



TO LOVE GOD ABOVE ALL THINGS
BY
LEARNING TOGETHER
LOVING OURSELVES
LOVING EACH OTHER
LOVING ALL PEOPLE
LOVING LIFE ITSELF
AND
CONSTANTLY STRIVING FOR
EXCELLENCE
WORTHY OF OUR GOD GIVEN GIFTS.



Reception Music Teaching and Progression

This document expands the Reception column in the whole-school Music progression grid. It follows Exploring sounds, Music and movement and Musical stories, with adult-led teaching and continuous provision that children can revisit and extend. The term sequence organises provision; teachers adapt it to children's interests, starting points and development.

Key Knowledge	Key Skills
Sounds can be made using voices, bodies, objects and instruments.	Listen and respond to a range of sounds.
Instruments can be played in different ways to create different sounds.	Copy simple rhythms, sounds and movements.
Music can be loud, quiet, fast, slow, high or low.	Sing familiar songs and rhymes with increasing confidence.
Songs have a steady beat that can be felt through movement.	Play instruments with increasing control and purpose.
Sounds can represent characters, places and events within a story.	Move in response to musical features such as beat, pitch and tempo.
Musical performances need cues, listening and an agreed sequence.	Create and perform simple sound stories and musical sequences with others.

Exploring sounds

The two phases below develop the same school unit. They are flexible teaching opportunities rather than additional Kapow units or fixed attainment deadlines.

Unit	Birth to 5 Matters links	Key music teaching points and vocabulary	Activities and children's choices Continuous provision and teacher-led	Progression and ELG links
Autumn Exploring sounds Noticing and copying	Creating with materials Range 5 Being imaginative and expressive Range 5 Expressive Arts and Design Ranges 5–6 are revisited responsively; begin with the child's existing sound play. Focus: attentive exploration and imitation.	Voices, bodies, objects and instruments make different sounds. Demonstrate safe tapping, shaking and scraping. Model a short sound and leave a clear space for a response. Teach: sound, listen, voice, body percussion, instrument, copy, same, different.	Teacher-led: take a listening walk; identify a hidden sound-maker; echo a name rhythm or body sound; compare two contrasting instruments. Child choice: explore a sound basket or outdoor sound station, invent matching games and choose a sound to share. Adult prompt: Can you make a sound like mine? What did you notice?	Look for: locating or recognising a sound, copying a short idea and exploring an instrument deliberately. Allow responses through gesture or demonstration. Next: repeat a chosen sound and control how it is played. ELG links: Listening, Attention and Understanding; Being Imaginative and Expressive.
Autumn Exploring sounds Choosing and controlling	Creating with materials Range 5 Creating with materials Range 6 Being imaginative and expressive Range 5 Focus: purposeful exploration and a growing range of musical responses.	Changing how an instrument is played changes its sound. Explore loud and quiet without confusing this with high and low. Silence can be an intentional part of music. Teach: loud, quiet, start, stop, silence, tap, shake, scrape.	Teacher-led: play a conductor game with clear start/stop and loud/quiet cues. Make a class sound picture of the school environment. Child choice: select tools for rain, footsteps or traffic; arrange picture cues; invite a friend to copy. Adult prompt: Which sound fits your idea? How could you make it quieter?	Look for: a deliberate contrast, a response to a shared cue and a reason for choosing a sound. Next: join a repeated musical pattern and respond to speed changes. ELG links: Being Imaginative and Expressive; Speaking. Creating with Materials may be supported when making and explaining a sound-maker.

Music and movement

The two phases below develop the same school unit. They are flexible teaching opportunities rather than additional Kapow units or fixed attainment deadlines.

Unit	Birth to 5 Matters links	Key music teaching points and vocabulary	Activities and children's choices Continuous provision and teacher-led	Progression and ELG links
Spring Music and movement Joining and responding	Creating with materials Range 5 Being imaginative and expressive Range 5 Focus: movement, familiar singing and expressive responses.	A song has a steady beat that we can feel through movement. Model singing with clear actions and comfortable pitch. Music can move quickly or slowly. Teach: song, rhyme, beat, fast, slow, action, dance.	Teacher-led: sing familiar action songs; tap knees to the pulse; move scarves to contrasting speeds; freeze when the music stops. Link with dance and gymnastics where appropriate. Child choice: choose a song card, invent an action and lead a familiar singing game. Adult prompt: Can your movement follow the beat?	Look for: joining a familiar phrase, responding to a clear change and attempting repeated movements with the pulse. Perfect synchronisation is not required before further exploration. Next: sustain a chosen movement and lead a short sequence. ELG links: Being Imaginative and Expressive; Gross Motor Skills.
Spring Music and movement Coordinating and leading	Creating with materials Range 6 Being imaginative and expressive Range 6 Focus: combining singing, movement and simple accompaniment.	High and low describe pitch; fast and slow describe speed. Use hands and whole-body movement to show a rising or falling voice. A group needs shared cues. Teach: high, low, higher, lower, pattern, together, leader.	Teacher-led: echo rising and falling vocal sounds; repeat a short movement pattern; add a simple instrument beat to a known song. Child choice: design a scarf dance, lead start/stop cues or combine a song with selected movements. Adult prompt: What will tell your friends when to start?	Look for: a deliberate high/low response, a repeated movement pattern and awareness of other performers. Next: choose movements or sounds to represent a character and coordinate them in a story. ELG links: Being Imaginative and Expressive; Gross Motor Skills; Building Relationships.

