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| --- | --- | --- | --- | --- | --- | --- |
| **RODMERSHAM** | T1 | T2 | T3 | T4 | T5 | T6 |
| EYFS | HARVEST | CHRISTMAS | WORKSHOP AFRICAN DRUMMING (POSTPONED) | EASTER CONCERT |  | LEAVER’S ASSEMBLY |
| MUSICAL ELEMENT | DURATION |  | DYNAMICS | COMPOSITION | TEMPO | PTTTDDSN – Music Cake |
| Singing/performing | I can copy the melodic shape of a songI can sing both long and short sounds | I can perform to an audience with confidenceI can use **BODY PERCUSSION** | I can understand the meaning of dynamics in music and use this in my singing performances | I can perform Easter and Spring songs to an audience.I can copy simple patterns with body percussion, voice non-tuned percussion | I can understand what tempo and how it is used in music | I can understand how I can use my voice to demonstrate many musical elements |
| Composition and creating | I understand what is meant by **PULSE** and **RHYTHM** and can use short and long sounds to compose | I can accompany songs using non-tuned percussion | I can use dynamics to create exciting and differing sounds | I can compose using ‘bug’ composition cards. I can play the rhythm on non-tuned percussion  | I can follow simple Italian terms for tempo and play my instrument accordingly | I can use and identify some musical elements and understand how they are used to compose |
| Listening and appraising | I can use musical vocabulary to describe what I hear | I can express how I feel about different genres of music | I can hear when there are dynamic changes in a piece of music | I can identify ‘happy’ and ‘sad’ sounds in music (major and minor) | I can identify tempo changes in music  | I can identify sounds as long/short/loud/soft/fast/slow |
| Vocabulary | PULSERHYTHMDURATIONLONGSHORT | PERFORMCONDUCTOR | LOUDSOFT, PIANO,FORTE, MEZZO,FORTISSIMOPIANISSIMOCALL & RESPONSE | COMPOSENOTATIONBEATRESTRHYTHM | FAST, SLOW, MODERATEANDANTE, ALLEGRO, LENTOTEMPO | PITCH, TEMPO, TEXTURE, TIMBRE, DYNAMICS, DURATION, STRUCTURE, NOTATION |
| MUSIC PRACTICESUGGESTED LISTENING | Big Red Combine Harvester | Big Little Nativity | Che Che Kule | Spring ChickenSpring Fever | In The Hall Of The Mountain KingCome on Eileen | Hip, Hip, Hooray! |

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|  | T1 | T2 | T3 | T4 | T5 | T6 |
| YEAR 1 | HARVEST | CHRISTMAS | WORKSHOP AFRICAN DRUMMING (POSTPONED) | EASTER |  |  |
| MUSICAL ELEMENT | DURATION | NOTATION | DYNAMICS | COMPOSITION | TEMPO | PTTTDDSN – MUSIC CAKE |
| Singing | I can copy the melodic shape of a songI can sing both long and short sounds | I can perform to an audience with confidence | I can understand the meaning of dynamics in music and use this in my singing performances | I can perform Easter and Spring songs to an audience.I can copy simple patterns with body percussion, voice non-tuned percussion | I can understand what tempo and how and why it is used in music | I can understand how I can use my voice to demonstrate many musical elements |
| Composition and creating | I understand what is meant by **PULSE, STEADY BEAT** and **RHYTHM** and can use short and long sounds to composeI can identify **crotchets, quavers, minims, semibreves** and **crotchet rests** | I can accompany songs using non-tuned percussionI can draw a staff, treble clef and place a rhythm on the staff | I can use dynamics to create exciting and differing soundsI can add dynamics to my compositions  | I can compose using ‘bug’ composition cards. I can play the rhythm on non-tuned percussion and add a melody to my composition to make it ‘happy’ or ‘sad’I can create **a GRAPHIC SCORE** and use symbols to create a piece of music | I can follow simple Italian terms for tempo and play my instrument accordingly | I can use and identify most musical elements and understand how they are used to composeI can use ‘Incredibox’ to identify and mix musical elements |
| Listening and appraising | I can use musical vocabulary to describe what I hear | I can express how I feel about different genres of music and why | I can hear when there are dynamic changes in a piece of music and can explain how this makes me feel  | I can identify ‘happy’ and ‘sad’ sounds in music (major and minor) | I can identify tempo changes in music and explain how this makes me feel | I can identify sounds as long/short/loud/soft/fast/slow |
