



Watermoor C of E Primary School EYFS Music Progression 2024-2025



EYFS Pre School	Autumn	Spring	Summer			
We are learning about:	Nursery Rhymes: Twinkle, Twinkle, Little Star Incy, Wincy Spider Baa Baa Black Sheep Other Songs Jingle Bells We Wish You A Merry Christmas Performance: Pre-School Christmas Sing-a-Long Music-Making: Perform with jingle bells	Nursery Rhymes: See the Bunnies Sleeping Mary Had a Little Lamb Five Little Ducks Performance: EYFS Nursery Rhyme Showtime Music-Making: Make, compose and perform with shakers	Nursery Rhymes: The Wheels on the Bus Humpty Dumpty Old MacDonald Had a Farm Performance: Flight of the Fireflies Music-making: Outdoor provision enhancements – compose and perform with instruments and other sound-making objects			
Development Matters Preschool:	Communication and Language 3-4: Sing a large repertoire of songs Physical Development 3-4: Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm Literacy 3-4 Spot and suggest rhymes count or clap syllables in a word Expressive Arts and Design 3-4: Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. 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. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.					
Sticky Knowledge 'I will know that'	Sounds can be made with my voice. I can match the pitch of my voice to somebody else's to join in with singing Familiar songs, such as nursery rhymes, have words which I can sing along with Sounds can be made with my body, such as clapping, tapping, clicking or stomping Sounds can be made with objects, including musical instruments Music has a beat which I can clap, tap or move along to					
Key Vocabulary:	Pulse, beat, music, sound, clap, sing, rhyme, sound, pitch, voice					





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making and dance, performing solo or in groups responsesExplore and engage in music performing solo or in groups.	EYFS: Reception	Autumn		Spring		Summer	
Development Matters Reception: Personal, Social and Emotional Development — Think about the perspectives of others. Understanding the World- Explore the natural world a round them expressing their feelings and responses. -Sing in a group their own, increasingly matching the melody. -Explore and engage in music, performing solo or in groups -Explore and engage in music, performing solo or in groups -Explore and engage in music, performing solo or in groups -Explore and engage in music, performing solo or in groups -Explore and engage in music, melody. -Explore and engage in music, melody. -Explore and engage in music, melogone. -Explore and engage in music, melody. -Explore and engage in music, expressing their feelings and responses. -Explore and engage in music, expressing their feelings and responses. -Explore and engage in music, expressing their feelings and responses. -Explore and engage in music, expressing their feelings and responses. -Explore and engage in music, expressing their feelings and responses. -Explore and engage in music, expressing their feelings and responses. -Explore and engage in music, expressing their feelings and responses. -Explore and engage in music, expressing their feelings and responses. -Explore and engage in music, expressing their feelings and responses. -Explore and engage in music, expressing their feelings and responses. -Explore and engage in music, expressing their feelings and responses. -Explore and engage in music, expressing their feelings and responses. -Explore and engage in music, expressing their feelings and responses. -Explore and engage in music, expressing their feelings and responses. -Explore and engage in music, expressing their feelings and responses. -Explore and engage in music, expressing their feelings and responses. -Explore and engage in music, expressing their feelings and responses. -Explore and engage	We are learning about:	Exploring Sound	Celebration Music	Music and Movement	Musical Stories	Transport	Big Band
Reception: Emotional Development — Think about the perspectives of others. Listen carefully to rhymes and songs, paying attention to how they sound. Listen attentively, move to and talk about music, expressing their feelings and responses.		P L DoM	P L DoM	P L DoM	P C L DoM	P	P C DoM
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Watermoor C of E Primary School EYFS Music Progression 2024-2025



Sticky Knowledge	To understand how to listen	To know that there are	To know that the beat is the	To understand that a piece of	To recognise that voices and	To know that an orchestra is a
'I will know that'	carefully and talk about what I hear. To know that sounds can be copied by my voice, body percussion and instruments. To understand that instruments can be played loudly or softly. To know that music often has more than one instrument being played at a time.	special songs we can sing to celebrate events. To understand that my voice or an instrument can match an action in a song To know that moving to music can be part of a celebration. To recognise that different sounds can be long or short. To recognise music that is 'fast' or 'slow'.	steady pulse of a song. To recognise music that is 'fast' or 'slow.' To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music. To know that signals can tell us when to start or stop playing.	music can tell a story with sounds. To know that different instruments can sound like a particular character. To understand what 'high' and 'low' notes are.	instruments can imitate sounds from the world around us (eg. vehicles). To know that the beat is the steady pulse of a song. To recognise music that is 'fast' or 'slow.'	big group of people playing a variety of instruments together. To know that music often has more than one instrument being played at a time To understand that performing means playing a finished piece of music for an audience.
Key Vocabulary:	Rhythm beat pitch (high, low) tempo (fast, slow) drum triangle shaker tambourine	Traditional Celebration Harp Tambourine Cymbal Call, response Body percussion	Lyrics Verse Beat, pulse (Steady) Composer Tempo (Fast, moderate, slow) Pitch (high, low) Siren Audience perform	Classical music Dynamic (loud, quiet) Lyrics Melody Compose Instrument Pitch (high, low)	Tempo (fast, slow, faster, slower) Beat Score	Strum Jingle Pitch Orchestra Tempo Dynamic Beat Conductor Percussion Strings Brass Wind
Performances:	Reception Nativity		EYFS Nursery Rhyme Showtime – invite parents		Big Class Band T6 – perform to school	

Early Learning Goal/s:

Communication and Language: Listening, Attention and Understanding

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

EAD: Being Imaginative and Expressive

Sing a range of well-known nursery rhymes and songs.

Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.