



MUSIC CURRICULUM

EYFS Progression

Knowledge | Skills | Vocabulary | Nursery to Reception

Purpose of this document

This document sets out how children's musical knowledge, listening, composing and performing skills develop from Nursery to Reception at Park Road Academy. It draws on the EYFS statements in the supplied Kapow Primary progression and builds foundations for Year 1 through singing, movement, body percussion, instruments and musical exploration.

EYFS curriculum position

Expressive Arts and Design: Being Imaginative and Expressive

Music develops through Expressive Arts and Design, supported by Communication and Language, Physical Development and Personal, Social and Emotional Development. Children listen, sing, move, explore sounds and perform through play, adult modelling and repeated experiences. Musical understanding grows through participation, discussion and opportunities to revisit familiar songs and sounds.

Progression principles

EXPLORE & PLAY	REVISIT & DEEPEN	MODEL & TALK	VALUE INDIVIDUALITY
Children investigate voices, body percussion, objects and instruments through purposeful musical play.	Songs and experiences recur so listening, control, memory and musical confidence develop over time.	Adults model musical ideas and vocabulary, helping children hear differences and explain choices.	Children share different musical experiences and respond through voice, movement and instruments.

Curriculum strands

Listening & Responding	Singing & Voice	Pulse & Rhythm	Composing & Sounds	Performing Together	Musical Dimensions
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Key vocabulary is indicative rather than exhaustive. Adults should revisit familiar words, model new subject language in context and encourage children to describe what they hear, choose, play and change.



EYFS Music Curriculum Map

Themes, musical opportunities and progression emphasis

How the map should be used

This suggested Nursery sequence adapts the supplied EYFS outcomes to the shared Art and Design themes. The source does not prescribe half-term units or separate Nursery from Reception. Retain flexibility for children's interests while revisiting singing, listening, movement and sound exploration throughout the year.

Nursery

Half term	Theme	Core music experiences	Progression emphasis	Links to strands
Autumn 1	What makes me special?	Sing familiar songs and name songs; explore clapping, tapping and vocal sounds; listen to environmental sounds and match them to familiar objects.	Listening attention; joining in; exploring voice and body percussion; matching sounds.	Listening; Singing; Sounds
Autumn 2	What do I celebrate?	Sing celebration songs shared by families; suggest actions for lyrics; explore shakers, bells and drums; practise starting and stopping with an adult signal.	Song memory; responding to cues; exploring contrasting sounds and playing together.	Singing; Performing; Dimensions
Spring 1	Can you tell me a tale?	Explore stories behind songs; use voices and classroom objects to make character sounds; repeat short lyrics and try a simple echo rhythm.	Meaning in lyrics; matching a sound to a character; listening and copying.	Listening; Sounds; Rhythm
Spring 2	What do you see on the Farm?	Sing animal songs; explore high and low voices, long and short sounds; move to fast and slow music; try different ways to play percussion.	Pitch and duration contrasts; movement and speed; exploring how sounds are made.	Singing; Dimensions; Sounds
Summer 1	Who are our helping heroes?	Use marching, clapping and action songs; follow a beat with support; choose sounds for a helper or action; take turns in a small musical group.	Following a beat; purposeful sound choices; turn-taking and group participation.	Pulse; Composing; Performing
Summer 2	Where shall we travel to?	Explore songs and music from different places; move to contrasting music; revisit favourite songs and share a short song or sound piece with a small audience.	Responding to contrasts; recalling songs; confidence in sharing music with others.	Listening; Singing; Performing



Reception Music Curriculum Map

Themes, musical opportunities and progression emphasis

Reception progression

This suggested sequence develops the supplied EYFS outcomes with greater control, purposeful choices and group participation. Themes follow the Art and Design map; they are proposed contexts, not named Kapow units. Revisit musical contrasts, familiar songs, beat, rhythm and start/stop signals across the year.

Reception

Half term	Theme	Core music experiences	Progression emphasis	Links to strands
Autumn 1	Who am I? / Who lives around me?	Sing familiar songs from memory; repeat short lyrics and rhythms; follow a beat with body percussion; identify sounds and group instruments by how they sound.	Accurate recall; listening and repetition; beat awareness; identifying sound qualities.	Singing; Pulse; Listening
Autumn 2	Where will my imagination take me?	Explore stories and characters in music; choose instruments to represent action and mood; suggest actions for lyrics; compare high and low, loud and soft sounds.	Purposeful sound choices; expressive movement; pitch, dynamics and timbre.	Composing; Listening; Dimensions
Spring 1	What happens in our world?	Create weather sounds using objects, voices and instruments; explore long and short sounds; move to fast, moderate and slow music; notice instruments sounding together.	Duration and tempo; combining sounds; responding to musical changes through movement.	Sounds; Dimensions; Listening
Spring 2	Do I want to be a knight? / How did people from the past get around?	Create marching and travelling music; follow a beat using untuned percussion; repeat simple rhythms; use start and stop signals in a short group performance.	Playing in time; pulse and rhythm; responding to cues; maintaining a group role.	Pulse; Rhythm; Performing
Summer 1	Where do animals live? / Are minibeasts like me? / How does your garden grow?	Choose and play instruments to represent animals and movement; vary how instruments are played; recognise a familiar chorus; rehearse a short song with actions.	Timbre and sound choices; repeated sections; song memory; controlled instrumental playing.	Sounds; Singing; Dimensions
Summer 2	Do I want to be a pirate?	Explore the story in a pirate song; combine voices, body percussion and instruments; maintain a role, follow cues and perform to a small audience; discuss sound choices.	Combining musical skills; coordinated actions; performance confidence and reflection.	Singing; Composing; Performing



EYFS Music Progression at a Glance

Concise progression from Nursery to Reception and readiness for Year 1

Progression focus

The supplied EYFS statements cover listening, composing, performing and the inter-related dimensions of music. Nursery foundations and Reception steps below are an adaptation of those outcomes. The source's EYFS notation expectation is responding to signals; formal notation is not required here.

