



Learning in EYFS:

What Music Subject Leaders Need to Know

The EYFS Framework is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into National Curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for music within the National Curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for music.

The most relevant statements for Music are taken from the following areas of learning:

- Communication and Language
- Physical Development
- Expressive Arts and Design

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning.

These are: **playing and exploring** - children investigate and experience things, and 'have a go'; **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake; **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

In addition, the Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development) underpin and are an integral part of children's learning in all areas.

Music		
Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none">• Sing a large repertoire of songs.
(Nursery)	Physical Development	<ul style="list-style-type: none">• Use large-muscle movements to wave flags and streamers, paint and make marks.



	Expressive Arts and Design	<ul style="list-style-type: none"> • 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.
Reception	Communication and Language	<ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs.
	Physical Development	<ul style="list-style-type: none"> • Combine different movements with ease and fluency.
	Expressive Arts and Design	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • 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.
ELG On Track - end of year expectations	Expressive Arts and Design	Being Imaginative and Expressive <ul style="list-style-type: none"> • 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.

How music is taught in EYFS:

- Music is taught through a combination of adult-led teaching/activities and continuous provision with enhancements that are linked to the topic or children's interests.
- Music is taught discretely once per week using Charanga.
- It builds on children's prior experience and backgrounds.
- It develops children's curiosity and encourages them to develop their own ideas.
- It is embedded in children's daily work and play.



Topic	Reception Development Matters	Activities	Main Provision Areas	Vocabulary	KS1 Objectives
General learning throughout the year	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. 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. 	<p>General learning throughout the year</p> <ul style="list-style-type: none"> Weekly opportunities to learn new songs related to topic work. Singing songs and rhymes from a variety of genres and cultures Using musical instruments Creating movement to music eg: move like jungle animals, astronauts, African animals, growing plants and weather. Singing and performing to our friends and parents Performing the school nativity production Play movement and listening games Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song. <p>Charanga Scheme of Work <i>Listen and Respond</i> Knowledge:</p> <ul style="list-style-type: none"> To know twenty nursery rhymes off by heart. To know the stories of some of the nursery rhymes. <p>Skills:</p> <ul style="list-style-type: none"> To learn that music can touch your feelings. To enjoy moving to music by dancing, marching, being animals or Pop Stars. 	<p><u>Outside</u> Musical instruments, pompoms, streamers, music system.</p>	<p>General vocabulary:</p> <p>Pulse Dynamics Structure Compose Rhythm Timbre Notation Perform Tempo Texture Improvise Appraising Pitch</p> <p>Reception Vocabulary:</p> <p>high low loud quiet unison rap</p>	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music

		<p><i>Explore and Create (Musical Activities)</i></p> <p>Knowledge:</p> <ul style="list-style-type: none"> • To know that we can move with the pulse of the music. • To know that the words of songs can tell stories and paint pictures. <p>Skills:</p> <ul style="list-style-type: none"> • There are progressive music activities within each unit that embed pulse, rhythm and pitch. <p><i>Singing</i></p> <p>Knowledge:</p> <ul style="list-style-type: none"> • To sing or rap nursery rhymes and simple songs from memory. • To know that songs have sections. <p>Skills:</p> <ul style="list-style-type: none"> • To sing along with a pre-recorded song and add actions. • To sing along with the backing track. <p><i>Share and Perform</i></p> <p>Knowledge:</p> <ul style="list-style-type: none"> • To know that a performance is sharing music. <p>Skills</p> <ul style="list-style-type: none"> • Perform any of the nursery rhymes by singing and adding actions or dance. • Perform any nursery rhymes or songs adding a simple instrumental part. • Record the performance to talk about. 			
--	--	---	--	--	--