EYFS Progression Map

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me	Let's Celebrate	Winter Wonderland	Planting & Growing	Who can help me?	Once Upon a Time
Expressive Arts and Design	regular opportunit and variety of wh ability to communi	ies to engage with the a at children see, hear an icate through the arts. ⁻	cultural awareness support rts, enabling them to explo d participate in is crucial fo The frequency, repetition a ear, respond to and observe	ore and play with a wid or developing their und and depth of their exp	de range of media and derstanding, self-expr eriences are fundamer	materials. The quality ession, vocabulary and
Creating with	Explore the	Explore the different	Listen with increased	Listen and respond	Accurately match	Accurately match
Materiais		sounds of instruments with increasing rhythm	attention to sounds instruments make		environmental sounds to pictures.	instrumental sounds to familiar percussion
	Listen with	Remember and sing			Play instruments with	instruments.
Being Imaginative & Expressive	. –	songs. (Nativity/Wake			increasing control to	Know by heart most of
-		up shake up			express to express	the words of simple
	familiar sounds.				their feelings and ideas	repetitive songs and melodic nursery rhyme
free access to wide					lueus	meloure nur ser y r nyme
variety of creative opportunities;						
painting, model						
making, collage,						
cutting, threading,						
music, dance, role						
play & small world						

ly match ental sounds es. uments with	Accurately match instrumental sounds to familiar percussion instruments.
control to o express ings and	Know by heart most of the words of simple repetitive songs and melodic nursery rhymes

Possible linked books	Tap! Tap! Guess the Toy	Toot! Toot! Guess the instrument	Lost and Found What's that sound?	Who's That Singing?	Peace at Last	Be Quiet Mike!
				ang		
Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Me & My Emotions	Celebrations of Light	I wonder Why?	New Life	People Who Help Us	Terrific Tales
Expressive Arts and Design	have regular oppo	of children's artistic and o prtunities to engage with t	he arts, enabling them	to explore and play w		a and materials. The
	vocabulary and at	pility to communicate throu interpreting and appreciat	ugh the arts. The freq	uency, repetition and	depth of their experienc	es are fundamental to

Being Imaginative &	CHARANGA—ME	CHARANGA—My	CHARANGA—	CHARANGA—Our	CHARANGA—Big Bear Funk	CHARANGA—
Expressive	Clap or tap to the	Stories	Everyone	World	Move rhythmically on the	Reflect, Rewind
Children will have	pulse of songs or	Sing call and response	Imitate rhythmic	Retell episodes from	spot and travelling, using	and Replay
free access to wide	music.	songs	patterns with	a known story with	hands or feet to mark the	Create own
variety of	Copy, memorise	Echo back phrases of	tapping	dialogue using small	beat.	dances
imaginative	and perform a	songs	instruments	world figures or	Echo simple short rhythmic	performing solo
resources, role	repertoire of	5	Move body to beat	puppets	phrases with percussion.	or in a group
play, small world,	simple hand-action	Perform a small	and rhythm in	Speak and act in role,		
music stations,		repertoire of short			Discuss the pitch contrasts	

	sing props.	 ribbon and fabric (Bollywood dances) Use small world props to support story telling 	Retell episodes from a known story in role or small world play.	community.	group. Retell episodes from a known story with dialogue using small world figures or puppets	
Possible linked textsRuOti's Boogie Beebies,Andy's Wild Workouts,Jump Start Jonny	um Pum Pum	Old Macdonald had a Truck	Giraffe's Can't Dance	Tabby McTat	The Happy Hedgehog Band	Little Melba and Her Big Trombone

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians •
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Breadth		Charanga Units 'Hey	Charanga Units 'The	Charanga Units ' In	Charanga Units	Charanga Units 'Your	Compositional work
	1	You'	Banana	the groove'.	'Round and round'.	imagination'.	
			Rap'				
			Local Songs		6		
Knowledge		Take part in singing,	Follow instructions on	Take part in singing,			
		accurately following the	how/when to play an	accurately following	accurately following	accurately following	accurately following the
		melody.	instrument or sing.	the melody.	the melody.	the melody.	melody.
		Clap rhythms	Take part in singing,	Make and control long	Sequence sounds to	Use symbols to	Use symbols to
		Identify the beat of a	accurately following the	and short sounds,	create an overall	represent a	represent a composition
		tune.	melody.	using voice and no	effect.	composition and help	and help with a
		Recognise changes in	Clap rhythms.	instruments.	Use symbols to	with a performance.	performance.
		timbre, dynamics and	Create a sequence of long	Choose sounds to	represent a	Create short,	Create short, rhythmic

pitch.	and short sounds.	create an effect.	composition and help	rhythmic phrases.	phrases.
	Recognise changes in	Recognise changes in	with a performance.	Recognise changes in	Recognise changes in
	timbre, dynamics and	timbre, dynamics and	Create short,	timbre, dynamics and	timbre, dynamics and
	pitch.	pitch.	rhythmical patterns.	pitch.	pitch.
		UUUUG	Recognise changes in		
			timbre, dynamics and		
	2		pitch.		
*Pupils must be given the opportunity to develop compositi	ional skills throughout the year o	using musical instruments av	ailable. Following a beat/rh	ythm and performing as a	group a simple composition.
(GarageBand)					
*Listening Logs to be completed weekly using a wide range	of music to describe musical ele	ements (tempo, dynamics, tin	mbre, texture, sense of occ	casion, pitch etc) and expre	ss personal preferences.
				0	

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians •
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Breadth	2	Charanga Unit: Hands,	Charanga Unit: Ho, Ho, Ho	Charanga Unit: I	Charanga Unit:	Charanga Unit:	Compositional Work
		Feet, Heart		Wanna play in a band	Zootime	Friendship Song	
Knowledge		Take part in singing,	Follow instructions on	Take part in singing,			
		accurately following the	how/when to play an	accurately following	accurately following	accurately following	accurately following the
		melody.	instrument or sing.	the melody.	the melody.	the melody.	melody.
		Clap rhythms	Take part in singing,	Make and control long	Sequence sounds to	Use symbols to	Use symbols to
		Identify the beat of a	accurately following the	and short sounds,	create an overall	represent a	represent a composition
		tune.	melody.	using voice and	effect.	composition and help	and help with a
		Recognise changes in	Clap rhythms.	instruments.	Use symbols to	with a performance.	performance.
		timbre, dynamics and	Create a sequence of long	Choose sounds to	represent a	Create short,	Create short, rhythmic
		pitch.	and short sounds.	create an effect.	composition and help	rhythmic phrases.	phrases.
			Recognise changes in 9 C	Recognise changes in	with a performance.	Recognise changes in	Recognise changes in
			timbre, dynamics and	timbre, dynamics and	Create short,	timbre, dynamics and	timbre, dynamics and
			pitch.	pitch.	rhythmical patterns.	pitch.	pitch.

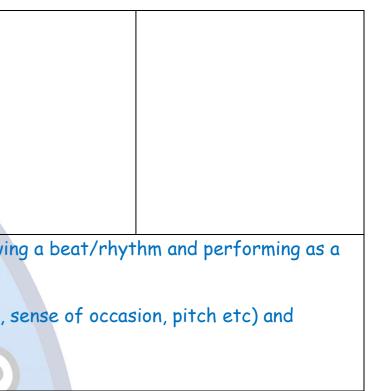
	Recognise changes in timbre, dynamics and	
en Prime	pitch.	
	C C	

*Pupils must be given the opportunity to develop compositional skills throughout the year using musical instruments available. Following a beat/rhythm and performing as a group a simple composition. (GarageBand)

*Listening Logs to be completed weekly using a wide range of music to describe musical elements (tempo, dynamics, timbre, texture, sense of occasion, pitch etc) and express personal preferences.

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	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Breadth		Samba- Tuition	Samba- Tuition	Charanga Unit	Singing	Recorders	Body Percussion
	3			'Glockenspiel 1'.	Charanga Unit	Charanga Unit	, Compositional work
			0		'Three Little Birds'.	'Bringing Us	
			er.			together'.	
Knowledge		Play beats on a range of	Play beats on a range of	Play notes on an	Evaluate music using	Evaluate music using	Use musical terms to
		instruments with care	instruments with care so	instrument with care	musical vocabulary to	musical vocabulary to	describe and evaluate
		so they are clear.	they are clear.	so they are clear.	identify areas of	identify areas of	music.
		Perform with care and	Perform with care and an	Perform with care and	likes and dislikes.	likes and dislikes.	Understand layers of
		an awareness of others.	awareness of others.	an awareness of	Understand layers of	Understand layers of	sound and discuss their
		Use musical terms to	Use musical terms to	others.	sounds and discuss	sounds and discuss	effect on mood/feeling.
		describe and evaluate	describe and evaluate	Use musical terms to	their effect on mood	their effect on mood	Create repeated
		music.	music.	describe and evaluate	and feelings.	and feelings.	patterns with a range of
		Understand layers of	Understand layers of	music.er and	Sing from memory	Create repeated	musical instruments.
		sound and discuss their	sound and discuss their	Understand layers of	with accurate pitch.	patterns with a	Create accompaniments
		effect on mood/feeling.	effect on mood/feeling.	sound and discuss	Sing in tune.	range of musical	for tunes.



