ST PHILOMENAS PRIMARY SCHOOL – MUSIC MEDIUM TERM PLANNING – EYFS

2026-2027

Every half term	EYFS learning sequence	Musical experiences	Assessment and evidence
Six planned adult-guided music experiences, alongside daily child-initiated musical play	Six sequenced experiences adapted to children's development	Singing, listening, movement, percussion, creating sounds and performing	Adult observation, pupil discussion, participation, practical music-making and performance

EYFS music – principles for teaching and provision	
• Planned adult-guided music each week • Daily opportunities to sing and explore sound • Exploration of voices, bodies and instruments • Child-initiated music-making in continuous provision	• Listening and responding to a wide range of music • Movement, musical play and imagination • Musical vocabulary revisited in context • Inclusive opportunities to create and perform • Developmentally appropriate observation and reflection

Progress	Adaptive Teaching	Formative Assessment	Rich and Ambitious Vocabulary
Children revisit songs, instrument names, start-and-stop cues, steady beat, patterns and sound symbols. Each half term builds on earlier experiences through listening, singing, movement, creating and performing. The EYFS educational programme informs teaching; ELGs are end-of-Reception assessment points, not the curriculum.	Model and repeat songs; use gestures, visuals, accessible instruments, paired participation and child-led exploration. Adapt to children's communication, physical and developmental needs.	Observe, listen and talk with children during guided sessions and continuous provision. Check what they can recall and apply independently after a gap, as well as what they can do with modelling. Use findings to plan repetition and next steps.	Prioritise a few words in each unit and revisit them in music-making: voice, instrument, beat, pattern, conductor, sound effect, high/low, perform. Introduce tempo, dynamics and pitch through listening and play.

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AUTUMN 1 – EYFS

EYFS unit: Who am I? | Voice, listening and percussion
6 adult-guided learning experiences | 1 planned session per week; music also explored in continuous provision

Week	EYFS MUSIC EXPERIENCE	LEARNING OUTCOME	MUSICAL KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Week 1	Singing with actions	I can sing and join in with actions.	Knowledge: Songs have words and melodies; actions can help us remember them. Skill: Join in familiar songs and match actions to words.	song / sing / voice / action	Notice whether children recall a familiar action or phrase when the song is repeated.
Week 2	Starting and stopping together	I can follow hand signals to start and stop.	Knowledge: A leader's signal tells musicians when to begin and finish. Skill: Watch and respond to start-and-stop cues.	start / stop / signal / leader	Revisit the cue later: can the child stop and start without a verbal reminder?
Week 3	Listening and responding	I can listen and respond to instructions in music.	Knowledge: Listening helps us notice when music starts, stops or changes. Skill: Listen and respond to a simple musical instruction.	listen / sound / quiet / respond	Ask children to show a start or stop they hear; observe their response.
Week 4	Exploring body percussion	I can explore body percussion.	Knowledge: We can make sounds by clapping, tapping and stamping. Skill: Copy and invent a short body-percussion sound.	clap / tap / stamp / body percussion	Can the child copy a clap–tap pattern, then choose a sound of their own?
Week 5	Exploring percussion instruments	I can name and explore some percussion instruments.	Knowledge: Percussion instruments sound when shaken, tapped or struck; each has a different sound. Skill: Name and safely explore familiar instruments.	percussion / drum / shaker / tap	Ask the child to name an instrument, play it safely and describe its sound.
Week 6	Remembering how to play	I can recall names of percussion and how to play.	Knowledge: We can remember an instrument by its name, sound and how it is played. Skill: Recall and demonstrate familiar percussion techniques.	instrument / shake / tap / strike	Retrieve Week 5 learning: can the child name and demonstrate taught instruments?

ST PHILOMENAS PRIMARY SCHOOL – MUSIC MEDIUM TERM PLANNING – EYFS

AUTUMN 2 – EYFS

EYFS unit: Festivals and Celebrations | Nativity songs, beat and performance
6 adult-guided learning experiences | 1 planned session per week; music also explored in continuous provision

