

SFIS Music Development Plan Overview

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	September 2025
Date this summary will be reviewed	September 2026
Name of the school music lead	Mrs Sarah Carter
Name of local music hub	Hampshire

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.

Overall Objective:

At South Farnborough Infant School Music is a central part to our school community and our Harmony curriculum and reflects in many areas of our daily lives. Every pupil within our school has access to participate in engaging and stimulating musical learning every week, providing them with building blocks to succeed and develop their skills and knowledge throughout Reception, Key Stage One and beyond. Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression, and it can play an important part in the personal development of people.

Our curriculum is clearly mapped out with opportunities for progression for all children from the start of their school education. Our music curriculum has been bought in by the school and the curriculum is taught by class teachers with the support of the music lead.

Music Curriculum

We are using Music Sing Up scheme and overview to teach Music.

Key Components:

The education of music is integral to our whole school curriculum and therefore we ensure that:

Every child takes part in a whole class curriculum music lesson every week, in our new music room Nightingales, which is linked to our skills-based progression framework.

The music coordinators and staff participate in professional development opportunities and take an active role in weekly curriculum music lessons.

Pupils have opportunities to perform and share their progress to parents and carers.

Pupils have access to a range of instruments during their music lessons.

A range of tuned and untuned instruments are used within the music lessons.

Classroom Instrumental teaching:

All pupils have access to a range of untuned and tuned instruments during their music lessons.

Impact

Pupils within the school enjoy their music lessons as they have the experience to play tuned and untuned percussion and are engaged with different genres of music. They are keen to compose and perform. They have the opportunity to reflect and evaluate upon music that they have heard and learnt. Throughout the year there are opportunities to perform. The impact of the curriculum will be reviewed throughout the year, via lesson observations and pupil voice.

Pupil Progress and Attainment

Each lesson has clear measurable learning objectives for every year group. These are linked to assessment via specific descriptors for each area of attainment. There is a focus on pupil response, reflection and appraisal in developing their own musical ideas.

Music progress and attainment is assessed half termly in order to ensure that:

School leaders, music coordinator and music teacher continually aim to improve, innovate and monitor the provision.

Any gaps in learning can be identified and rectified with adaptations to planning.

Musical activities identify and target specific needs for every pupil and broaden their musical skills.

The assessment focuses are linked to the progression grid and planning and are based on a pupil's ability to take on creative risks and apply skills learned with confidence.

Evidence of the progress made across the year is shown through half termly videos of individual pupils and class 'performances'.

SEND:

Quality first teaching ensures that all children with SEND can access all areas of the music curriculum.

Teaching is adapted to meet the needs of ALL children.

Music Curriculum:

EYFS – All children have access to 25-minute music lessons taught by the class teacher. They have a weekly EYFS assembly which includes singing and opportunities for music are regular throughout the week.

Year 1/2 – All children have access to 45-minute music lessons taught by the class teacher

They have a weekly whole school assembly which includes whole school singing. Every lesson includes singing and use of either a tuned or untuned instrument, which is part of the whole class ensemble.

All music curriculum lessons are informed by model music curriculum, national curriculum music programme of study Key stage 1 and Sing Up.

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.

At present we do not have any co-curricular music outside of lesson time.

In the future, our intention is for all children to be given the opportunity to learn an instrument and to have a KS1 choir for children to join and perform in school and local community events.

Part C: Musical events

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.

Children sing weekly in whole school assemblies; this may be a hymn or song for the particular time of the year.

EYFS children all perform in the school nativity and an end of year performance. This includes many songs throughout the performance.

Year 1 and 2 will take part in a Christmas play which will include many songs.

Year 2 present an end of year (leavers) performance.

All children partake in a class assembly each year which include several singing opportunities.

In the future

- Make link with HCC Music department
- This year we will be working with Partnerships for Inclusion of Neurodiversity in Schools (PINS). The PINS Programme supports neurodivergent children in mainstream primary schools, recognising the diverse needs of all pupils. Staff will be taught sensory, music based strategies to support children's sensory and physical needs through music.
- To introduce the learning of a new instrument
- To engage further with developing music outside the classroom, look at ways of providing musical opportunities on the playground.
- Sharing the half term performances from each class with parents to engage parental communication.
- We will invite parents who are musicians into school to perform to the children.
- To have a variety of focused composer of the half term across different musical genre and who they listen to come in and out of assembly.