

Music Development Plan Summary: Sneyd Academy

Overview

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	September 1 st 2025
Date this summary will be reviewed	July 2026
Name of the school music lead	Mrs T Phillips
Name of school leadership team member with responsibility for music (if different)	n/a
Name of local music hub	City Music Service (part of The Music Partnership)
Name of other music education organisation(s) (if partnership in place)	None

This is a summary of how our school delivers music education to all our pupils across three areas – curriculum music, co-curricular provision and musical experiences – and what changes we are planning in future years. This information is to help pupils and parents or carers understand what our school offers and who we work with to support our pupils' music education.

Part A: Curriculum music

This is about what we teach in lesson time, how much time is spent teaching music and any music qualifications or awards that pupils can achieve.

The pupils in our academy have access to a full and rich curriculum for music. They have a 30 minute slot per week in class which covers all of the national curriculum objectives. They also have a 30 minute slot as a phase each week during 'Singing Together,' which concentrates on singing, performing, listening and occasionally, instrumentation and differing traditions of music. This continues throughout the whole year.

We follow a bespoke curriculum which has been designed by our City Music Service partner teacher, aided by staff in school. Class teachers and teaching assistants support lessons so that all children can access all parts of the lessons. There has been a specific focus on teaching music to SEND children during the past academic year as that is an important focus for us.

Children have the opportunity to play the glockenspiel from year 3, the recorder from year 4 and the ukulele in year 6. We have enough instruments for the children to have one each, therefore giving them maximum opportunity to learn and practise.

We have a strong connection with our local Music Hub (City Music Service) through our music teacher Mr Anderson, and are involved with events throughout the year.

Our curriculum can be found in the Appendix.

Part B: Co-curricular music

This is about opportunities for pupils to sing and play music, outside of lesson time, including choirs, ensembles and bands, and how pupils can make progress in music beyond the core curriculum.

Once a week, a Songbirds group is run as an after-school Music Service club, where children learn to sing competently, perform together and follow a conductor. They engage in lots of fun music-making activities at the same time as preparing to be ready for their concerts which take place at the Victoria Hall twice a year. This club is open to pupils from year 1 to year 3.

Following on from this, the children in years 4 – 6 can join 'Sneyd Sensations,' another Music Service vocal group, which is very popular and takes place once a week after school. The children progress to singing with more of a refined technique, also incorporating part-singing. They too have 2 concerts per year in which they have the opportunity to perform as a group.

There is a small charge for these clubs. More information is given out via Arbor at the beginning of each term.

A small number of children have individual keyboard lessons in school.

The children have regular opportunities to perform in school, whether it be in a formal presentation or show, during Singing Together or during informal events such as the talent show.

Part C: Musical experiences

This is about all the other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

Shows and concerts take place throughout the year for all year groups, at harvest time, Christmas, Easter and at the end of the year. Music plays an integral part in all of these events and parents are invited to attend via Class Dojo and/or Arbor.

The children also sometimes get the opportunity to experience other types of music, for example, when visitors bring in instruments from other cultures. In the recent past, for example, we have had African drumming workshops and assemblies.

In the future

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

In our academy, we aim to continue and build on an excellent provision for all pupils as a Lead School for Stoke-on-Trent. We have a special focus on inclusion to make sure all pupils can access the subject successfully.

It is hoped that during this academic year, singing and live music during assemblies will increase.

Deep Learning Curriculum

Knowledge Rich
Music Curriculum Overview

WOW!

LEARN ACHIEVE BELIEVE

SUCCESS

1.

LONG TERM MUSIC OVERVIEW

(Topics – Autumn Red, Spring Green, Summer Blue)

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Autumn 1	Meet a composer: Camille Saint-Saëns	Layering sounds: Vocal harmonies	Tuned Percussion: Meeting the glockenspiel.	Layering sounds: Percussion	Playing three note melodies musically	Ukuleles: Meeting the ukulele
Autumn 2	Performance skills: A Christmas Concert	Making friends with the notes: Pitch	Be A Composer – Composing with Glockenspiels	Singing for a Purpose – Christmas Carol Concert	Playing with a range of 5 notes.	Rest stroke and free stroke. Starting to play with control.
Spring 1	Pulse and rhythm in heritage music from around the UK	Music building: Structure	Listening and evaluating. The music of Edvard Greig.	Creating layered sounds.	Preparing for the recorder festival I	Our first three chords.
Spring 2	Making friends with the notes: Duration	Making friends with the notes: Learning their names.	Producing sounds: Using what we learned from Greig in our own performances.	Advanced music building: Form	Preparing for the recorder festival II	Playing songs using 4 chords
Summer 1	The importance of keeping to the pulse of the music.	Meet the Beatles: Introducing metre and contrasting genre.	Creative call and response.	Playing from the stave reading 8 different note pitches.	Composing for recorders.	My first gig – being a rock star!
Summer 2	First steps in composition	Further composition	Meet the orchestra	Recorders: Making our first sounds	Playing individually or in smaller groups.	Using music to say goodbye

Music in EYFS

In EYFS the children get the opportunity to explore sounds and make music, they have a range of instruments to explore with continuous provision. The children all receive weekly music sessions. We offer the children a wide range of songs to learn and sing.

By the end of Reception, we expect the children to...

Explore and engage in music making and dance and performing.

Sing a range of songs and Nursery rhymes.

Music	Baseline FS1	Baseline FS2	Autumn FS1	Autumn FS2	Spring FS1	Spring FS2	Summer FS1	Summer FS2
Objective	<p>I enjoy joining in with songs, rhymes, dancing and music.</p> <p>I can make rhythmic sounds e.g. banging a drum</p>	<p>I can remember most of a song to sing</p> <p>I can make up my own "silly" songs</p> <p>I can remember and sing songs</p> <p>I can start to match the melody and pitch of others</p>	<p>I can remember and sing a range of familiar songs</p> <p>I can explore the different sounds musical instruments make</p>	<p>I know some popular songs and can sing them supported by an adult</p> <p>I can listen and respond to sounds</p> <p>I can sing with others and supported by an adult</p>	<p>I can sing my own created songs and follow pitch, melody and tone</p> <p>I can play musical instruments with greater control and purpose</p>	<p>I can sing well known songs in a group or alone and match the pitch and melody</p> <p>I can listen carefully to music and start to move to it</p> <p>I can join in with singing and dancing</p>	<p>I can sing, respond to and create music with instruments showing understanding of pitch, melody and rhythm</p>	<p>I can sing well known nursery rhymes.</p> <p>I can sing some familiar songs</p> <p>I can perform songs, rhymes, poems and stories alone and with others.</p> <p>I can try to move in time to music.</p>

Activity	Music time: Nursery Rhymes Exploring instruments Music Area CP	Nursery rhymes- focus for reading challenge. Make a class booklet of favourite nursery rhymes.	Music Time: Nursery rhymes Zoo song Bonfire song Exploring instruments Xmas songs Music Area CP Music Area CP	Christmas songs for Christingle. Pe - links to music and dance.	Music Time: Snow flake song Exploring instruments Music Area CP	Spring concert to Parents Within CP.	Music time: Concert songs Music Area CP Award songs	Awards Within CP - using creative table to make microphone using tubes and tissue paper. Create a stage area to perform songs - outdoors.
Key knowledge	Singing/Instruments	Singing	Singing/Instruments	Singing - Christingle assembly.	Singing/Instruments	Singing and Dance	Singing	
Language FS1	Music, Dance, Beat, Sing, Pretend, Loud, Quiet							