

Nursery rhyme progression



Nursery Rhyme Progression

Twos

The wheels on the bus
Twinkle twinkle little star
Heads, Shoulders, Knees and Toes
Hello, how are you?

Pre-school

The wheels on the bus
Twinkle twinkle little star
Heads, Shoulders, Knees and Toes
Five little ducks
Humpty Dumpty
Incy wincy spider
Ba ba black sheep
1, 2, 3, 4, 5 Once I caught a fish alive.
Old MacDonald had a farm.

Reception Key songs

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|--|--|---|---|
| <ul style="list-style-type: none"> Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers | <ul style="list-style-type: none"> Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers | <ul style="list-style-type: none"> Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees and Toes | <ul style="list-style-type: none"> Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey | <ul style="list-style-type: none"> Big Bear Funk | <ul style="list-style-type: none"> Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat |

Musical Skill progression in EYFS.



| Twos | | | | | |
|--|--|---|--|--|--|
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Shows interest, dances, and sings to music rhymes and songs, imitating movements of others. | | Intentionally makes sounds with objects and actively responds to music and singing with whole-body dancing. | | Imitates words and sounds Participates in finger and action rhymes, songs and games, imitating the movements and anticipating action. | |
| Pre-School | | | | | |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Moves in response to music, or rhythms played on instruments such as drums or shakers. | Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. | Shows interest in play in sounds, songs and rhymes. | Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions. | Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. | |
| Reception | | | | | |
| Understanding Music | Listening | Singing | Playing Instruments | Improvising | Performing |
| <ul style="list-style-type: none">● To know that the words of songs can tell stories and paint pictures.●Enjoys joining in with singing & exploring instruments | <ul style="list-style-type: none">●To know that we can move with the pulse of the music.* Plays a given instrument to a simple beat.-Begins to watch a short musical/dance performance & give their opinion. | <ul style="list-style-type: none">●To sing or rap nursery rhymes and simple songs from memory.●To sing along with a pre-recorded song and add actions.● To sing along with the backing track.●Begins to watch a short musical/dance performance & give their opinion | <ul style="list-style-type: none">● Perform any nursery rhymes or songs adding a simple instrumental part.●Can copy a simple repeated rhythm. | <ul style="list-style-type: none">●Perform any of the nursery rhymes by singing and adding actions or dance.●Selects own instruments & plays in time to music | <ul style="list-style-type: none">●A performance is sharing music.●Can change tempo & dynamics whilst playing music |
| ELG: Being Imaginative and Expressive Children at the expected level of development will: <ul style="list-style-type: none">● Invent, adapt and recount narratives and stories with peers and their teacher;● Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. | | | | | |