

## Learning in EYFS – Music

Music				
Area of EYFS Curriculum (Development Matters)		Learning Objectives	What learning looks like:	Topic Themes
<b>Nursery</b>	<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>Sing a large repertoire of songs</li> </ul>	<ul style="list-style-type: none"> <li>Daily rhymes and songs, curriculum songs e.g. maths, seasonal events songs e.g. Christmas, Mothers Day, Easter. Songs for Collective Worship.</li> <li>Opportunities in CP; rhyme time area, visuals, songs spoons, puppets.</li> </ul>	<p>Aut 1 – <b>All about me</b> <i>What makes me unique?</i></p> <p>Spring 1 – <b>People who help us</b> – <i>Who helps me at school?</i></p> <p>Summer 1 – <b>Life on the farm</b> - <i>What animals live on a farm?</i></p>
	<b>Physical Development</b>	<ul style="list-style-type: none"> <li>Use large-muscle movements to wave flags and streamers, paint and make marks.</li> </ul>	<ul style="list-style-type: none"> <li>Daily squiggle while you wiggle sessions.</li> <li>Opportunities in CP; outdoor windy day box, streamers, flappers, music played in the classroom.</li> <li>PE dance sessions.</li> </ul>	
	<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>Explore how things work.</li> </ul>	<ul style="list-style-type: none"> <li>Exploring sound makers – squeezing, tapping, beating, blowing.</li> <li>Instrument box – exposure to explore different types of instruments and their sounds e.g. beaters/hit by hand, scrapers, shakers, tuned/untuned, different materials.</li> <li>Musical toys – turning on/off to get the sound, sound buttons, cd players, sound books.</li> <li>Voice sounds/body percussion.</li> </ul>	
	<b>Expressive Arts and Design</b>	<ul style="list-style-type: none"> <li>Listen with increased attention to sounds.</li> <li>Respond to what they have heard, expressing their thoughts and feelings.</li> <li>Remember and sing entire songs.</li> <li>Sing the pitch of a tone sung by another person ('pitch match').</li> <li>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>Create their own songs, or improvise</li> </ul>	<ul style="list-style-type: none"> <li>Daily Phase 1 phonics.</li> <li>Following routines of the setting – transitional sounds/songs.</li> <li>Listening walks. Call &amp; respond.</li> <li>Opportunities in CP.</li> <li>Respond to sounds in the environment e.g. fire alarm, helicopter/plane, school bell, tambourine, voice – through use of gesture, facial expression and engagement.</li> <li>Daily rhymes and songs, curriculum songs e.g. maths, seasonal events songs e.g. Christmas, Mother's Day, sounds from Bonfire Night, Easter. Songs for Collective Worship.</li> <li>Opportunities in CP; rhyme time area, visuals, songs spoons, puppets.</li> </ul>	

		<p>a song around one they know.</p> <ul style="list-style-type: none"> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Play sound-matching games.</li> <li>• Children are exposed to a variety songs within an appropriate pitch range for young voices.</li> <li>• Encourage them to use their 'singing' voice: when asked to sing loudly, children often shout.</li> <li>• Sing slowly, so that children clearly hear the words and the melody of the song, supplemented with hand gestures to show change in melodic shape.</li> <li>• Clap or tap or move to the pulse of songs or music and encourage children to do this.</li> <li>• Instrument box – children choose their preference and learn the technique of how to play different types of instruments and their sounds e.g. beaters/hit by hand, scrapers, shakers, tuned/untuned, different materials, strumming.</li> <li>• Encourage children to perform and record their music so it can be enjoyed by themselves and others.</li> </ul>	
<b>Reception</b>	<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily rhymes and songs, curriculum songs e.g. maths, seasonal events songs e.g. Christmas, Mothers Day, Easter. Songs for Collective Worship.</li> <li>• Opportunities in CP; rhyme time area, visuals, songs spoons, puppets.</li> <li>• Children are exposed to a variety songs within an appropriate pitch range for young voices.</li> <li>• Encourage them to use their 'singing' voice: when asked to sing loudly, children often shout.</li> <li>• Adult led Literacy sessions weekly, half termly explicit Poetry week.</li> </ul>	<p><b>Aut 1 – All about me</b> <i>What makes my family special?</i></p> <p><b>Aut 2 – Traditional Tales and Celebrations</b> - <i>How do people celebrate special times?</i></p> <p><b>Spring 1 – People who help us</b> – <i>Who helps me in my community?</i></p>
	<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Combine different movements with ease and fluency.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily squiggle while you wiggle, go noodle, dough disco.</li> </ul>	
	<b>Expressive Arts and Design</b>	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music,</li> </ul>	<ul style="list-style-type: none"> <li>• Children choosing appropriate instruments to match the mood or tone of the song e.g. bells for twinkle twinkle rather than banging a drum.</li> <li>• Children choose their preference and practice and refine the technique of how to play different types of instruments and their sounds e.g. beaters/hit by hand, scrapers, shakers, tuned/untuned, different materials, strumming.</li> </ul>	

		<p>expressing their feelings and responses.</p> <ul style="list-style-type: none"> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Explore and engage in music making and dance, performing solo or in groups</li> </ul>	<ul style="list-style-type: none"> <li>• Children with good knowledge model to children with less experience. Adults to model during daily rhyme time and within provision.</li> <li>• Daily rhymes and songs, curriculum songs e.g. maths, seasonal events songs e.g. Christmas, Easter. Songs for Collective Worship.</li> <li>• Children are exposed to a variety of music from different cultures from across the globe, including traditional and folk music from Britain. E.g. Indian music during Diwali, Lion dance music for Chinese New Year, Brazilian samba music Festival, Ramadan.</li> <li>• Music linking to the cultures of the children in the cohort e.g. panpipes from Ecuador.</li> </ul>	<p>Summer 1 – <b>Lifecycles and minibeasts</b> – <i>How do creatures grow and change?</i></p>
<p><b>Early Learning Goal – End of Reception</b></p>	<p><b>Expressive Arts and Design</b></p>	<p>Being Imaginative and Expressive</p>	<p><b>Pupils at a Good Level of Development in EYFS will:</b></p> <ul style="list-style-type: none"> <li>• <b>Sing a range of well-known nursery rhymes and songs.</b></li> <li>• <b>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</b></li> </ul>	