Know how mar	ny beats Kno	ow how many beats for	their effect on	Maintain a simple	instruments.	Know how many beats
for a minim, c	rotchet, a m	ninim, crotchet, semi-	mood/feeling.	part within a group.	Create	for a minim, crotchet,
semi-breve.	bre	eve.	Know how many beats	Pronounce words	accompaniments for	semi-breve.
			for a minim, crotchet,	within a song clearly.	tunes.	Use digital technologies
			semi-breve.	Perform with control	Know how many beats	to compose pieces of
			Recognise notes	and awareness of	for a minim,	music.
			EGBDF and FACE of	others and own voice.	crotchet, semi-	
			the m <mark>us</mark> ical stave.	Use musical terms to	breve.	
				describe and	Recognise notes	
				evaluate music.	EGBDF and FACE of	
				Understand layers of	the musical stave.	
				sound and discuss		
				their effect on		
				mood/feeling.		

group a simple composition. (GarageBand)

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	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Breadth	4	Charanga Unit 'Glockenspiel 2'.	Singing Charanga Unit 'Mamma Mia'.	Samba tuition		Singing Charanga Unit 'Lean on Me'.	Body Percussion Compositional work.		
	ng together and having								

Knowledge	Use musical terms to	Sing from memory with	Use musical terms to	Sing from memory with	Sing from
•	describe and evaluate music.	accurate pitch.	describe and evaluate	accurate pitch.	accurate
	Understand layers of sound	Sing in tune.	music.	Sing in tune.	Sing in tu
	and discuss their effect on	Maintain a simple part within a	Understand layers of	Maintain a simple part	Maintain a
	mood/feeling.	group.	sound and discuss their	within a group.	within a g
	Create accompaniments for	Pronounce words within a song	effect on mood/feeling.	Pronounce words within a	Pronounce
	tunes.	clearly.	Know how many beats for	song clearly.	song clear
	Know how many beats for a	Show control of voice.	a minim <mark>,</mark> crotchet, semi-	Show control of voice.	Show con
	minim, crotchet, semi-breve.	Perform with control and	breve.	Perform with control and	Perform v
	Sing from memory with	awareness of others.	Mainta <mark>in</mark> a simp <mark>le</mark> part in	awareness of others.	awareness
	accurate pitch.	Use musical terms to describe	a group.	Use musical terms to	Use music
	Perform with care and an	and evaluate music.	Perform with care and an	describe and evaluate	describe
	awareness of others.	Understand layers of sound	awareness of others.	music.	music.
	Recognise the notes EGBDF	and discuss their effect on	Create repeated patterns	Understand layers of	Understa
	and FACE of the musical	mood/feeling.	with a range of musical	sound and discuss their	sound and
	stave.		instruments.	effect on mood/feeling.	effect on
			Play beats on a range of		- (0)
			instruments with care so		
			they are clear.		
					-
*Pupils must be a	iven the opp <mark>ortunity to develop</mark>	compositional skills through	out the year using music	al instruments available	Followi
			tan mo your doing made		. Tonown
group a simple co	mposition. (GarageBand)				

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Aims

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians •
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Breadth		Charanga Units 'Livin' on	Charanga Units 'Classroom	Charanga Units 'Make	Charanga Units 'The	Charanga Units	Compositional work
	5	a Prayer'	Jazz 1'	you feel my love	Fresh Prince of Bel	'Dancin' in the street'	
					Air'	Compositional work	
Knowledge		Describe and appraise music	Describe and appraise music	Describe and appraise	Describe and appraise	Describe and appraise	Describe and appraise music

m memory with	Use musical terms to
e pitch.	describe and evaluate music.
une.	Understand layers of sound
a simple part	and discuss their effect on
group.	mood/feeling.
ce words within a	Create repeated patterns
arly.	with a range of musical
ntrol of voice.	instruments.
with control and	Know how many beats for a
ss of others.	minim, crotchet, semi-breve.
ical terms to	Maintain a simple part in a
e and evaluate	group.
	Perform with care and an
and layers of	awareness of others.
nd discuss their	Use digital technologies to
n mood/feeling.	compose pieces of music.

