



EYFS Progressions of Skills - Music

2025/26	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music Unit	Kapow-Exploring Sound	Kapow Celebration Music	Kapow Music and Movement + Musical Stories (A mixture of two units)		Big Band	Transport
Knowledge						
	<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 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 recognise that different sounds can be long or short.</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 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 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>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>Early Years outcome</p> <p>Communication and Language</p> <p>ELG: Listening, Attention and Understanding</p>	<ul style="list-style-type: none"> 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. 					
<ul style="list-style-type: none"> Personal, social and emotional 			<ul style="list-style-type: none"> Think about the perspectives of others. 			



<p>onal devel opme nt</p>				
<ul style="list-style-type: none"> • Expre ssive Art and Desig n 		<ul style="list-style-type: none"> • 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. • Explore and engage in music making and dance, performing solo or in groups. • <u>ELG: Being imaginative and expressive:</u> Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 	<ul style="list-style-type: none"> • 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. • ELG: Being imaginative and expressive: Sing a range of well-known nursery rhymes and songs. • ELG: Being imaginative and expressive: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 	<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. <ul style="list-style-type: none"> • Explore and engage in music making and dance, performing solo or in groups. • <u>ELG: Being imaginative and expressive:</u> Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. <ul style="list-style-type: none"> •



Understanding the world	Children in reception will be learning to: • Listen attentively, move to and talk about music, expressing their feelings and responses.	Recognise that people have different beliefs and celebrate special times in different ways.		
--------------------------------	---	---	--	--

Skills

Listening and evaluating	Listening appropriately to someone leading a short musical phrase, song or rhyme. Exploring spontaneous movement with different parts of their body in response to music. Expressing different spontaneous emotional reactions to music, (smiling, movement, body language). Identifying and imitating sounds from a variety of music	Listening appropriately to someone leading a short musical phrase, song or rhyme. Exploring spontaneous movement with different parts of their body in response to music. Expressing different spontaneous emotional reactions to music, (smiling, movement, body language). Identifying and imitating sounds from a variety of music	Listening appropriately to someone leading a short musical phrase, song or rhyme. Exploring spontaneous movement with different parts of their body in response to music. Expressing different spontaneous emotional reactions to music, (smiling, movement, body language). Identifying and imitating sounds from a variety of music. Considering whether background music and sound effects can enhance storytelling.	Listening appropriately to someone leading a short musical phrase, song or rhyme Identifying and imitating sounds from a variety of music	Listening appropriately to someone leading a short musical phrase, song or rhyme Exploring spontaneous movement with different parts of their body in response to music. Expressing different spontaneous emotional reactions to music, (smiling, movement, body language) Considering whether background music and sound effects can enhance storytelling.
Creating sound	Using both speaking and singing voices. Unconsciously beginning to sing to the pulse of a song. Exploring vowel sounds through call and response activities. Exploring different ways of making sound with everyday objects and instruments. (Groups A, B and C.) Exploring different ways of holding a range of instruments. (Groups A, B and C.) Starting to show a preference for a dominant hand when playing	Singing short, rhythmic rhymes and songs. Exploring different ways of making sound with everyday objects and instruments. (Groups A, B and C.) Using instruments expressively to music. (Group B.) Using instruments to begin to follow a beat, with guidance. (Group	Singing short, rhythmic rhymes and songs. Exploring different ways of making sound with everyday objects and instruments. (Groups A, B and C.) Exploring different ways of holding a range of instruments. (Groups A, B and C.) Starting to show a preference for a dominant hand when playing instruments. (Groups A, B and C.) Using instruments expressively to music. (Group B.) Finding a comfortable static position when playing instruments or singing	Singing short, rhythmic rhymes and songs Exploring different ways of making sound with everyday objects and instruments. (Groups A, B and C.) Exploring different ways of holding a range of instruments. (Groups A, B and C.) Starting to show a preference for a dominant hand when playing instruments. (Groups A, B and C.) Using instruments expressively to music. (Group B) Using instruments to begin to follow a beat, with guidance. (Group A.)	Singing short, rhythmic rhymes and songs Using both speaking and singing voices. Unconsciously beginning to sing to the pulse of a song. Exploring vowel sounds through call and response activities. Exploring different ways of holding a range of instruments. (Groups A, B and C.) Starting to show a preference for a dominant hand when playing



	instruments. (Groups A, B and C.) Finding a comfortable static position when playing instruments or singing		A.)			Finding a comfortable static position when playing instruments or singing.		instruments. (Groups A, B and C.) Finding a comfortable static position when playing instruments or singing.		
Notation	Developing an awareness of high and low through pictorial representations of sound.									
Improvising and composing	Exploring and imitating sounds from their environment and in response to events in stories. Exploring and imitating sounds Experimenting with creating sound in different ways using instruments, body percussion and voices.		Exploring and imitating sounds Selecting classroom objects to use as instruments Selecting sounds that make them feel a certain way or remind them of something.		Exploring and imitating sounds Experimenting with creating sound in different ways using instruments, body percussion and voices. Selecting sounds that make them feel a certain way or remind them of something.	Exploring and imitating sounds Experimenting with creating sound in different ways using instruments, body percussion and voices. Selecting classroom objects to use as instruments Selecting sounds that make them feel a certain way or remind them of something.		Exploring and imitating sounds Experimenting with creating sound in different ways using instruments, body percussion and voices.		
Performing			Facing the audience when performing.		Facing the audience when performing. Spontaneously expressing feelings around performing. Performing actively as part of a group Demonstrating being a good audience member, by looking, listening and maintaining attention.	Facing the audience when performing. Spontaneously expressing feelings around performing. Performing actively as part of a group Demonstrating being a good audience member, by looking, listening and maintaining attention.		Beginning to say what they liked about others' performances. Facing the audience when performing. Spontaneously expressing feelings around performing. Performing actively as part of a group Demonstrating being a good audience member, by looking, listening and maintaining attention.		
Lesson	Composers / artists	Period / tradition/ style	Composers/ artists	Period / tradition/ style	Composers/ artists	Period / tradition/ style	Composers/ artists	Period / tradition/ style	Composers/ artists	Period / tradition/ style



1	In this unit, the children create their own music using body percussion and instruments.	Unknown	Popular	Singing hands John Walter Bratton	Nursery Rhyme Popular	The Laurie Berkner Band	Popular	Heitor Villa-Lobos	Classical - cultural/timeless/educational. Children will not have been exposed to this type of genre.
2				Unknown - Traditional nursery rhyme	Nursery Rhyme	Auckland Symphony Orchestra	Film Soundtract		
3		Unknown Ella Jenkins	Percusion Folk	Vivaldi Unknown Unknown Camille Saint-Saëns Michael Rosen	Classical Classical Classical Classical Story book				
4		Unknown Unknown	Popular Popular	kindyRock	Popular				
5		Nanette Regan The Kiboomers	Popular Popular	kindyRock	Popular				