

**Objectives from EY2P document 2021:**

Blue – three and four year olds      Black - reception

1. • Listen with increased attention to sounds.
2. • Respond to what they have heard, expressing their thoughts and feelings.
3. • Remember and sing entire songs • sing the pitch of a tone sung by another person (pitch match) • Sing a large repertoire of songs
4. • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs
5. • Create their own songs, or improvise a song around one they know
6. • Play instruments with increasing control to express their feelings and ideas.
7. • Listen attentively, move to and talk about music, expressing their feelings and responses
8. • Sing in a group or on their own, increasingly matching the pitch and following the melody • Learn rhymes, poetry and songs
9. • Explore and engage in music making and dance, performing solo or in groups

Singing Songs should be of limited pitch range		Play instruments Children should learn the names of some instruments		Listen with attention		Explore and create	
Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception
Sing known action songs, nursery rhymes and finger rhymes	Sing action songs, phonic songs, counting songs	Tap out simple rhythms e.g. names	Explore sounds that different instruments make	Move to music	Express own feelings and thoughts when listening to music	Make up rhythms or patterns of sounds	Know that the words of songs can tell stories and paint pictures.
Make up own songs and rhymes	Join in with adults; sing solo in call and response songs	Clap to the words of a known song	Copy back simple rhythms using JSTS symbols – cat, monkey, nap on hands and instruments	Copy leader’s movements to music showing pulse and tempo	Draw shapes, lines, and make other marks in response to music	Explore different sounds	Know songs have sections
Join in with adults; sing solo in call and response songs	Build a repertoire of favourite songs	Clap or play in time with a leader	Clap or play in time to a song	Respond to music heard	Move in time to the pulse of the music – march, walk, jump, nod	Craft simple sound makers (shakers, rattles etc)	Represent own ideas using sounds
Pitch match one note (soh or me)	Pitch match a two note pattern (soh and me)	Tap out own music on instruments	Find higher sounds and lower sounds	Recognise loud and quiet sounds	Play back a short sequence of 2 notes – high, low		Find ways to change sounds
To know ten nursery rhymes off by heart.	To know twenty nursery rhymes off by heart.			Recognise fast and slow music			Match sounds to instruments in the classroom
							Create loud or quiet sounds
							Use JSTS symbols – cat, monkey, nap on hands and instruments

**How we achieve these**

**Nursery**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme:</b> Nursery Rhymes Traditional Tales All about me	<b>Theme:</b> Pete the Cat Children in need Bonfire night / Diwali Christmas traditions and celebrations	<b>Theme:</b> Winter Chinese New Year	<b>Theme:</b> Minibeasts New life	<b>Theme:</b> The Crocodile who doesn't like water Zoo Animals	<b>Theme:</b> Pirates Holidays
<b>EY2P:</b> Reference: 1, 2, 3,	<b>EY2P:</b> Reference: 1, 2, 3, 5, 6	<b>EY2P:</b> Reference: 1, 2, 3, 5, 6	<b>EY2P:</b> Reference: 1, 2, 3, 4, 5,	<b>EY2P:</b> Reference: 1, 2, 3, 4, 5	<b>EY2P:</b> Reference: 1, 2, 3, 4, 6
<b>Skills:</b> # Sing known songs, nursery rhymes, simple action songs,  # Change vocal sounds – different animal sounds, whispers, chanting  # Explore sounds they can make with voices and body percussion  # Explore sounds instruments make  # Respond to musical instruction e.g. shake means move, tap means stop  # Copy movements to music – different animal movement and to express their own responses to music	<b>Skills:</b> # Sing known songs  # Sing simple songs with a chorus  # Copy me games for claps and voice  # Explore things that can make sounds and create own noise makers  # Move to the pulse of the music copying an adult's moves  # Explore the music corner	<b>Skills:</b> # Use voices in different ways – sing, chant,  # Explore loud and quiet sounds instruments make  # Respond to musical instruction e.g. shake means move, tap means stop  # Copy movements to music – different animal movement and to express their own responses to music  # Respond to musical instruction e.g. shake means move, tap means stop	<b>Skills:</b> # Sing favourite songs and learn simple call and response songs in unison  # Find sounds in the environment  # Go on a listening walk, identify near and far away sounds,  # Match like sounds Identify odd one out  # Clap back short rhythms  # Copy short rhythms and patterns on instruments	<b>Skills:</b> # Sing call and response songs – sing response solo  # Keep the pulse with an adult while singing or listening to music  # Copy back a simple rhythm with claps and on different instruments  # Make up own patterns on instruments  # Find ways to change the sounds they can make  # Find a way to write down the music they make	<b>Skills:</b> # Sing favourite songs  # Sing call and response songs – sing response solo  # Keep the pulse with an adult while singing or listening to music  # Make up own patterns on instruments  # Find a way to write down the music they make

