

EYFS Music Progression Map

	<u>Autumn 1</u>	
Topic	Fabulous Me!	
Prior Learning	Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.	
Knowledge	<u>Musical Skills</u>	<u>Essential Knowledge</u>
	Appraising Listening	To listen attentively, move to and talk about music, To express their feelings and responses To respond to how does the music make you feel? To sing a range of well-known nursery rhymes and songs
Vocabulary	St. George slaying the dragon: emotions- scared, frightened, worried, angry, surprised, heroic,	
Unit Aim	To develop children's listening skills by encouraging them to listen attentively to music, respond through movement and discussion, and express their feelings and emotional responses to what they hear.	
Future Learning (Year 1)	Children will build on their listening skills by describing music using simple musical vocabulary, recognising how musical elements create different moods, and expressing their responses through discussion, movement, singing, and playing instruments.	
ELG	-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.	

	<u>Autumn 2</u>	
Topic	Time for Change	
Prior Learning	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.	
Knowledge	<u>Musical Skills</u>	<u>Essential Knowledge</u>

	Performing Appraising Listening	To listen attentively, move to and talk about music, To express their feelings and responses To respond to how does the music make you feel? To sing in a group or on their own (Nativity and Christmas songs) To sing a range of well-known nursery rhymes and songs
Vocabulary	'Autumn'- swaying, falling, rain, thunder, snow, wind, orange, brown, hibernation, sleepy, Christmas carols and songs from the Nativity	
Unit Aim	To develop children's listening skills by encouraging them to listen attentively to music, respond through movement and discussion, and express their feelings and emotional responses to what they hear. To develop confidence in singing as part of a group and on their own.	
Future Learning	Children will build on their listening skills by describing music using simple musical vocabulary, recognising how musical elements create different moods, and expressing their responses through discussion, movement, and sing with increasing accuracy and confidence, and beginning to perform using voices	
ELG	-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.	

	<u>Spring 1</u>	
Topic	Wonderful Water	
Prior Learning	Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Play instruments with increasing control to express their feelings and ideas.	
Knowledge	<u>Musical Skills</u>	<u>Essential Knowledge</u>
	Appraising Listening Performing	To listen attentively, move to and talk about music, expressing their feelings and responses. To watch and talk about dance and performance art, expressing their feelings and responses To explore and engage in music making and dance, performing solo or in groups To act out story with instrumental sounds To sing a range of well-known nursery rhymes and songs
Vocabulary	Emile Waldteufe- Skater's Waltz - skating, sliding, happy, fun, slipping, cold, ice, flowing, Chinese New Year : dragon, fire, loud, scary, drums, beat,	
Unit Aim	To develop children's creativity, confidence, and enjoyment of music and dance by encouraging them to listen, respond, perform, and express their ideas, feelings, and imagination through movement, music-making, and	

	storytelling.
Future Learning	To develop children's musical understanding and performance skills by listening carefully to music, exploring how music expresses ideas and feelings, singing and playing instruments with confidence, responding through movement, and creating simple musical ideas to accompany stories and performances. To begin to use simple musical vocabulary (e.g. pitch, tempo, dynamics) to describe and discuss music.
ELG	-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.

	<u>Spring 2</u>	
Topic	Awesome Animals	
Prior Learning	Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Play instruments with increasing control to express their feelings and ideas.	
Knowledge	<u>Musical Skills</u>	<u>Essential Knowledge</u>
	Performing Appraising Listening	To listen attentively, move to and talk about music, expressing their feelings and responses. To watch and talk about dance and performance art, expressing their feelings and responses To explore and engage in music making and dance, performing solo or in groups To sing a range of well-known nursery rhymes and songs
Vocabulary	African drumming- loud, beats, rhythm , djembe drums, costume, dancing, band, 'response and call'	
Unit Aim	To develop children's creativity, confidence, and enjoyment of music and dance by encouraging them to listen, respond, perform, and express their ideas, feelings, and imagination through movement and music-making.	
Future Learning	To develop children's musical understanding and performance skills by listening carefully to music, exploring how music expresses ideas and feelings, singing and playing instruments with confidence, responding through movement, and creating simple musical ideas to accompany stories and performances. To begin to use simple musical vocabulary (e.g. pitch, tempo, dynamics) to describe and discuss music.	
ELG	-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.	

	<u>Summer 1</u>	
Topic	Glorious Growing & Boomwhackers	
Prior Learning	Play instruments with increasing control to express their feelings and ideas Remember and sing entire songs.	
Knowledge	<u>Musical Skills</u>	<u>Essential Knowledge</u>
	Composing Performing Appraising Listening	To explore and engage in music making and dance, performing solo or in groups To act out story with instrumental sounds To invent, adapt and recount narratives and stories with peers and their teacher. To sing a range of well-known nursery rhymes and songs To perform songs, rhymes, poems and stories with others.
Vocabulary	Boomwhackers and story telling through instruments : dynamics- loud and quite, beat, pitch (high and low sounds), fast and slow ‘Find a little seed’ - learn the song	
Unit Aim	To develop children's creativity, imagination, and confidence by encouraging them to explore music, dance, and storytelling, using movement, instruments, and performance to express ideas and work collaboratively with others	
Future Learning	To develop children's confidence in composing, performing, and responding to music by exploring how sounds, voices, movement, and instruments can be used to represent stories, characters, and emotions.	
ELG	-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.	

	<u>Summer 2</u>	
Topic	Tremendous Vehicles	
Prior Learning	Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.	
Knowledge	<u>Musical Skills</u>	<u>Essential Knowledge</u>

	Performing Appraising Listening Composing	To listen attentively, move to and talk about music, expressing their feelings and responses. To explore and engage in music making and dance, performing solo or in groups To perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. To sing a range of well-known nursery rhymes and song
Vocabulary	'Summer'- hot, sun, sunshine, holidays, ice cream, breeze, storms,	
Unit Aim	<i>To develop children's enjoyment, confidence, and musical skills by listening and responding to music, exploring music through singing, movement, and performance, and participating in shared musical experiences.</i>	
Future Learning	To develop children's confidence and enjoyment in music by listening, singing, performing, and responding to a range of musical experiences, while beginning to use musical vocabulary to describe what they hear.	
ELG	-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.	