



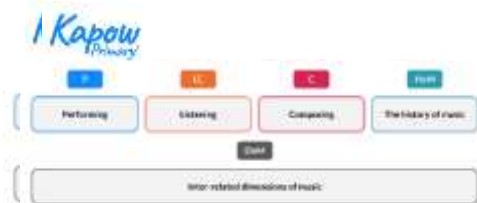
Watermoor C of E Primary School EYFS Music Progression 2024-2025



EYFS Pre School	Autumn	Spring	Summer
We are learning about:	<p style="text-align: center;">P L DoM</p> <p>Nursery Rhymes:</p> <ul style="list-style-type: none"> • Twinkle, Twinkle, Little Star • Incy, Wincy Spider • Baa Baa Black Sheep <p>Other Songs</p> <ul style="list-style-type: none"> • Jingle Bells • We Wish You A Merry Christmas <p>Performance:</p> <ul style="list-style-type: none"> • Pre-School Christmas Sing-a-Long <p>Music-Making:</p> <ul style="list-style-type: none"> • Perform with jingle bells 	<p style="text-align: center;">P C L DoM</p> <p>Nursery Rhymes:</p> <ul style="list-style-type: none"> • See the Bunnies Sleeping • Mary Had a Little Lamb • Five Little Ducks <p>Performance:</p> <ul style="list-style-type: none"> • EYFS Nursery Rhyme Showtime <p>Music-Making:</p> <ul style="list-style-type: none"> • Make, compose and perform with shakers 	<p style="text-align: center;">P C L DoM</p> <p>Nursery Rhymes:</p> <ul style="list-style-type: none"> • The Wheels on the Bus • Humpty Dumpty • Old MacDonald Had a Farm <p>Performance:</p> <ul style="list-style-type: none"> • Flight of the Fireflies <p>Music-making:</p> <ul style="list-style-type: none"> • Outdoor provision enhancements – compose and perform with instruments and other sound-making objects
Development Matters Pre-school:	<p>Communication and Language 3-4:</p> <ul style="list-style-type: none"> • Sing a large repertoire of songs <p>Physical Development 3-4:</p> <ul style="list-style-type: none"> • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm <p>Literacy 3-4</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word <p>Expressive Arts and Design 3-4:</p> <ul style="list-style-type: none"> • 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...'	<p>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</p>		
Key Vocabulary:	Pulse, beat, music, sound, clap, sing, rhyme, sound, pitch, voice		






EYFS: Reception	Autumn		Spring		Summer	
We are learning about:	Exploring Sound 	Celebration Music 	Music and Movement 	Musical Stories 	Transport 	Big Band
Development Matters Reception:	<p>Personal, Social and Emotional Development -- Think about the perspectives of others.</p> <p>Understanding the World - Explore the natural world around them</p> <p>Expressive Arts and Design -Listen attentively, move to and talk about music, expressing their feelings and responses. -Sing in a group their own, increasingly matching the pitch and following the melody. -Explore and engage in music making and dance, performing solo or in groups</p>	<p>Communication and Language -Listen carefully to rhymes and songs, paying attention to how they sound. -Learn rhymes, poems and songs.</p> <p>Understanding the World - Recognise that people have different beliefs and celebrate special times in different way.</p> <p>Expressive Arts and Design -Listen attentively, move to and talk about music, expressing their feelings and responses. -Watch and talk about dance and performance art, expressing their feelings and responses. – Sing in a group or on their own, increasingly matching the pitch and following the melody -Explore and engage in music making and dance, performing solo or in groups</p>	<p>Personal, Social and Emotional Development -Think about the perspectives of others</p> <p>Expressive Arts and Design -Listen attentively, move to and talk about music, expressing their feelings and responses. -Sing in a group or on their own, increasingly matching the pitch and following the melody. -Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Communication and Language -Learn new vocabulary. -Listen to and talk about stories to build familiarity and understanding. -Retell the story, once they have developed a deep familiarity and understanding. -Listen carefully to rhymes and songs, paying attention to how they sound. -Learn rhymes, poems and songs.</p> <p>Expressive Arts and Design -Explore, use and refine a variety of artistic effects to express their ideas and feelings. -Create collaboratively sharing ideas, resources and skills. -Listen attentively, move to and talk about music, expressing their feelings and responses. -Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Communication and Language -Understand how to listen carefully and why listening is important. Expressive Arts and Design -Listen attentively, move to and talk about music, expressing their feelings and responses. -Sing in a group or on their own, increasingly matching the pitch and following the melody. -Create collaboratively, sharing ideas, resources and skills.</p>	<p>Communication and Language -Learn rhymes, poems and songs</p> <p>Expressive Arts and Design -Explore, use and refine a variety of artistic effects to express their ideas and feelings. -Return to and build on their previous learning, refining ideas and developing their ability to represent them. -Create collaboratively sharing ideas, resources and skills. -Listen attentively, move to and talk about music, expressing their feelings and responses. -Sing in a group or on their own, increasingly matching the pitch and following the melody. -Explore and engage in music making and dance, performing solo or in groups.</p>



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