# EYFS Music Progression



<b>Vocabulary:</b> Music, song, rhyme, tap, clap sound, voice, whisper, stop, start, move, copy me, shaker, tambourine,	<b>Vocabulary:</b> As Autumn 1 plus: shake, rattle, scrunch, bang, pop, Instrument names – drum, bell,	<b>Vocabulary:</b> As before plus: join in with loud, quiet	<b>Vocabulary:</b> As before plus: near, far away, pattern, same, different, pulse, rhythm	<b>Vocabulary:</b> As before plus: pattern, change altogether, by yourself, on your own,	<b>Vocabulary:</b> As before plus: group, solo,
<b>Reception</b>					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme:</b> Me, myself, I Owls	<b>Theme:</b> Carnival of colours	<b>Theme:</b> Winter and warm places	<b>Theme:</b> How does your garden grow	<b>Theme:</b> Dinosaurs and minibeasts	<b>Theme:</b> Under the sea adventures
<b>EY2P:</b> Reference: 7, 8, 9	<b>EY2P:</b> Reference: 7, 8, 9	<b>EY2P:</b> Reference: 7, 8, 9	<b>EY2P:</b> Reference: 7, 8, 9	<b>EY2P:</b> Reference: 7, 8, 9	<b>EY2P:</b> Reference: 7, 8, 9
<b>Skills:</b> # Sing familiar and favourite songs  # Sing songs with a limited pitch range  # Create patterns and sequences using vocal phonic sounds -children's own sounds and given sounds  # Change vocal sounds – use different voices and phonic sounds etc  # Find ways to alter phonic sounds – lengthen, high voice, low voice etc  # Move in time with the pulse of the music – march, walk, jump etc	<b>Skills:</b> # Sing action songs, counting songs, songs with repetition – simple verse and chorus songs  # Copy back simple rhythms using word patterns and JSTS symbols cat nap, monkey  # Find a way to write down the music they hear and make up  # Represent own feelings and thoughts in art, movement etc when listening to music  # Create loud or quiet sounds  # Play fast or slowly	<b>Skills:</b> # Sing phonic songs  # Build a repertoire of songs with solo lines  # Copy back simple rhythms on different instruments using word patterns and JSTS symbols cat nap, monkey  # Match like sounds; identify the one that is different  # Play sound lotto  # Represent own feelings and thoughts in art, movement etc when listening to music  # Draw shapes, lines, and make other marks in response to music	<b>Skills:</b> # Build a repertoire of songs with solo lines and call and response songs  # Recall and play a sequence of sounds heard (copy me)  # Make visual representations of music heard – JSTS cat, monkey, nap  # Recognise fast and slow music  # Begin to link sounds with symbols  # Know that e.g. 4 spots mean 4 taps on the drum  # recognise cat, monkey and nap symbols....play 'where is the monkey hiding?' games etc	<b>Skills:</b> # Build a repertoire of learned and familiar songs  # Move in time with the pulse of the music; march, walk, nod head,  # Explore a variety of instruments and find out how to make sounds with them  # Choose and order sounds  # Find higher and lower sounds to represent the different sizes of dinosaurs and minibeasts  # Copy back a simple two note (high, low) pattern in voice and on tuned instruments  # Create own short patterns or rhythms using jSTS symbols cat, monkey, nap with support	<b>Skills:</b> # Build a repertoire of learned and familiar songs  # Create own short patterns or rhythms using jSTS symbols cat, monkey, nap independently  # Find ways to change sounds  # Match sounds to instruments in the classroom  # Express ideas about the sea choosing vocal and other sounds - change these to improve the effect  # Respond to music in individual ways – art, dance, movement etc
<b>Vocabulary:</b> Consolidate Nursery vocabulary chant, say, repeat after me, pulse	<b>Vocabulary:</b> Consolidate Nursery vocabulary As Autumn 1 plus: clap, rhythm, cat, nap, monkey Sleigh bells, boomwhackers,	<b>Vocabulary:</b> Consolidate Nursery vocabulary As Autumn 1 plus: cat, monkey, nap match same, different	<b>Vocabulary:</b> Consolidate Nursery vocabulary As Autumn 1 plus: fast, slow	<b>Vocabulary:</b> Consolidate Nursery vocabulary As Autumn 1 plus: choose, high, low, march, walk, nod	<b>Vocabulary:</b> Consolidate Nursery and reception vocabulary
<b>Recommended songs</b>			<b>Song books + CDs</b>		
<b>Songs from Jump Start on the server</b> Everybody do this Here we go round the Teddy Bear Sing hello Hello, How are you	<b>Songs on Charanga Reception</b> Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock The ABC Song Wind The Bobbin Up Rock-a-bye Baby	Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey			