



Music in EYFS

In the Foundation Stage children will be taught Music through the Specific Area, **Expressive Arts and Design**. Music features in many lessons for children during the reception year. There are many opportunities across the curriculum to sing, explore sounds and dance and play to music. The teaching resource Charanga may be used.

Children will learn to sing simple songs from memory, understand how sounds can be changed, recognise repeated sounds and sound patterns, and match movement to music. Children will also have the opportunity to compose using a variety of musical instruments.

Music is taught through the Specific Area, **Expressive Arts and Design**, and is made up of 2 aspects, **Creating with Materials** and **Being Imaginative**.

Below are the statements for Specific Area of the EYFS curriculum, **Creating with Materials** and **Being Imaginative**. Please note, the statements and ELGs are not the EYFS curriculum. Through carefully planned activities, chosen by staff, activities based around the interests of the children and children working and exploring independently they will develop their musical skills.

3-4 Years

- 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.
- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc
- Explore colour and colour-mixing
- 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

- 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.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.

Early Learning Goal

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and song
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.



EYFS MUSIC

Autumn 1

Only One you / I wanna be like you...

Text :

Elmer David Mckee plus other Elmer books

Only One You Linda Kranz

Songs and Rhymes:

Heads, Shoulders, Knees....

Put your Finger on your Nose...

Finger Play Rhymes...

Alphabet Song...

Incy wincy

Song Pack for Ourselves

Autumn 2

What do we Celebrate?

Text :

Celebrations and Special Days Ellen Lawrence

Family Festivals Jean Coppendale

Songs and Rhymes:

Continue learnt rhymes

If You're Happy...

Dingle Dangle scarecrow

The farmer plants the seeds

Sing Christmas songs/ rhymes

Learn Christmas Nativity songs

Song Pack for Celebrations

Spring 1

Can you Catch a Star?

Text : How to Catch a Star Oliver Jeffers

Songs and Rhymes:

Continue learnt rhymes

Twinkle Twinkle

Twinkle Cholate Bar, adapt

Flying saucer

Spring 2

Superheroes

Text :

Super Daisy Kes Gray & Nick Sharratt

Supertato Sue Hendra

Songs and Rhymes:

Continue learnt rhymes

1-10 Super Song

If you're Super and You know it

Superhero number rhymes

Summer 1

Castles, Dragons and Knights

Text:

Jack and the Beanstalk Nick Sharratt

Little Red Bethan Woollvin

You Can't Eat a Princess! Gillian Rogerson & Sarah

McIntyre

Songs and Rhymes:

Continue learnt rhymes

Brave Knight

Castle on the Hill

The King in the Castle

Traditional tales songs- Goldilocks and the house of bears, Three Pigs blues

Summer 2

Out and About

Text:

Superworm Julia Donaldson & Axel Scheffler

Aaaarrgghh, Spider! Lydia Monks

Mad About Minibeasts! Giles Andreae & David

Wojtowycz

Songs and Rhymes:

Continue learnt rhymes

Incy Wincy

There's a worm at the bottom of my Garden

Ladybird, ladybird

Marching ants

The minibeasts come in 2 by 2 Minibeast rhymes

incy wincy

Making up own songs and rhymes



Coverage across the year:

This may vary depending on the cohort.

Autumn 1	Autumn 2
Spring 1	Spring 2
Summer 1	Summer 2

Autumn 1	Autumn 2
3-4 Years <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 <ul style="list-style-type: none"> 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.
Spring 1	Spring 2
ELG <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and song 	ELG <ul style="list-style-type: none"> Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
Summer 1	Summer 2
ELG <ul style="list-style-type: none"> Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	ELG <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and song Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.