



EYFS Music - Curriculum Progression

EYFS		
Listen & Appraise	(0-3) I can use gestures like waving and pointing to communicate. (C&L)	(4-5) I can listen carefully to rhymes and songs, paying attention to how they sound. (C&L)
	(0-3) I can respond emotionally and physically to music when it changes (EAD)	(4-5) I can combine different movements with ease and fluency. (PD)
	(0-3) I can clap and stamp to music. (PD)	(4-5) I can listen attentively, move to and talk about music, expressing their feelings and responses. (EAD)
	(2-3) I can start to say how I am feeling using words as well as actions. (C&L) (2-3) I can move and dance to music. (EAD)	(ELG) I can listen attentively and respond to what I hear with questions, comments and actions ... (C&L)
	(3-4) I can use large-muscle movements to wave flags and streamers, paint and make marks. (PD)	
	(3-4) I can respond to what I have heard, expressing my thoughts and feelings (EAD)	
Inter-related Dimensions	(0-3) I can use gestures like waving and pointing to communicate. (C&L) (0-3) I can respond emotionally and physically to music when it changes (EAD) (0-3) Clap and stamp to music. (PD)	(4-5) I can listen carefully to rhymes and songs, paying attention to how they sound. (C&L)
	(2-3) I can use intonation, pitch and changing volume when talking. (C&L) (2-3) I can move and dance to music. (EAD)	(4-5) I can listen attentively, move to and talk about music, expressing their feelings and responses. (EAD)
	(3-4) I can sing the pitch of a tone sung by another person ('pitch match'). (EAD)	(ELG) I can listen attentively and respond to what I hear with questions, comments and actions ... (C&L)
	(3-4) I can respond to what I have heard, expressing my thoughts and feelings (EAD)	(ELG) I can participate in group, class and 1:1 discussions offering my own ideas using recently introduced vocabulary. (C&L)

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Using Voices	(0-3) I can copy what adults do, taking 'turns' in conversations and activities. I can try to copy adult speech and lip movements. (C&L)	(4-5) I can learn rhymes, poems and songs. (C&L)
	(0-3) I enjoy and take part in action songs such as Twinkle, Twinkle Little Star. (EAD)	(4-5) I can sing in a group or on my own, increasingly matching the pitch and following the melody. (EAD)
	(0-3) I join in with some songs and rhymes, making some sounds. (EAD)	(4-5) I can explore and engage in music making and dance, performing solo or in groups. (EAD)
	(3-4) I remember and sing entire songs. (EAD)	(ELG) I can sing a range of well-known nursery rhymes and songs. (EAD)
	(3-4) I can sing the melodic shape (moving melody such as up and down, down and up) of a familiar song. (EAD)	(ELG) I can perform songs, rhymes, poems, storied with others, and (when appropriate) try to move in time with the music. (EAD)
	(3-4) I can sing the pitch of a tone sung by another person ('pitch match').	
Playing Instruments	(0-3) I can develop manipulation and control. (PD)	(4-5) I can explore, use and refine a variety of artistic effects to express their ideas and feelings. (EAD)
	(2-3) I can explore a range of sound-makers and instruments and play them in different ways. (EAD)	(4-5) I can explore and engage in music making and dance, performing solo or in groups. (EAD)
	(3-4) I can play instruments with increasing control to express my thoughts and feelings. (EAD)	(ELG) I can perform songs, rhymes, poems, storied with others, and (when appropriate) try to move in time with the music. (EAD)

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Improvisation	(0-3) I can use gestures like waving and pointing to communicate. (C&L)	(4-5) I can explore, use and refine a variety of artistic effects to express their ideas and feelings. (EAD)
	(3-4) I can use large-muscle movements to wave flags and streamers, paint and make marks. (PD)	(4-5) I can return to and build on my previous learning, refining ideas and developing my ability to represent them. (EAD)
	(3-4) I can create my own songs or improvise a song around one I know. (EAD)	(ELG) I can perform songs, rhymes, poems, storied with others, and (when appropriate) try to move in time with the music. (EAD)
Composition	(0-3) I can use gestures like waving and pointing to communicate. (C&L)	(4-5) I can explore, use and refine a variety of artistic effects to express their ideas and feelings. (EAD)
	(3-4) I can use large-muscle movements to wave flags and streamers, paint and make marks. (PD)	(4-5) I can return to and build on my previous learning, refining ideas and developing my ability to represent them. (EAD)
Composition	(3-4) I can create my own songs or improvise a song around one I know. (EAD)	(4-5) I can create collaboratively, sharing ideas, resources and skills. (EAD)
		(ELG) I can perform songs, rhymes, poems, storied with others, and (when appropriate) try to move in time with the music. (EAD)