ving a beat/rhythm and performing as a

using a wide range of	using a wide range of musical	music using a wide range	music using a wide range	music usir
musical vocabulary.	vocabulary.	of musical vocabulary.	of musical vocabulary.	of musica
Describe how lyrics have a	Describe how lyrics have a	Describe how lyrics have	Describe how lyrics have	Describe
cultural context and social	cultural context and social	a cultural context and	a cultural context and	a cultural
meaning.	meaning.	social meaning.	social meaning.	social mea
Perform solos or as part of	Perform solos or as part of an	Perform solos or as part	Hold a part in a round.	Hold a pa
an ensemble with	ensemble with confidence.	of an ensemble with	Perform solos or as part	Thoughtf
confidence.	Sing a harmony part	confide <mark>n</mark> ce.	of an ensemble with	elements
Sing a harmony part	confidently and accurately.	Sing a <mark>h</mark> armony part	confidence.	gain a def
confidently and accurately.	Use digital technologies to	confidently and	Sing a harmony part	Create so
Create rhythmic patterns	compose, edit and refine	accurately.	confidently and	and a cho
with an awareness of timbre	pieces of music.	Convey the relationship	accurately.	Convey th
and duration.		between the lyrics and	Convey the relationship	between
Use digital technologies to		the melody.	between the lyrics and	the meloc
compose, edit and refine			the melody	
pieces of music.				
				10

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	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Breadth	6	Charanga Unit: 'Happy'	Charanga Unit: Classroom Jazz 2	Charanga Unit: A New Year Carol	Charanga Unit: You've Got a Friend	Charanga Unit: Music and Me. Compositional work.	Compositional Work
Knowledge		Describe and appraise music using a wide range of musical vocabulary.	Describe and appraise music eusing a wide range of musical vocabulary.	Describe and appraise music using a wide range of musical vocabulary.	Describe and appraise music using a wide range of musical vocabulary.	Describe and appraise music using a wide range of musical vocabulary.	Describe and appraise music using a wide range of musical vocabulary.

ing a wide range	using a wide range of
al vocabulary.	musical vocabulary.
e how lyrics have	Describe how lyrics have a
al context and	cultural context and social
eaning.	meaning.
art in a round.	Thoughtfully select
fully select	elements for a piece to gain
s for a piece to	a defined effect.
efined effect.	Create songs with verses
ongs with verses	and a chorus.
orus.	Sing a harmony part
he relationship	confidently and accurately.
the lyrics and	
ody	

Describe how	v lyrics have a Describe how lyrics hav	ve a Describe how lyrics have	e Describe how lyrics have	Describe how lyrics have	Describe how lyrics have a
cultural cont	ext and social cultural context and soc	cial a cultural context and	a cultural context and	a cultural context and	cultural context and social
meaning.	meaning.	social meaning.	social meaning.	social meaning.	meaning.
Perform solo	s or as part of Perform solos or as par	rt of an Perform solos or as part	Hold a part in a round.	Hold a part in a round.	Thoughtfully select
an ensemble	with ensemble with confiden	nce. of an ensemble with	Perform solos or as part	Thoughtfully select	elements for a piece to gain
confidence.	Sing a harmony part	confidence.	of an ensemble with	elements for a piece to	a defined effect.
Sing a harmo	ny part confidently and accurat	tely. Sing a harmony part	confidence.	gain a defined effect.	Create songs with verses
confidently a	nd accurately. Use digital technologies	s to confidently and	Sing a harmony part	Create songs with verses	and a chorus.
Create rhyth	mic patterns compose, edit and refin	ne accurat <mark>e</mark> ly.	confidently and	and a chorus.	Sing a harmony part
with an awar	eness of timbre pieces of music.	Convey the relationship	accurately.	Convey the relationship	confidently and accurately.
and duration		between the lyrics and	Convey the relationship	between the lyrics and	
Use digital t	echnologies to	the melody.	between the lyrics and	the melody	
compose, edi	t and refine		the melody		
pieces of mu	sic.				

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Reaming together and having fun

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