Musical stories

The two phases below develop the same school unit. They are flexible teaching opportunities rather than additional Kapow units or fixed attainment deadlines.

Unit	Birth to 5 Matters links	Key music teaching points and vocabulary	Activities and children's choices Continuous provision and teacher-led	Progression and ELG links
Summer Musical stories Representing and sequencing	Creating with materials Range 5 Creating with materials Range 6 Being imaginative and expressive Range 6 Focus: selecting sounds and actions for an imaginative purpose.	Sounds can suggest characters, places and events. Compare a light, short sound with a heavier, longer one. A story gives the music an order. Teach: story, character, sound effect, long, short, beginning, middle, end.	Teacher-led: tell a familiar story and audition two instruments for a character; use picture cards to cue events; rehearse a sound at the correct moment. Child choice: explore a story basket, add sounds to small-world play and invent an alternative event. Adult prompt: What does your sound tell us about the character?	Look for: a purposeful choice, a sound in a relevant place and an explanation through talk, movement or demonstration. Next: combine ideas with a partner and remember a short sequence. ELG links: Being Imaginative and Expressive; Speaking; Listening, Attention and Understanding.
Summer Musical stories Combining and sharing	Creating with materials Range 6 Being imaginative and expressive Range 6 Focus: cooperative musical storytelling and revisiting ideas.	A shared musical story needs an agreed order and clear cues. Pictures or invented marks can remind performers what to do. Listening again helps us decide what to change. Teach: sequence, repeat, perform, audience, cue, change.	Teacher-led: build and rehearse a short class sound story; use drawings as a score; discuss one clear improvement after listening. Child choice: work with a partner to choose roles, combine voice and instruments, record or perform the story and revisit the sound choices. Adult prompt: Can someone else follow your plan?	Look for: maintaining a chosen role, following the sequence, responding to others and trying an improvement. Next: Year 1 pulse and rhythm work builds on copying, shared timing and purposeful repetition. ELG links: Being Imaginative and Expressive; Building Relationships; Speaking.

Early Learning Goal links

The following summaries identify the most relevant aspects of the statutory goals. Teachers assess each whole ELG using evidence across the curriculum; these music activities contribute to that wider picture.

Early Learning Goal	Relevant learning and musical evidence
Being Imaginative and Expressive	Develop and retell stories; sing familiar nursery rhymes and songs; share performances and attempt movement in time. Evidence may include an independently chosen song, a sound story or a shared action-song performance.
Listening Attention and Understanding	Attend and respond appropriately, discuss what is heard and ask questions. Observe responses to sound contrasts, a partner's pattern or a story cue.
Speaking	Communicate ideas and explanations using developing vocabulary. Invite children to explain a sound choice or describe how their group changed a performance.
Gross Motor Skills	Show coordination and control in movement. Observe balance, travelling and repeated actions during musical movement games.
Building Relationships	Cooperate and take turns. Observe shared instruments, negotiated roles and sensitivity to another performer.
Creating with Materials	Explore resources safely, explain a making process and use props in stories. This link is strongest when children construct sound-makers or combine props with musical storytelling.

Responsive teaching and evidence

Offer smaller groups, quieter instruments, visual cues and repeated models where useful. Accept musical understanding expressed through movement, gesture, selecting an object or playing. Extend learning through longer patterns, more independent cueing and explanations of musical choices.

Progression across Reception

Teaching moves from noticing and copying sounds towards controlling contrasts, choosing sounds for a purpose and organising a short shared performance. Adults model attentive listening, steady pulse, singing and instrument technique while leaving space for children's own musical ideas. Familiar songs and instruments remain available throughout the year.

Continuity into Year 1

Reception experience	Year 1 connection	Transition check
Exploring sounds and short echo patterns	Pulse and Rhythm — All About Me	Can the child copy a short rhythm and experience a steady beat? Teach pulse and word rhythm separately so they are not treated as the same thing.
Movement to changes in pitch and speed	Pitch and Tempo — Superheroes	Can the child respond differently to high/low and fast/slow? Revisit these contrasts before combining them in a two-pitch character idea.
Choosing instruments and ordering story sounds	Musical Vocabulary — Under the Sea	Can the child choose a sound purposefully, follow a simple cue and contribute to a shared sequence? Build towards planned layers and an agreed graphic score.

Provision to maintain throughout the year

Keep a familiar song repertoire, accessible instruments, song cards, movement resources and story props available. Revisit listening and echo games frequently. Invite children's family songs and musical interests, and provide opportunities to hear adults and peers making live music. Model instrument care and respectful listening while preserving children's choice and experimentation.