| Performing | I can combine long and short sounds to create my own music (compose)  | I can use understand how music is used to tell a storyI can use **BODY PERCUSSION** | I can move with expression according to the dynamics in the music | I understand what is meant by composition and being a composer.  | I can move in time to a piece of music with changing tempo | I understand how to mix musical elements to create a piece of music that I can perfom |
| Vocabulary | PULSERHYTHMDURATIONLONGSHORT | PERFORMCONDUCTOR | LOUDSOFT, PIANO,FORTE, MEZZO,FORTISSIMOPIANISSIMOCALL AND RESPONSE | COMPOSENOTATIONBEATRESTRHYTHM | FAST, SLOW, MODERATEANDANTE, ALLEGRO, LENTOTEMPO | PITCH, TEMPO, TEXTURE, TIMBRE, DYNAMICS, DURATION, STRUCTURE, NOTATION |
| MUSIC PRACTICESUGGESTED LISTENING | Big Red Combine Harvester | Big Little Nativity12 Days of Christmas | Che Che Kule | Spring Fever!A Spring Thing | In The Hall Of The Mountain KingCome on Eileen | Hip, Hip, Hooray! |

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| --- | --- | --- | --- | --- | --- | --- |
|  | T1 | T2 | T3 | T4 | T5 | T6 |
| YEAR 2 | HARVEST | CHRISTMAS | WORKSHOP AFRICAN DRUMMING (POSTPONED) | EASTER |  | LEAVER’S SERVICE AND ASSEMBLY |
| MUSICAL ELEMENT | DURATION | NOTATION | DYNAMICS | COMPOSITION | TEMPO | PTTTDDSN – MUSIC CAKE |
| Singing | I can start to sing simple two part songsI can sing both long and short sounds | I can perform to an audience with confidence and finesse | I can understand the meaning of dynamics in music and use this in my singing performances | I can perform Easter and Spring songs to an audience.I can improvise a song | I can understand what tempo and how and why it is used in music. I can sing both slow and fast tempo. | I can understand how I can use my voice to demonstrate many musical elements |
| Composition and creating | I understand what is meant by **PULSE, STEADY BEAT** and **RHYTHM** and can use short and long sounds to composeI can identify **crotchets, quavers, minims, semibreves** and **crotchet rests** | I can accompany songs using non-tuned percussionI can draw a staff, treble clef and place a rhythm on the **STAVE**I can match my beats to a **TIME SIGNATURE** | I can use dynamics to create exciting and differing soundsI can add dynamics to my compositions. I understand **CRESCENDO** and **DIMINUENDO**  | I can compose using ‘bug’ composition cards. I can play the rhythm on non-tuned percussion I can use a **STAVE** to create my own rhythm composition. | I can identify many Italian terms for tempo and play my instrument accordingly | I can use and identify most musical elements and understand how they are used to composeI can use ‘Incredibox’ to identify and mix musical elements |
| Listening and appraising | I can use musical vocabulary to describe what I hear | I can express how I feel about different genres of music and why | I can hear when there are dynamic changes in a piece of music and can explain how this makes me feel and why | I can identify ‘happy’ and ‘sad’ sounds in music (major and minor) | I can identify tempo changes in music and explain how this makes me feel and why | I can identify sounds as long/short/loud/soft/fast/slowI can identify rests in music and understand why they are used |
| Performing | I can combine long and short sounds to create my own music (compose)  | I can use understand how music is used to tell a story and how **PITCH** can be used change the feeling of a piece of musicI can use **BODY PERCUSSION** | I can move with expression according to the dynamics in the music | I understand what is meant by composition and being a composer. I can perform my own composition. | I can move in time to a piece of music with changing tempo | I understand how to mix musical elements to create a piece of music that I can perform |
| Vocabulary | PULSERHYTHMDURATIONLONGSHORT | PERFORMCONDUCTORPITCH | LOUDSOFT, PIANO,FORTE, MEZZO,FORTISSIMOPIANISSIMOCRESCENDODIMINUENDOCALL & RESPONSE | COMPOSENOTATIONBEATRESTRHYTHM | FAST, SLOW, MODERATEANDANTE, ALLEGRO, LENTOTEMPOACCELERANDO | PITCH, TEMPO, TEXTURE, TIMBRE, DYNAMICS, DURATION, STRUCTURE, NOTATION |
