

Music development plan summary: Kinderley Primary School 2025 26

Overview

Detail	Information
Academic year that this summary covers	2025 26
Date this summary was published	
Date this summary will be reviewed	July 2026
Name of the school music lead	Vaida K
Name of school leadership team member with responsibility for music (if different)	Haidee Norman
Name of local music hub	Cambridgeshire Music
Name of other music education organisation(s) (if partnership in place)	Twenty 20 Productions

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.

Kinderley's Music Curriculum:

Throughout the school, Kinderley's music curriculum is underpinned by the Charanga Music Programme. The programme satisfies the aims and requirements of the Music National Curriculum 2014, so that all our pupils experience opportunities to:

1. perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
2. learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately, and have the opportunity to progress to the next level of musical excellence.
3. understand and explore how music is created, produced and communicated, including through the inter-related dimensions of pitch, dynamics, tempo, timbre, structure and appropriate musical notation

Our intention is that through composing, singing, playing, performing, listening to and appraising, children will connect with music and work creatively; become increasingly skilful, think musically, and go on to develop a deep love of music which endures for their lifetime. We recognise that Music has the potential to positively influence children’s mental health and wellbeing; singing in particular, fosters a strong sense of belonging and of identity in our school.

How Music is taught:

From Year R to Year 6, children benefit from learning music through the Charanga programme, it is well-sequenced and progression across year groups planned for. All musical learning is built around the interrelated dimensions of music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. These dimensions are the building blocks of music. Lessons take an integrated approach with musical games, the interrelated dimensions of music, singing or playing all linked.

Each half term, there is a unit of work spread over 6 weeks, often focused around one song or a specific piece of music. Each unit of work focuses on the three strands of music below, which underpin progress towards the end of key stage expectations.

1. Listening and appraising
2. Musical activities (warm up, singing, playing, improvising, composing)
3. Performing and sharing

Children learn and understand each musical concept through a repetition-based approach in which the 3 musical activities above, enable a secure, deeper learning of the concept and mastery in musical skills.

Planning and subject coverage

Our curriculum Long Term Plans show how music at Kinderley is grounded in the interrelated dimensions of music. The Charanga scheme provides a week-by-week lesson plan, which every teacher uses as their scheme of work. Music lessons are timetabled flexibly but all children receive at least 1 hour of music per week comprising 30-45 mins of Charanga classroom music and 20 minutes whole school singing assembly, led by a member of staff. In addition, there are numerous musical performances at special events throughout the year, cross-curricular music such as responding to music through dance as well as watching live performances. All children from Year R to Year 6 take part in the Christingle Service at the church, the Harvest Festival, Remembrance Day, Easter celebrations and the Summer family picnic event. Reception children and Key stage 1 sing as part of the Nativity and the Carols around the tree festival. Performing is seen as an important, treasured celebration of children’s voices and music making at Kinderley and is highly valued by parents.

In lower KS2, children enjoy singing with live accompaniment from guitar, experiencing a very different balance of backing sound to the normal pre-recorded accompaniment. Children from KS2 have been involved in the Wisbech Schools Partnership BIG SING event in 2022/23 and 2025/26, this annual event runs in partnership with the local Twenty20 organisation who stage the event. It brings together voices from approx 12 Wisbech-area primary schools to perform together in the large Theatre at the Thomas Clarkson Academy.

In July 2025, Kinderley held an art and music day showcasing and celebrating children’s art and music work.

Listening and Appraising is supported well by Charanga resources ensuring coherent and integrated learning across all facets of the music curriculum. Occasionally children encounter live music opportunities such as from a visiting professional string quartet who have performed twice for Kinderley pupils in 2024 25. All children sang, danced and listened to the different instruments played for the “Playground Proms.” At Christmas, there is always some live music in the annual Christmas Panto – a completely different genre!

Music in Reception and EYFS

In line with the EYFS Framework for expressive art and design, music is an integral part of each half termly theme or topic as described in the long-term plan for Reception age children. At Kinderley, singing in the early years is ubiquitous, linking not just to the Charanga songs, but also to phonics, a book, a favourite song from home or songs that tell a story of time and place; ie London’s Burning. Our youngest children exhibit great enjoyment and enthusiasm as they sing in a group, as a pair or on their own. Children listen and respond to music and whether indoors or out, discover rich opportunities to develop and satisfy their musical curiosity and creativity. They eagerly explore musical sounds, improvise and experiment with a variety of instruments and sing their own short, invented melodies as they play. Children make and play their instruments such as wooden claves fashioned from stout twigs. Musical instruments are accessible both in class and outside, this includes a collection of SEND instruments to support vulnerable children to self-regulate as they immerse themselves in exploring and experimenting with sound and sound sources. Although music lessons are broadly 30 minutes duration, this time is sometimes exceeded when children have shown a deeper interest.

