

## EYFS Curriculum and Music

The tables below outline the skills within the EYFS (Early Years Foundation Stage) curriculum that link to Music within the National Curriculum.

The statements for EYFS, are taken from statutory Early Learning Goals (ELG) and the non-statutory Development Matters.

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

1. Communication and Language
2. Physical Development
3. Expressive Arts and Design

### Early Learning Goals

| Expressive Arts and Design       |  |
|----------------------------------|--|
| Being imaginative and expressive | <ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</li> </ul> |

### Development Matters

|             |                            |   |
|-------------|----------------------------|---|
| 2 Year Olds | Communication and Language | <ul style="list-style-type: none"> <li>• Enjoy singing, music and toys that make sounds</li> </ul>  |
|             | Physical Development       | <ul style="list-style-type: none"> <li>• Clap and stamp to music</li> </ul>   |
|             | Literacy                   | <ul style="list-style-type: none"> <li>• Enjoys songs and rhymes, tuning in and paying attention</li> <li>• Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo</li> <li>• Say some of the words in songs and rhymes</li> <li>• Sing songs and say rhymes independently, for example, singing whilst playing</li> </ul> |
|             | Expressive Arts and Design | <ul style="list-style-type: none"> <li>• Show attention to sounds and music</li> <li>• Respond emotionally and physically to music when it changes</li> <li>• Move and dance music</li> <li>• Anticipate phrases and actions in rhymes and songs, like 'Peepo'</li> <li>• Explore their voices and enjoy making sounds</li> </ul>           |

|           |                            |  |
|-----------|----------------------------|--|
|           |                            | <ul style="list-style-type: none"> <li>• Join in with songs and rhymes, making some sounds</li> <li>• Make rhythmical and repetitive sounds</li> <li>• Explore a range of soundmakers and instruments and play them in different ways</li> <li>• Enjoy and take part in action songs, such as 'Twinkle, Twinkle, Little Star'</li> </ul>   |
| Nursery   | Communication and Language | <ul style="list-style-type: none"> <li>• Sing a large repertoire of songs</li> <li>• Know many rhymes (be able to talk about familiar books, and be able to tell a long story)</li> </ul>  |
|           | Physical Development       | <ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm</li> </ul>  |
|           | Expressive Arts and Design | <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 a song around one they know.</li> <li>• Play instruments with increasing control to express their feelings and ideas</li> </ul>  |
| Reception | Communication and Language | <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>  |
|           | Physical Development       | <ul style="list-style-type: none"> <li>• Combine different movements with ease and fluency.</li> </ul>   |
|           | Expressive Arts and Design | <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, expressing their feelings and responses.</li> <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> |