| MUSIC PRACTICESUGGESTED LISTENING | Cauliflowers FluffyFor The Harvest | 12 Days of Christmas | Che Che Kule | Spring Fever!A Spring Thing | In The Hall Of The Mountain KingCome on Eileen | Hip, Hip, Hooray! |

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| --- | --- | --- | --- | --- | --- | --- |
|  | T1 | T2 | T3 | T4 | T5 | T6 |
| YEAR 3 | HARVEST | CHRISTMAS | WORKSHOP AFRICAN DRUMMING (POSTPONED) | EASTER |  | LEAVER’S ASSEMBLY |
| MUSICAL ELEMENT | DURATION | NOTATION | DYNAMICS | COMPOSITION | TEMPO | PTTTDDSN – MUSIC CAKE |
| Singing | I can sing songs with others and show awareness of their voicesI can sing part songs | I can perform to an audience with confidenceI can sing and follow simple notationI can identify high and low pitches and a **STAVE** | I can take part in call and response songsI can create my own call and response chantsI can understand the meaning of dynamics in music and use this in my singing performances | I can perform Easter and Spring songs to an audience.I can use actions whilst singing without compromising my soundI understand how a piece of music or song can tell a story through the lyrics and structure | I can understand what tempo is in music and can match my voice to the tempo requiredI can identify **TIME SIGNATURES 2/4, 3/4** and **4/4** | I can understand how I can use my voice to demonstrate many musical elements |
| Composition and creating | I understand what is meant by **PULSE** and **RHYTHM** and can use short and long sounds to composeI can identify **crotchets, quavers, minims, semibreves** and **crotchet rests** | I can accompany songs using non-tuned percussionI can draw a staff, treble clef and place a rhythm on the staffI can match my beats to a **TIME SIGNATURE**I can use **BODY PERCUSSION** to compose and perform | I can use dynamics to create exciting and differing soundsI can add dynamics to my compositions. I understand **CRESCENDO** and **DIMINUENDO**  | I can use a staff to create my own rhythm composition.I can add a melody to my rhythm. | I can identify many Italian terms for tempo and play my instrument accordingly | I can use and identify most musical elements and understand how they are used to composeI can use ‘Incredibox’ to identify and mix musical elements |
| Listening and appraising | I can use musical vocabulary to describe what I hear. I can express an opinion about the music I hear | I can express how I feel about different genres of music and why | I can hear when there are dynamic changes in a piece of music and can explain how this makes me feel and why | I can identify ‘happy’ and ‘sad’ sounds in music (major and minor) | I can identify tempo changes in music and explain how this makes me feel and why | I can identify sounds as long/short/loud/soft/fast/slowI can identify rests in music and understand why they are used |
| Performing | I can combine long and short sounds to create my own music (compose)  | I can use understand how music is used to tell a story and how **PITCH** can be used change the feeling of a piece of music | I can move with expression according to the dynamics in the music | I understand what is meant by composition and being a composer. I can perform my own composition.I can work in a group situation to make collaborative musicI can use non-tuned percussion to play my compositionI can identify the **TREBLE CLEF** | I can move in time to a piece of music with changing tempo. I can suggest actions and movements to match tempo. | I understand how to mix musical elements to create a piece of music that I can perform |
| Vocabulary | PULSERHYTHMDURATIONLONGSHORT | PERFORMCONDUCTORPITCH | LOUDSOFT, PIANO,FORTE, MEZZO,FORTISSIMOPIANISSIMOCRESCENDODIMINUENDOCALL & RESPONSE | COMPOSENOTATIONBEATRESTRHYTHMMAJORMINOR | FAST, SLOW, MODERATEANDANTE, ALLEGRO, LENTOTEMPOACCELERANDO | PITCH, TEMPO, TEXTURE, TIMBRE, DYNAMICS, DURATION, STRUCTURE, NOTATION |
| MUSIC PRACTICESUGGESTED LISTENING | Cauliflowers FluffyFor The Harvest | 12 Days of ChristmasOnce in Royal David’s CityMary, MaryCome To The MangerAnna Meredith – Connect It  | Che Che KuleFanga Alafia | Spring Fever!Have You Heard | In The Hall Of The Mountain KingCome on Eileen | Hip, Hip, Hooray! |
|  |  |  |  |  |  |  |
|  | T1 | T2 | T3 | T4 | T5 | T6 |