Area	Nursery	Reception	End of Reception / Year 1 readiness	Key vocabulary
Listening & responding	Listens to familiar songs and sounds. Copies actions and begins to match sounds to objects or instruments.	Explores stories and lyrics. Responds through movement to tempo, dynamics and pitch; groups instruments by sound.	Listens, identifies contrasts and changes movement to match music. Suggests actions that reflect the lyrics.	listen, sound, lyrics, action, instrument
Singing & voice	Takes part in familiar songs and repeated words. Explores vocal sounds and copies short phrases with support.	Sings well-known songs from memory and repeats simple lyrics. Explores vocal sounds to express an idea.	Takes part in remembered songs and lyrics with confidence, coordinating voice and actions in a shared performance.	sing, voice, song, words, phrase, memory
Pulse & rhythm	Copies claps and taps; moves to a beat with support. Explores short repeated patterns in play.	Follows a beat using body percussion and instruments. Listens to and repeats a simple rhythm; plays in time.	Follows a beat with growing consistency and repeats a short rhythm using body percussion or instruments.	beat, pulse, rhythm, clap, tap, in time
Composing & sound exploration	Explores objects, body percussion, voices and instruments. Tries different ways of making sounds.	Selects objects and instruments for action, mood or characters. Experiments with how instruments are played.	Chooses suitable sounds for an idea and explores how to change them through voice, body or instruments.	choose, play, compose, mood, character, timbre
Performing together	Takes part in shared songs and musical games. Responds to an adult cue and takes turns with support.	Remembers a role in a group; performs actions to music; starts and stops at the right time.	Participates in a performance for a small audience, maintains a role and follows start and stop signals.	perform, audience, role, signal, start, stop
Pitch, duration, dynamics & tempo	Explores high and low, long and short, loud and soft sounds. Moves to fast and slow music.	Identifies high and low pitch, long and short sounds, loud/soft playing and fast, moderate or slow tempo.	Recognises musical contrasts and matches body movements to the speed or beat of music.	pitch, duration, dynamics, tempo, high, low
Timbre, texture, structure & cues	Notices different instrument sounds. Sings repeated song sections and responds to familiar musical cues.	Matches sounds to characters; notices instruments playing together; recognises a chorus and follows signals.	Recognises sound qualities, a familiar chorus and combined instruments. Understands signals tell players when to start or stop.	timbre, texture, chorus, structure, cue, signal

Implementation note: Progress is seen in attentive listening, musical memory, controlled sound-making, purposeful choices and group participation. Introduce technical terms through practical experience, alongside familiar words such as fast, slow, high and low.



Using the EYFS Progression Document

Planning, provision, assessment and transition

Planning from the progression

1 CHECK PRIOR EXPERIENCE Identify familiar songs, sound-making experiences and vocabulary, including music shared by families.	2 MODEL THE NEW STEP Demonstrate a beat, rhythm, sound contrast or cue; then allow children to listen, copy and explore.	3 PLAN FOR PROVISION Offer accessible instruments, sound-making objects, song props and spaces for music and movement.
4 ASSESS PROCESS Notice listening, choices, repetition and participation during play, songs and practical music-making.	5 BUILD LANGUAGE Model musical vocabulary and encourage children to describe sounds, movement and choices.	6 SUPPORT INDEPENDENCE Adapt instruments and cues; offer visual prompts, quieter options and different ways to participate.

What progression should look like in children's learning

KNOW MORE Recalls songs, sound contrasts and musical words.	DO MORE Controls sounds and follows a beat or simple rhythm.	CHOOSE MORE Selects a sound for an action, character or mood.	EXPLAIN MORE Describes what is heard and why a sound was chosen.	IMPROVE MORE Listens again, rehearses and adjusts a musical idea.
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Suggested evidence for assessment and subject leadership

PUPIL VOICE Can children describe a sound, musical contrast or choice of instrument?	PROCESS & OUTCOMES Do observations and short recordings show greater control, recall and participation?	PROVISION & TEACHING Are songs, instruments, vocabulary and musical cues modelled and revisited?	TRANSITION Can children listen, sing, follow a beat, explore sounds and perform with others?
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End-of-Reception readiness for Year 1 Music

LISTENING & RESPONDING Responds to musical contrasts through movement and identifies familiar sounds.	SINGING & VOICE Sings well-known songs from memory and repeats simple lyrics with actions.	PULSE & RHYTHM Follows a beat and repeats a simple rhythm with body percussion or instruments.
COMPOSING & SOUNDS Chooses and explores sounds to represent an action, character or mood.	PERFORMING & CUES Maintains a group role, follows start/stop signals and performs to a small audience.	MUSICAL KNOWLEDGE Recognises contrasts, a familiar chorus and instruments playing together.

Source: EYFS statements from Kapow Primary, Progression of knowledge and skills, copyright 2022, supplied pages 4, 6, 8, 11 and 12. Nursery/Reception sequencing and themed examples are school planning adaptations. Read alongside EYFS plans and whole-school Music progression.