SEND provision and adaptations

As an inclusive school, learning is adapted to either provide additional challenge or to support and scaffold where needed; these adaptations are planned-in to ensure every child can access music meaningfully and be successful in their music-making. The SENCo assists staff to identify appropriate adjustments such as to:

- Follow the child’s lead, support them to build on their ideas
- Provide a larger instrument such as a large xylophone or glockenspiel for those who struggle with fine motor skills such as cerebral palsy or who have problems with sight.
- Label or colour-code notes on tuned instruments to match a colour coded score.
- Provide a simple ostinato part for the pupil to play.
- Set an open-ended task.
- Simplify the task and increase difficulty when child is ready.
- Consider additional support from another adult
- Ear defenders for those children with sensory challenges to dampen extremes of sound such as high-pitched notes or the loud sections of a music piece.

Resources

The school has a good stock of well-looked after instruments including:

Untuned

Maracas

Tambour

Tuned

Glockenspiels

Keyboards

Tambourines	Treble recorder
Drums including 1 dJembe	Chime Bars
Wooden Claves	Stringed instrument
Wooden Clacker	Guitar
Shakers – various	Boom Whackers
Rainstick	3 Bells of different pitches
Triangles	Piano
Cymbals	
Percussion from different cultures	
SEND instrument collection (EYFS)	
Outdoor instrument collection (EYFS)	

Part B: Extra-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.

Music tuition beyond classroom music includes a non-selective choir for any child who is interested. This group meets weekly and is led by a member of the school staff. Rehearsals are now held at lunch time to ensure that all children wanting to attend, can do so. The choir has around 12 committed members who have worked hard this year to learn and perfect 8 carols and songs for public performance in the Angles Theatre, for the Wisbech Christian Spiritualist Church Service. Choir is free of charge for all pupils.

In 2024, Pupils were offered the opportunity to take up instrumental lessons for their chosen instrument, however, take-up was disappointing; no children expressed an interest. This is currently under review, the pupil premium funding could possibly support PP pupils to take up instrumental lessons and to lease an instrument, this would alleviate parental concern as to cost. We are beginning to see an increasing interest in music this year and aim to continue to build a culture that values music in our lives.

Our music partners

[The local Music Hub, Cambridgeshire Music.](#) (Offers advice and support in planning for introducing instrumental lessons and extending extra-curricular music opportunities in our school.)

[St Giles Church](#) – (offers regular Performance opportunities and supports community events.)

[Twenty20 Productions](#) – (Created opportunity to join a Wisbech-wide singing event, rehearsing and performing together with other schools in the Theatre at the Thomas Clarkson Academy.)

[Professional Musicians](#) – String Quartet performed ‘*Playground Proms*’ at Kinderley in March 2025.

[The Thomas Clarkson Academy](#) – use of their theatre for performance purposes.

The *Sing Up* subscription is purchased to support our commitment to offer quality singing opportunities for Kinderley children.

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.

Music assemblies will continue weekly for the 2025 26 academic year, involving the whole school with parents and community invited for special events.

Music opportunities planned for 2025 26:

Autumn

SINGING: Harvest Festival celebration, St Giles Church, October 2025. All pupils performing.

SINGING: Remembrance Day School Assembly 11 11 2025. All pupils performing.

SINGING: The Christingle Service at St Giles Church, December 2025 – all children performing.

SINGING: Carols around the Tree, December 2025. All pupils performing.

SINGING: Choir performing Carols at the Angles Theatre for Wisbech Spiritual Church, December 2025. Choir performing, pupils from KS1 and KS2 involved.

LISTENING TO MUSIC: Pantomime at Peterborough Key Theatre, December 2025. All pupils attended.

Spring

SINGING: Easter celebration at St Giles Church, March 2026. For all pupils.

SINGING: Twenty20 BIG SING event at Thomas Clarkson Academy. KS2 pupils performing and listening to other choirs, this year the whole of KS2 attended from Kinderley.

Summer

SINGING: Summer picnic. All pupils performing.

SINGING: Leavers Assembly July 2026. All pupils performing.

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

In the future we are considering the following:

- Extend pupils access to live music in school with a focus on pupils hearing and seeing the different instruments of the orchestra. (Suggestion from FB)
- Consider offering training for the EYP in Music for Early Years (Suggestion FB)

Further information (optional)

Use this space to provide any further information about your school's music development plan, including links to your local music hub partners, other local music education organisations and contacts.

The Department for Education publishes a [guide for parents and young people](#) on how they can get involved in music in and out of school, and where they can go to for support beyond the school.

Your local [music hub](#) should also have a local plan for music education in place from September 2024 that should include useful information.

If your school is part of a multi-academy trust with a trust-wide music development plan, you may also want to include a link to any published information on this plan.