| YEAR 4 | HARVEST | CHRISTMAS | WORKSHOP AFRICAN DRUMMING (POSTPONED) | EASTER |  | LEAVER’S ASSEMBLY |
| MUSICAL ELEMENT | DURATION | NOTATION | DYNAMICS | COMPOSITION | TEMPO | PTTTDDSN – MUSIC CAKE |
| Singing | I can sing songs with others and show awareness of their voicesI can sing three part songs | I can perform to an audience with confidenceI can sing and follow simple notationI can identify high and low pitches and a **STAVE** | I can take part in call and response songsI can create my own call and response chantsI can understand the meaning of dynamics in music and use this in my singing performances | I can perform Easter and Spring songs to an audience.I can use actions whilst singing without compromising my soundI understand how a piece of music or song can tell a story through the lyrics and structure | I can understand what tempo is in music and can match my voice to the tempo requiredI can identify **TIME SIGNATURES 2/4, 3/4** and **4/4** when singing | I can understand how I can use my voice to demonstrate many musical elementsI can identify and **OSTINATO** |
| Composition and creating | I understand what is meant by **PULSE** and **RHYTHM** and can use short and long sounds to composeI can identify **crotchets, quavers, semiquavers, minims, semibreves** and **associated rests** | I can accompany songs using non-tuned percussionI can draw a staff, treble clef and place a rhythm on the staffI can match my beats to a **TIME SIGNATURE** | I can use dynamics to create exciting and differing soundsI can add dynamics to my compositions. I understand **CRESCENDO** and **DIMINUENDO** I can identify rests in music and understand why they are used | I can use a staff to create my own rhythm composition.I can add a melody to my rhythm.I can identify the **TREBLE CLEF** | I can identify many Italian terms for tempo and play my instrument accordingly | I can use and identify most musical elements and understand how they are used to composeI can use ‘Incredibox’ to identify and mix musical elements |
| Listening and appraising | I can use musical vocabulary to describe what I hear. I can express an opinion about the music I hear | I can express how I feel about different genres of music and why | I can hear when there are dynamic changes in a piece of music and can explain how this makes me feel and why | I can identify ‘happy’ and ‘sad’ sounds in music (major and minor) and explain how this makes the listener feel and why | I can identify tempo changes in music and explain how this makes me feel and why | I can identify sounds as long/short/loud/soft/fast/slowI can identify **STRUCTURE** using **BINARY** and **TERNARY** terms |
| Performing | I can combine long and short sounds to create my own music (compose)  | I can use understand how music is used to tell a story and how **PITCH** can be used change the feeling of a piece of music | I can move with expression according to the dynamics in the music | I understand what is meant by composition and being a composer. I can perform my own composition.I can work in a group situation to make collaborative musicI can use non-tuned percussion to play my composition | I can move in time to a piece of music with changing tempo. I can suggest actions and movements to match tempo. | I understand how to mix musical elements to create a piece of music that I can perform |
| Vocabulary | PULSERHYTHMDURATIONLONGSHORT | PERFORMCONDUCTORPITCH | LOUDSOFT, PIANO,FORTE, MEZZO,FORTISSIMOPIANISSIMOCRESCENDODIMINUENDOCALL & RESPONSE | COMPOSENOTATIONBEATRESTRHYTHMMAJORMINOR | FAST, SLOW, MODERATEANDANTE, ALLEGRO, LENTOTEMPOACCELERANDORALLENTANDO | PITCH, TEMPO, TEXTURE, TIMBRE, DYNAMICS, DURATION, STRUCTURE, NOTATIONOSTINATOBINARYTENARY |
| MUSIC PRACTICESUGGESTED LISTENING | Cauliflowers FluffyFor The Harvest | 12 Days of ChristmasOnce in Royal David’s CityFollow That StarCome To The MangerAnna Meredith – Connect It | Che Che KuleFanga Alafia | Spring Fever!Have You Heard | In The Hall Of The Mountain KingCome on Eileen | Hip, Hip, Hooray! |
|  | T1 | T2 | T3 | T4 | T5 | T6 |
| YEAR 5CHOIR | HARVEST | CHRISTMAS | WORKSHOP AFRICAN DRUMMING (POSTPONED) | EASTER |  |  |
| MUSICAL ELEMENT | DURATION | NOTATION | DYNAMICS | COMPOSITION | TEMPO | PTTTDDSN – MUSIC CAKE |