Week	EYFS MUSIC EXPERIENCE	LEARNING OUTCOME	MUSICAL KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Week 1	Learning Nativity songs	I can learn and join in with Nativity songs.	Knowledge: A song has words and a tune that can be remembered through repetition. Skill: Join in familiar Nativity songs and recall phrases.	song / sing / tune / Nativity	Listen for recall of a familiar phrase or action after a gap.
Week 2	Playing to the beat	I can play percussion, keeping the beat of the music.	Knowledge: A beat is the regular pulse we can feel in music. Skill: Tap or play along to a steady beat with support.	beat / steady / tap / percussion	Can the child find and maintain the beat briefly when the song is repeated?
Week 3	Learning repeated dance movements	I can learn a simple dance with repeated movements.	Knowledge: Dance movements can be arranged in a sequence and repeated. Skill: Copy and recall a short series of actions.	dance / move / repeat / sequence	Can the child repeat two or three movements in the correct order?
Week 4	Singing and dancing together	I can sing and dance in time to the music.	Knowledge: A shared beat helps us sing and move together. Skill: Combine familiar song words with actions in time.	sing / dance / beat / together	Observe whether the child recalls actions and moves with the group beat.
Week 5	Rehearsing Nativity songs	I can sing and dance to a collection of Nativity songs.	Knowledge: Rehearsing means practising to remember what comes next. Skill: Recall songs, movements and start-and-stop cues.	rehearse / remember / cue / song	Ask children to show what comes next without an adult demonstrating.
Week 6	Performing the Nativity	I can perform a Nativity.	Knowledge: A performance shares practised songs and movements with an audience. Skill: Take part in a group Nativity performance.	perform / audience / sing / dance	Notice independent recall of a song or action, not just willingness to join in.

ST PHILOMENAS PRIMARY SCHOOL – MUSIC MEDIUM TERM PLANNING – EYFS

SPRING 1 – EYFS

EYFS unit: Animal adventures | Musical patterns and conducting
6 adult-guided learning experiences | 1 planned session per week; music also explored in continuous provision

Week	EYFS MUSIC EXPERIENCE	LEARNING OUTCOME	MUSICAL KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Week 1	Exploring instruments	I can explore ways to play an instrument.	Knowledge: An instrument can sound different when it is shaken, tapped or struck. Skill: Compare and safely explore ways of playing.	instrument / shake / tap / sound	Can the child demonstrate two different sounds using one instrument?
Week 2	Creating musical patterns	I can create musical patterns.	Knowledge: A musical pattern is an order of sounds that can be repeated. Skill: Copy, create and repeat a short sound pattern.	pattern / sound / repeat / rhythm	Can the child repeat a modelled pattern and then invent their own?
Week 3	Following a conductor	I know the role of a conductor and can follow instructions.	Knowledge: A conductor gives visual signals so musicians start and stop together. Skill: Follow simple conductor cues.	conductor / signal / start / stop	Retrieve Autumn 1 cues: can the child follow a conductor without words?
Week 4	Conducting my peers	I can conduct my peers.	Knowledge: Musicians watch a conductor to play together. Skill: Lead others using clear start-and-stop signals.	lead / conductor / together / signal	Can peers respond to the child's signals, and can the child explain them?
Week 5	Combining songs and actions	I can combine songs with simple actions.	Knowledge: Actions can match song words and help us remember the beat. Skill: Sing and select matching actions.	song / action / beat / move	Can the child recall and perform an action sequence from earlier learning?
Week 6	Combining song and dance	I can combine song with dance.	Knowledge: Singing and movement can be combined to express a song. Skill: Perform a familiar song with a remembered dance.	dance / sing / perform / movement	Observe recall of the song and movements, including start-and-stop cues.

ST PHILOMENAS PRIMARY SCHOOL – MUSIC MEDIUM TERM PLANNING – EYFS

SPRING 2 – EYFS

EYFS unit: In the garden | Sound effects, movement and dance
6 adult-guided learning experiences | 1 planned session per week; music also explored in continuous provision

Week	EYFS MUSIC EXPERIENCE	LEARNING OUTCOME	MUSICAL KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Week 1	Describing musical changes	I can describe changes in music I hear.	Knowledge: Music may change in speed (tempo), loudness (dynamics) or sound. Skill: Listen and identify an audible change.	listen / fast / slow / loud / quiet	Play contrasting extracts; can the child describe what changed?
Week 2	Creating sound effects	I can use instruments to create sound effects.	Knowledge: Instruments can make sound effects that represent events in a story. Skill: Choose and explain a suitable sound.	sound effect / instrument / story / choose	Ask why a chosen instrument suits a particular story event.
Week 3	Recording sounds with marks	I can make marks to record sound effects.	Knowledge: A mark or picture can stand for a sound and help us remember it. Skill: Draw symbols for chosen sounds.	mark / symbol / sound / record	Can the child explain a mark and play the sound it represents?
Week 4	Moving in time	I can move in time to the music.	Knowledge: The pulse is the steady beat we can move to. Skill: Move to a regular beat with support.	move / beat / pulse / steady	Revisit Autumn 2: can the child find the beat and move with it?
Week 5	Singing and dancing in time	I can sing and dance, keeping in time to the music.	Knowledge: A shared pulse helps singers and dancers stay together. Skill: Sing and move in time with a group.	sing / dance / steady / together	Observe whether the child keeps a familiar action in time for a short phrase.
Week 6	Performing a four-step dance	I can perform a four-step choreography with dance to an audience.	Knowledge: A dance sequence has movements in a chosen order. Skill: Recall and perform four steps with appropriate support.	sequence / step / rehearse / audience	Can the child recall the sequence and explain what comes next?

