing within collective worship. Music is also appearing more in and around the school outside of music lessons with teachers starting to value the use of music for concentration and pleasure.

As a school, we have built upon our teachers CPD, reviewing what we know and ensuring teachers have a good understanding of the key concepts. As school we are seeing the children become more knowledgeable about music and have enjoyed finding out about how they can make their music more exciting. Overall, the children are surrounded by music throughout their day at Crookham Infants and have opportunities to express themselves and inspire others through music. This has become clear through the Floor Books, with children excited to look back through the pictures of themselves playing and singing and talking about the new knowledge and understanding that they have. We enjoy reflecting on our learning, sometimes adding extra information to our Floor Books, even after the topic has long but finished.

A blank template of our Floor Book front cover for each unit. This is used in both EYFS and KS1 and is edited by the teacher based on their planning for the unit of learning. Dates are added to the wheel when an area is taught and evidenced within the Floor Book.

Floor Books and covers are reviewed throughout the learning journey, at the end of the unit and regularly after the unit throughout the school year. Floor Books go up with the class each year which supports progression in learning.

	<u>Sing</u>	<u>Play</u>	<u>Listening and understanding</u>	<u>Create</u>
EYFS	<ul style="list-style-type: none"> • Show awareness of listeners. • Sing a range of well-known songs and rhymes. • Rehearse and perform songs, rhymes and poems with others, trying to move on time to a beat where possible. 	<ul style="list-style-type: none"> • Experimenting with instruments, having the opportunity to discover how they sound and the different sounds that they can make. • To experiment with a range of instruments. 	<ul style="list-style-type: none"> • To listen to sounds and recognize them. • Listen to favorite songs and rhymes throughout the day, joining in with the parts of the song they enjoy and know. • To understand that music is a sound and can be recreated using their voices or instruments. 	<ul style="list-style-type: none"> • Children will start to create music naturally when allowed the opportunity to explore and hear sounds. • Children will start to represent their own ideas in music.

			<ul style="list-style-type: none"> • That sounds can be both loud and quiet and can be played fast and slow. 	
<p>Year One</p>	<ul style="list-style-type: none"> • Use voice in different ways such as speaking, singing and chanting. Use voice expressively and creatively. • Sing songs musically and understand how to warm up and project the voice whilst also demonstrating good posture. • Learn to perform chants, rhymes, raps and songs. 	<ul style="list-style-type: none"> • Recognize different instruments and start to categorize them. • Learn to follow a conductor or band leader. • Explore the different sounds of instruments, considering if the instruments are tuned or untuned. • To perform a piece of music which may differ slightly every time they perform. 	<ul style="list-style-type: none"> • Listen to music with sustained concentration. • Listen to and copy a simple rhythm or melody. • Find the pulse whilst listening to music and using movement. • Discuss feelings and emotions linked to different pieces of music. • To listen to a range of music from around the world and consider how music through time and around the world changes, • Listen to and copy a simple rhythm or melody. • To use the correct musical language to describe a piece of music. • Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse. • Understand that pitch describes how low or high sounds are. 	<ul style="list-style-type: none"> • To use marks to help remember own composed music. This may be shapes that say which instrument should be played and in which order. • Children to create their own beats and pieces of music, this may not be the same every time that they perform.

			<ul style="list-style-type: none"> To understand that tempo describes how fast or slow the music is going. 	
Year Two	<ul style="list-style-type: none"> To sing with the sense of shape of melody. Controlling the pitch of voice more. To use voice in a variety of ways, considering the melody and pitch of the song. To warm up their voices using familiar forms, being able to talk about the importance of doing so. 	<ul style="list-style-type: none"> To improvise a simple rhythm using different instruments including the voice. To perform using instruments, voice and objects in a variety of ways ensuring the melody is clear. The children will also be taught to consider the duration and texture of the music they are creating. To experiment with instruments to help choose the best instrument for the piece they are creating. To show awareness that instruments can be made from everyday objects and selecting these to help produce specific sounds. 	<ul style="list-style-type: none"> To listen with concentration and understanding to a range of high-quality live and recorded music. To listen and discuss music from around the world and through the ages, considering the style, texture and structure of the music in relation to the music style and era. To build an understanding of the pulse and internalise it when listening to a piece of music. To understand that timbre describes the character or quality of sound. To understand that texture describes the layers within music. 	<ul style="list-style-type: none"> To create their own music composition using a range of instruments, objects and their own voices considering the pace, rhythm, pulse and texture of a piece of music. To use markings to create notation of music. To explore sounds and create a piece of music using both instruments and everyday objects to create the specific sound that they need.
What happens before (nursery)				
Before	<ul style="list-style-type: none"> Sing a large repertoire of songs. Know many rhymes 	<ul style="list-style-type: none"> Play instruments with increasing control to express their feelings and ideas. 	<ul style="list-style-type: none"> Listen with increased attention to sounds. 	<ul style="list-style-type: none"> Create their own songs or improvise a song around one they know.

	<ul style="list-style-type: none"> Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. 		<ul style="list-style-type: none"> Respond to what they have heard, expressing their thoughts and feelings. 	
What happens next KS2				
After	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices. 	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	<ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music. 	<ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music.