| Singing | I can sing songs with others and solo and show awareness of their voicesI can sing three part songs as a **CHOIR** | I can perform to an audience with confidenceI can sing and follow simple notationI can identify high and low pitches and a **STAVE** | I can take part in call and response songsI can create my own call and response chantsI can understand the meaning of dynamics in music and use this in my singing performances | I can perform Easter and Spring songs to an audience.I can use actions whilst singing without compromising my soundI understand how a piece of music or song can tell a story through the lyrics and structure | I can understand what tempo is in music and can match my voice to the tempo requiredI can identify **TIME SIGNATURES 2/4, 3/4** and **4/4** when singingI understand what is meant by **BPM** | I can understand how I can use my voice to demonstrate many musical elementsI can identify and **OSTINATO** |
| Composition and creating | I understand what is meant by **PULSE** and **RHYTHM** and can use short and long sounds to composeI can identify **crotchets, quavers, semiquavers, minims, semibreves** and **associated rests** | I can accompany songs using non-tuned percussionI can draw a **STAVE**, **TREBLE CLEF** and place a rhythm on the staffI can place notes in a **BAR** to match a **TIME SIGNATURE** | I can use dynamics to create exciting and differing soundsI can add dynamics to my compositions. I understand **CRESCENDO** and **DIMINUENDO** I can identify rests in music and understand why they are used | I can use a staff to create my own rhythm composition.I can add a melody to my rhythm.I can identify the **TREBLE and BASS CLEF** | I can identify many Italian terms for tempo and play my instrument accordingly | I can use and identify most musical elements and understand how they are used to composeI can use ‘Incredibox’ to identify and mix musical elementsI can understand how **TEXTURE** is important in music |
| Listening and appraising | I can use musical vocabulary to describe what I hear. I can express an opinion about the music I hear | I can express how I feel about different genres of music and why | I can hear when there are dynamic changes in a piece of music and can explain how this makes me feel and why | I can identify ‘happy’ and ‘sad’ sounds in music (major and minor) and explain how this makes the listener feel and why | I can identify tempo changes in music and explain how this makes me feel and why | I can identify sounds as long/short/loud/soft/fast/slowI can identify **STRUCTURE** using **BINARY,**  **TERNARY** and **RONDO** terms |
| Performing | I can combine long and short sounds to create my own music (compose)  | I can use understand how music is used to tell a story and how **PITCH** can be used change the feeling of a piece of music | I can move with expression according to the dynamics in the music | I understand what is meant by composition and being a composer. I can perform my own composition.I can work in a group situation to make collaborative musicI can use non-tuned percussion to play my composition | I can move in time to a piece of music with changing tempo.I can suggest actions and movements to match tempo. | I understand how to mix musical elements to create a piece of music that I can perform |
| Vocabulary | PULSERHYTHMDURATIONLONGSHORT | PERFORMCONDUCTORPITCH | LOUDSOFT, PIANO,FORTE, MEZZO,FORTISSIMOPIANISSIMOCRESCENDODIMINUENDOCALL & RESPONSE | COMPOSENOTATIONBEATRESTRHYTHMMAJORMINOR | FAST, SLOW, MODERATEANDANTE, ALLEGRO, LENTOTEMPOACCELERANDORALLENTANDO | PITCH, TEMPO, TEXTURE, TIMBRE, DYNAMICS, DURATION, STRUCTURE, NOTATIONOSTINATOBINARYTENARYRONDO |
| MUSIC PRACTICESUGGESTED LISTENING | Cauliflowers FluffyFor The Harvest | 12 Days of ChristmasOnce in Royal David’s CityFollow That StarCome To The MangerStarlight (choir)Anna Meredith – Connect It | Che Che KuleFanga Alafia | Spring Fever!Have You HeardNew Life (choir) | In The Hall Of The Mountain KingCome on Eileen | Hip, Hip, Hooray!Vivaldi – The Four Seasons Spring |

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|  | T1 | T2 | T3 | T4 | T5 | T6 |
| YEAR 6 | HARVEST | CHRISTMAS |  | EASTER |  |  |
| MUSICAL ELEMENT | DURATION | NOTATION | DYNAMICS | COMPOSITION | TEMPO | PTTTDDSN – MUSIC CAKE |