ST PHILOMENAS PRIMARY SCHOOL – MUSIC MEDIUM TERM PLANNING – EYFS

SUMMER 1 – EYFS

EYFS unit: Marvellous machines | Musical storytelling and sound effects
6 adult-guided learning experiences | 1 planned session per week; music also explored in continuous provision

Week	EYFS MUSIC EXPERIENCE	LEARNING OUTCOME	MUSICAL KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Week 1	Choosing story sounds	I can make choices about sounds to accompany a story.	Knowledge: Sounds can suggest a story character, action or event. Skill: Select and explain sounds for a story.	story / sound / choose / character	Can the child justify a choice using a sound quality such as loud or quiet?
Week 2	Recording musical ideas	I can make marks to record musical creations.	Knowledge: A picture or mark can represent a musical sound. Skill: Make and explain symbols for chosen sounds.	mark / symbol / sound / remember	Ask the child to use a mark to recall and reproduce its sound.
Week 3	Adding sound effects to a story	I can make marks to add sound effects to a story.	Knowledge: Sound symbols can be placed in story order. Skill: Match sounds and marks to events in a sequence.	sound effect / story / symbol / order	Can the child place symbols alongside the correct story events?
Week 4	Following my sound marks	I can follow marks I have made to perform sound effects to a story.	Knowledge: Following symbols in order helps us play sounds at the right time. Skill: Use own marks as cues for a sound sequence.	follow / mark / cue / perform	Can the child follow their marks without an adult telling them when to play?
Week 5	Singing with sound effects	I can sing a nursery rhyme, playing sound effects in time.	Knowledge: Sound effects can be added at chosen moments while a rhyme continues. Skill: Sing and play sounds on cue.	rhyme / sing / sound effect / beat	Observe whether the child recalls the cue and plays at the right moment.
Week 6	Performing a musical story	I can perform a nursery rhyme, playing sound effects in time.	Knowledge: Rehearsal helps a group remember its parts and perform together. Skill: Perform a rhyme with planned sound effects.	perform / audience / rehearse / together	Can the child remember their sound, cue and turn in the performance?

ST PHILOMENAS PRIMARY SCHOOL – MUSIC MEDIUM TERM PLANNING – EYFS

SUMMER 2 – EYFS

EYFS unit: Under the sea | Call and response, dance and performance
6 adult-guided learning experiences | 1 planned session per week; music also explored in continuous provision

Week	EYFS MUSIC EXPERIENCE	LEARNING OUTCOME	MUSICAL KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Week 1	Singing call and response	I can sing call and response.	Knowledge: In call and response, one musical phrase is followed by an answer. Skill: Listen and sing a short response.	call / response / listen / sing	Can the child respond after the call without singing over it?
Week 2	Singing melodic shapes	I can sing a melodic shape with limited pitch.	Knowledge: Pitch tells us whether a sound is high or low; a melody has a sequence of pitches. Skill: Copy simple high-and-low vocal patterns.	pitch / high / low / melody	Can the child identify and echo contrasting high and low sounds?
Week 3	Anticipating musical changes	I can anticipate changes to play my instrument in time.	Knowledge: A musical cue tells us when to join in or stop. Skill: Listen for a change and play at the correct moment.	listen / change / cue / instrument	Retrieve conducting: can the child start on a familiar visual or musical cue?
Week 4	Choreographing repeated dance	I can choreograph a dance with a repeat pattern.	Knowledge: A repeated dance pattern uses the same movements in the same order. Skill: Create and repeat a short dance sequence.	dance / pattern / repeat / create	Can the child repeat their own sequence and identify its repeating part?
Week 5	Teaching my dance	I can teach my dance to peers.	Knowledge: We can help others learn a movement pattern by showing its order. Skill: Demonstrate and teach a dance to a peer.	teach / copy / sequence / partner	Can a partner copy the child's sequence after watching?
Week 6	Performing for parents	I can perform to our parents.	Knowledge: A performance shares rehearsed music and movement with an audience. Skill: Recall and present familiar songs and dances.	perform / audience / sing / dance	Observe independent recall of songs, movements and cues in the performance.