

**NURSERY
PROGRESSION IN
Music**



Key concepts/areas:	EYFS	Colours	Festivals and celebrations	Travel and Transport	Growing	Animals	Change
Listen and appraise	Listen with increased attention to sounds. respond to what they have heard, expressing their thoughts and feelings.	<p>Children settling into Nursery have a daily rhyme time where they are introduced to new songs. These include Nursery rhymes and counting songs.</p> <p>As part of our daily routine children listen to their teachers singing the days of the week song, months of the year song and season song.</p> <p>Through phonics children are encouraged to listen to</p>	<p>Children are introduced to music Children listen to music from different cultures and religions e.g. wedding march, carnival music, traditional music from different countries. Children are asked to give their opinions on how the music makes them feel e.g. happy, sad, calm.</p> <p>Through phonics children are encouraged to listen to sounds which include voice sounds and</p>	<p>Children listen to stories that can be sung along to e.g. we all go travelling by and the journey home from grandpa's.</p> <p>Through phonics children are encouraged to listen to sounds which include voice sounds and environmental sounds.</p> <p>Children are introduced to listening to stories or songs through a listening station and encouraged to talk about what they like about the story/song and how it makes them feel.</p>	<p>Children begin to develop their performance skills in front of their peers as part of our story telling. Children are given the opportunities to listen and give constructive criticism and positive feedback.</p> <p>Through phonics children are encouraged to listen to sounds which include voice sounds and environmental sounds.</p> <p>Children listen more independently to stories or songs</p>	<p>Children begin to develop their performance skills in front of their peers as part of our story telling. Children are given the opportunities to listen and give constructive criticism and positive feedback.</p> <p>Through phonics children are encouraged to listen to sounds which include voice sounds and environmental sounds.</p> <p>Children listen independently to stories or songs through a listening station and are</p>	<p>Children begin to develop their performance skills in front of their peers as part of our story telling. Children are given the opportunities to listen and give constructive criticism and positive feedback.</p> <p>Through phonics children are encouraged to listen to sounds which include voice sounds and environmental sounds.</p> <p>Children listen independently to stories or songs through a listening station and are encouraged to talk about what they like about the story/song and how it makes them feel.</p> <p>Children listen to transition music to tidy up and settle on the carpet.</p>

		<p>sounds which include voice sounds and environmental sounds.</p> <p>Children are encouraged to sing in the outside stage area and friends encouraged to clap and encourage.</p> <p>Children listen to and are encouraged to join in with 'Pete the cat, I love my red shoes'.</p> <p>Children are encouraged to listen to transition music to tidy up and settling on the carpet.</p>	<p>environmental sounds.</p> <p>Children listen to transition music to tidy up and settle on the carpet.</p>	<p>Children listen to transition music to tidy up and settle on the carpet.</p>	<p>through a listening station and are encouraged to talk about what they like about the story/song and how it makes them feel.</p> <p>Children listen to transition music to tidy up and settle on the carpet.</p>	<p>encouraged to talk about what they like about the story/song and how it makes them feel.</p> <p>Children listen to transition music to tidy up and settle on the carpet.</p>	
Singing	<p>remember and sing entire songs</p> <p>Sing a large repertoire of songs</p>	<p>Children are encouraged to join in with new songs that are introduced to them e.g. days of the week songs, Nursery rhymes</p>	<p>Children learn to sing the 'autumn leaves song and perform this for parents in the end of term assembly.</p> <p>Children learn songs to sing as</p>	<p>Listen and learn the 'We all go travelling by' song linked to the story</p> <p>https://www.youtube.com/watch?v=cSw5QJw0H34</p>	<p>Sing Incy Wincy spider and the farmer plants a seed.</p> <p>As part of our daily routine children are encouraged to</p>	<p>Teach and sing old MacDonald had a farm.</p> <p>As part of our daily routine children are encouraged to sing independently</p>	<p>As part of our daily routine children are encouraged to sing independently the days of the week song, months of the year song and season song.</p>

	<p>Sing the pitch of a tone sung by another person (pitch match)</p> <p>sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p>	<p>and counting songs.</p> <p>Through phonics children sing songs where they need to match the adults pitch and tone e.g. boom shaka boom.</p> <p>Children are taught the 'rainbow song' along with BSL.</p>	<p>part of the EYFS nativity play.</p> <p>Children continue to learn and sing counting songs/nursery rhymes in maths e.g. five little speckled frogs, five little ducks, five little spacemen, 1,2,3,4,5..... etc</p> <p>As part of our daily routine children listen to and begin to join in with teachers singing the days of the week song, months of the year song and season song.</p> <p>Children sing more independently in the performance area.</p>	<p>Children learn and sing songs: the wheels on the bus, Sing Row, row, row your boat.</p> <p>As part of our daily routine children listen to and join in with teachers singing the days of the week song, months of the year song and season song.</p> <p>Children sing more independently in the performance area.</p>	<p>sing independently the days of the week song, months of the year song and season song.</p> <p>Children sing more independently in the performance area.</p>	<p>the days of the week song, months of the year song and season song.</p> <p>Children sing more independently in the performance area.</p>	<p>Children sing more independently in the performance area.</p>
Playing	<p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Children have access to instruments and sound wall in the outside performance area. which they use freely</p>	<p>Children are encouraged to play instruments e.g. bells as part of the nativity performance.</p>	<p>Children have access to instruments and sound wall in the outside performance area. which they use</p>	<p>Children have access to instruments and sound wall in the outside performance area. which they use freely to</p>	<p>Children have access to instruments and sound wall in the outside performance area. which they use</p>	<p>Children have access to instruments and sound wall in the outside performance area. which they use freely to make their own music.</p>

		to make their own music. Children play with instruments through phonics.	Children have access to instruments and sound wall in the outside performance area. which they use freely to make their own music.	freely to make their own music.	make their own music.	freely to make their own music.	
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Within Early years children will engage in all three areas of Music (Listen and appraise, singing and playing) developing their skills on a daily basis within their phonics sessions, circle times and story times. On a Wednesday all EYFS children take part in a Music assembly where we listen and learn new songs, perform to each other, explore instruments and begin to learn new vocabulary linked to Music.