| Singing | I can sing songs with others and solo and show awareness of their voicesI can sing three part songs as a **CHOIR** | I can perform to an audience with confidenceI can sing and follow simple notationI can identify high and low pitches and a **STAVE** | I can take part in call and response songsI can create my own call and response chantsI can understand the meaning of dynamics in music and use this in my singing performances | I can perform Easter and Spring songs to an audience.I can use actions whilst singing without compromising my soundI understand how a piece of music or song can tell a story through the lyrics and structure | I can understand what tempo is in music and can match my voice to the tempo requiredI can identify **TIME SIGNATURES 2/4, 3/4** and **4/4** when singingI understand what is meant by **BPM** | I can understand how I can use my voice to demonstrate many musical elementsI can identify and **OSTINATO** |
| Composition and creating | I understand what is meant by **PULSE** and **RHYTHM** and can use short and long sounds to composeI can identify **crotchets, quavers, semiquavers, minims, semibreves** and **associated rests** | I can accompany songs using non-tuned percussionI can draw a **STAVE**, **TREBLE CLEF** and place a rhythm on the staffI can place notes in a **BAR** to match a **TIME SIGNATURE** | I can use dynamics to create exciting and differing soundsI can add dynamics to my compositions. I understand **CRESCENDO** and **DIMINUENDO** I can identify rests in music and understand why they are used | I can use a staff to create my own rhythm composition.I can add a melody to my rhythm.I can identify the **TREBLE and BASS CLEF**I can compose a collaborative rap over a **GROOVE** and beat pattern | I can identify many Italian terms for tempo and play my instrument accordingly | I can use and identify most musical elements and understand how they are used to composeI can use ‘Incredibox’ to identify and mix musical elementsI can understand how **TEXTURE** is important in music |
| Listening and appraising | I can use musical vocabulary to describe what I hear. I can express an opinion about the music I hear | I can express how I feel about different genres of music and why | I can hear when there are dynamic changes in a piece of music and can explain how this makes me feel and why | I can understand why certain music and effects are used in television and film  | I can identify tempo changes in music and explain how this makes me feel and why | I can identify sounds as long/short/loud/soft/fast/slowI can identify **STRUCTURE** using **BINARY,**  **TERNARY** and **RONDO** termsI understand a **BRIDGE** I understand **THEMES** and **VARIATIONS** in music |
| Performing | I can combine long and short sounds to create my own music (compose)  | I can use understand how music is used to tell a story and how **PITCH** can be used change the feeling of a piece of music | I can move with expression according to the dynamics in the musicI can choreograph a dance/movement to music | I understand what is meant by composition and being a composer. I can perform my own composition.I can work in a group situation to make collaborative musicI can use non-tuned percussion to play my composition | I can move in time to a piece of music with changing tempo.I can suggest actions and movements to match tempo.I can perform **POLYRHYTHMS** in a group | I understand how to mix musical elements to create a piece of music that I can perform |
| Vocabulary | PULSERHYTHMDURATIONLONGSHORT | PERFORMCONDUCTORPITCH | LOUDSOFT, PIANO,FORTE, MEZZO,FORTISSIMOPIANISSIMOCRESCENDODIMINUENDOCALL & RESPONSE | COMPOSENOTATIONBEATRESTRHYTHMMAJORMINOR | FAST, SLOW, MODERATEANDANTE, ALLEGRO, LENTOTEMPOACCELERANDORALLENTANDO | PITCH, TEMPO, TEXTURE, TIMBRE, DYNAMICS, DURATION, STRUCTURE, NOTATIONOSTINATOBINARYTENARYRONDOBRIDGETHEMEVARIATIONPOLYRHYTHM |
| MUSIC PRACTICESUGGESTED LISTENING | Cauliflowers FluffyFor The Harvest | 12 Days of ChristmasOnce in Royal David’s CityFollow That StarCome To The MangerAnna Meredith – Connect It | Che Che KuleFanga Alafia | Spring Fever!Have You Heard | In The Hall Of The Mountain KingCome on Eileen | Hip, Hip, Hooray!Vivaldi – The Four Seasons Spring |