

**Reception Progression in Expressive Arts and Design  
Music and Drama**

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Kapow Topic	Exploring Sounds	Celebration music	Music and movement	Musical stories	Transport	Big band
<b>Prior Learning</b> (from DM age 3-4)	<b>Music</b> Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.			<b>Drama</b> Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.		
<b>Development Matters</b>	Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.			Develop storylines in their pretend play.		
<b>Key Vocabulary</b>	Voice sound whisper Speaking high low Higher lower body sounds Rhythm beat stomp	Diwali, Celebration, music, dance, traditional, harp, Jewish, drum, cymbals Tambourine, call. Response, drum, rhythm, beat	Actions, Action songs, Sign language, Makaton, Lyrics, Verse, Pitch, High, Low Triangle, Siren, Cello, Whistle Sound	Tempo, Fast, Slow, Dynamic, Loud, Quiet Musical story Percussion	Score, slower, faster	Band, Sound, Shake, Tap, Bang, Strum Jingle, Pitch, orchestra, composer
<b>Assessment questions Orally only</b>	Can you use your voice and body to make a loud sound, a quiet sound, and a silly sound?  Can you play an instrument fast and slow, and then loudly and softly?  Can you listen carefully and tell me three sounds you can hear around you (for example: birds, cars, people talking)?	Play pieces of music Can you talk about music you have heard during celebrations like Diwali, Hanukkah, Kwanzaa, or Christmas?  Which piece of celebration music did you like the best, and why did you like it? Can you describe how the music made you feel (for example: happy, excited, calm, like dancing)?	Can you make up and copy simple actions to go with a song?  Can you move your body to the beat of the music by clapping, marching, or dancing?  Can you show how the music makes you feel through your movements (for example: happy, sleepy, excited, calm)?	Can you listen to music and tell me if it sounds happy, sad, scary, or exciting?  Can you choose an instrument to match a character, such as a giant, fairy, or animal, and explain why?  Can you move or act like a character while listening to music that matches their mood?	Can you use your voice, body, or an instrument to make the sound of a type of transport, such as a car, train, or airplane?  Can you listen to a transport sound and guess what it is, then copy the sound yourself? Can you follow a simple picture or symbol score to play sounds in the correct order?	Can you name or sort instruments into the four groups: percussion, strings, woodwind, and brass?  Can you play an untuned instrument and keep a steady beat with the music? Can you sing or perform a practised song confidently for a small group or audience?
<b>Essential knowledge</b>	I can explore how to use my voice and body to make sounds,  I can experiment with tempo and dynamic when I play instruments  I can identify sounds in the environment.	I can talk about music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.  I can say whether I like it or not and describe why	I can create simple actions to songs I can move to a beat and express my feelings and emotions through movement to music.	I know that music and instruments can be used to convey moods or represent characters.	I can use my voice, body and instruments to explore different types of transport  I can identify and mimic transport sounds  I can interpret and perform a simple score.	I can talk about the four different groups of musical instruments,  I can follow a beat using an untuned instrument  I can perform a practised song to a small audience.
<b>instruments</b>	Body percussion, small triangles, drums and shakers	Drums, tambourines, cymbals, sleigh bells		Selection of percussion	Small drums and shakers	Home-made percussion instruments Tuned instruments: xylophone, glockenspiel, piano, keyboard, tubular bells, chime bars, tuned boomwhackers  Untuned instruments such as: tambourine, drums, castanets, maracas, claves, guiro, sleigh bells, triangle, cymbals