EYFS - Nursery/Reception - Music

Cycle A						
	This is Me! Charanga Unit: Freestyle—Jack & the Beanstalk SEND Scheme—anyone can play unit 13	Super Celebrations! Charanga Unit: Freestyle— Christmas Nativity Rehearsal	Out of this World! Charanga Unit: Scheme—Me! SEND Scheme, Anyone can play unit 15	Once upon a Time! Charanga Unit: Freestyle— Colours!	All Creatures Great and Small! Charanga Unit: Scheme— Big Bear Funk SEND Scheme—Anyone can play unit 17	Let the Adventures Begin! Charanga Unit: Scheme— Our World
Development Matters Stage	0-3 Pre-nursery 3-4 Nursery 4-5 Reception	0-3 Pre-nursery 3-4 Nursery 4-5 Reception	0-3 Pre-nursery 3-4 Nursery 4-5 Reception	0-3 Pre-nursery 3-4 Nursery 4-5 Reception	0-3 Pre-nursery 3-4 Nursery 4-5 Reception	0-3 Pre-nursery 3-4 Nursery 4-5 Reception
Vocabulary introduced/ embedded	Songs Action Songs Nursery Rhymes Loud, soft, hard, fast, slow, Drum, triangle, bells, Listen, talk, copy, clap, sing, play, stop, move, actions, shake, tap, ring	Songs Action Songs Nursery Rhymes Loud, soft, hard, fast, slow, Drum, triangle, bells, Listen, talk, copy, clap, sing, play, stop, move, actions, shake, tap, ring	Songs Action Songs Nursery Rhymes Loud, soft, hard, fast, slow, high, low, pulse, beat Drum, triangle, bells, maraca, claves, guitar, piano Listen, talk, copy, clap, sing, play, stop, move, actions, shake, tap, ring, pattern, make, experiment	Songs Action Songs Nursery Rhymes Loud, soft, hard, fast, slow, high, low, pulse, beat Drum, triangle, bells, maraca, claves, guitar, piano Listen, talk, copy, clap, sing, play, stop, move, actions, shake, tap, ring, pattern, make, experiment	Songs . Action Songs Nursery Rhymes Loud, soft, hard, fast, slow, high, low, Pulse, beat, rhythm, pitch, Instrument, drum, triangle, bells, maraca, claves, guitar, drums, singers, keyboard, piano, audience Listen, talk, share, imagine, copy, call and respond, clap back, play, sing, pattern, make, experiment, stop, move, actions, shake, tap, ring, strike, solo, group	Songs, Action Songs Nursery Rhymes Loud, soft, hard, fast, slow, high, low, Pulse, beat, rhythm, pitch, Instrument, drum, triangle, bells, maraca, claves, guitar, drums, singers, keyboard, piano, audience Listen, talk, share, imagine, copy, call and respond, clap back, play, sing, pattern, make, experiment, stop, move, actions, shake, tap, ring, strike, solo, group

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Cycle A

<p>This is Me! Charanga Unit: Freestyle—Jack & the Beanstalk SEND Scheme—anyone can play unit 13</p>	<p>Super Celebrations! Charanga Unit: Freestyle— Christmas Nativity Rehearsal</p>	<p>Out of this World! Charanga Unit: Scheme—Me! SEND Scheme, Anyone can play unit 15</p>	<p>Once upon a Time! Charanga Unit: Freestyle—Colours!</p>	<p>All Creatures Great and Small! Charanga Unit: Scheme— Big Bear Funk SEND Scheme—Anyone can play unit 17</p>	<p>Let the Adventures Begin! Charanga Unit: Scheme— Our World</p>
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<p>I know that/ how to...</p>	<ul style="list-style-type: none"> • Sing a large repertoire of songs • Use large-muscle movements to wave flags and streamers • Listen with increased attention to sounds • Remember and sing entire songs • Continue, clap and compare patterns • Listen attentively, move to and talk about music, expressing their feelings and responses 	<ul style="list-style-type: none"> • Respond to what they have heard, expressing their thoughts and feelings. • Play instruments with increasing control to express their feelings and ideas. • Sing the pitch of a tone sung by another person ('pitch match'). • Listen attentively, move to and talk about music, expressing their feelings and responses. • Develop storylines in their pretend play. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills. • Explore and engage in music making and dance, performing solo or in groups. 	<ul style="list-style-type: none"> • Create their own songs, or improvise a song around one they know. • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Watch and talk about dance and performance art, expressing their feelings and responses.
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Cycle B						
	All about Me! Charanga Unit: Scheme—Everyone SEND Scheme—Anyone can play unit 14	Let's Have a Party! Charanga Unit: Freestyle—Christmas Nativity rehearsal	A World of Pure Imagination! Charanga Unit: Freestyle—Space SEND Scheme—Anyone can play unit 16	Happily Ever After! Charanga Unit: Freestyle—Animals	All things Bright and Beautiful! Charanga Unit: Scheme—My Stories SEND Scheme—Anyone can play unit 18	Let's go on an Adventure! Charanga Unit: Freestyle—Minibeasts
Development Matters Stage	0-3 Pre-nursery 3-4 Nursery 4-5 Reception	0-3 Pre-nursery 3-4 Nursery 4-5 Reception	0-3 Pre-nursery 3-4 Nursery 4-5 Reception	0-3 Pre-nursery 3-4 Nursery 4-5 Reception	0-3 Pre-nursery 3-4 Nursery 4-5 Reception	0-3 Pre-nursery 3-4 Nursery 4-5 Reception
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I know that/ how to...		<ul style="list-style-type: none"> Sing a large repertoire of songs Use large-muscle movements to wave flags and streamers Listen with increased attention to sounds Remember and sing entire songs Continue, clap and compare patterns Listen attentively, move to and talk about music, expressing their feelings and responses 	<ul style="list-style-type: none"> Respond to what they have heard, expressing their thoughts and feelings. Play instruments with increasing control to express their feelings and ideas. Sing the pitch of a tone sung by another person ('pitch match'). Listen attentively, move to and talk about music, expressing their feelings and responses. Develop storylines in their pretend play. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. Explore and engage in music making and dance, performing solo or in groups. 	<ul style="list-style-type: none"> Create their own songs, or improvise a song around one they know. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Watch and talk about dance and performance art, expressing their feelings and responses. 	