<b>Home corner (dramatic play)</b>	<u>Home corner</u> Develop storylines in their pretend play.  Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.	<u>Home corner</u> Develop storylines in their pretend play.  Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc	<u>Doctor's surgery</u> Develop storylines in their pretend play.  Invent, adapt and recount narratives and stories with peers and their teacher	<u>Garden centre</u> Develop storylines in their pretend play.  Invent, adapt and recount narratives and stories with peers and their teacher	<u>Vet's surgery</u> Develop storylines in their pretend play.  Invent, adapt and recount narratives and stories with peers and their teacher	<u>Ice cream parlour/Café</u> Develop storylines in their pretend play.  Invent, adapt and recount narratives and stories with peers and their teacher
<b>Super six Rhymes</b>	Humpty Dumpty Lining up routine Mary had a little lamb Sing a song of sixpence Head Shoulders, knees and toes London Bridge is falling down	There's a hole in my bucket Row, row, row your boat Dingle dangle scarecrow Pease pudding hot, pease pudding cold Hands clap, fingers wiggle Bonny Bobby Shafto	Frere Jacques, Frere Jacques I'm a little Teapot Old King Cole Mix a pancake, stir a pancake Hokey Cokey Hey Diddle diddle	Keep on Dancing The North wind doth blow Teddy Bear, teddy bear clap your hands Oranges and Lemons There was a princess long ago I've got a body	Hickory Dickory Dock two oh clock Twinkle Twinkle in the sky Baa, baa black sheep The Queen of Hearts Stretch and grow, reach up high Here we go round the mulberry bush	
<b>Fabulous Five songs</b>	<b>Twinkle, Twinkle, Little Star:</b> A calming song to help with settling into a new routine. Promotes language and memory skills. <b>The Wheels on the Bus:</b> Teaches children about transport and the wider community. Includes repetitive actions for motor skills. <b>Five Little Ducks:</b> A classic counting song that introduces basic number concepts and counting down. <b>Head, Shoulders, Knees and Toes:</b> A great action song for body awareness and following instructions. <b>Humpty Dumpty:</b> A traditional nursery rhyme for language development and recalling a story.	<b>Wind the Bobbin Up:</b> Develops fine motor skills and following instructions. <b>Dingle Dangle Scarecrow:</b> A fun, seasonal song for autumn with actions to encourage movement. <b>Five Little Speckled Frogs:</b> Reinforces counting skills and introduces concepts of subtraction. <b>I Hear Thunder</b> (often sung to the tune of Frère Jacques): Connects to learning about the weather and listening for different sounds. <b>Old MacDonald Had a Farm:</b> Introduces different animals and their sounds, which links to learning about farms.	<b>Down at the Station:</b> Focuses on transport and links to people who work at the station. <b>Five Little Men in a Flying Saucer:</b> A counting song with a space theme that encourages imaginative play. <b>Miss Polly Had a Dolly:</b> A traditional rhyme about caring for others and acting out scenarios. <b>Five Little Firefighters:</b> Can be used when learning about people who help in the community. <b>One, Two, Three, Four, Five, Once I Caught a Fish Alive:</b> A fun song that helps with counting and recall.	<b>I'm a Little Teapot:</b> An action song for body awareness and following instructions. <b>If You're Happy and You Know It:</b> Encourages expressing feelings and following actions. <b>Row, Row, Row Your Boat:</b> A great song for turn-taking, cooperation, and developing rhythm. <b>Ten Green Bottles:</b> Focuses on counting down and can be supported with props. <b>Here We Go Round the Mulberry Bush:</b> Teaches about daily routines and seasons through song.	<b>Five Little Monkeys Jumping on the Bed:</b> A popular counting song that also teaches a simple narrative and cautionary tale. <b>Baa, Baa, Black Sheep:</b> A classic nursery rhyme that can be used to discuss animals, farming, and colours. <b>Five Currant Buns:</b> Helps with number recognition, counting, and simple subtraction. <b>Incy Wincy Spider:</b> An action song that develops fine motor skills and resilience. <b>The Big Ship Sails on the Ally-Ally-O:</b> Uses large actions and can be linked to a transport theme.	<b>The Grand Old Duke of York:</b> An action song that helps with gross motor skills like marching. <b>A Sailor Went to Sea:</b> Another action song that promotes body awareness. <b>The Teddy Bear's Picnic:</b> A familiar song that can be linked to imaginative play. <b>Hickory Dickory Dock:</b> A classic rhyme that links to learning about time and numbers. <b>Sleeping Bunnies:</b> A quiet, gentle action song that helps with listening skills.
<b>Early Learning Goals</b>	<ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs;</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</li> </ul>					