

Early Years	
Early Learning Goal	Frameworks
<p><b>ELG: Being Imaginative and Expressive</b></p> <p>Children at the expected level of development will:</p> <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>	<p><b>Birth to 5 Matters</b></p> <p><b>Expressive arts and design:</b> Being imaginative and expressive</p> <p>(Age range 5, roughly 36 to 48 months) A Unique Child: <b>what a child might be doing</b></p> <ul style="list-style-type: none"> <li>• Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously</li> </ul> <p>(Age range 6, roughly 48 to 71 months) A Unique Child: <b>what a child might be doing</b></p> <ul style="list-style-type: none"> <li>• Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes</li> <li>• Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping</li> <li>• Responds imaginatively to art works and objects, e.g. <i>this music sounds likes dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth</i></li> </ul> <p><b>Expressive arts and design:</b> Creating with materials</p> <p>(Age range 5, roughly 36 to 48 months) A Unique Child: <b>what a child might be doing</b></p> <ul style="list-style-type: none"> <li>• Explores and learns how sounds and movements can be changed</li> <li>• Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home</li> <li>• Taps out simple repeated rhythms</li> <li>• Develops an understanding of how to create and use sounds intentionally</li> </ul> <p>(Age range 6, roughly 48 to 71 months) A Unique Child: <b>what a child might be doing</b></p> <ul style="list-style-type: none"> <li>• Begins to build a collection of songs and dances</li> <li>• Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to</li> <li>• Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.</li> </ul>

		<b>Development Matters</b> <b>3 and 4-year-olds will be learning to:</b> 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.  <b>Children in reception will be learning to:</b> 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.	
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Year - Nursery			
<b>Topic</b>	Nursery Rhymes and action songs Christmas Production	Nursery rhymes and action songs Musical instruments	Nursery rhymes and action songs
<b>Vocabulary</b>	<i>pulse, rhythm, band, pitch, tempo, beat (see vocabulary list)</i>	<i>pulse, rhythm, band, pitch, tempo, beat, (see vocabulary list)</i>	<i>pulse, rhythm, band, pitch, tempo, beat, (see vocabulary list)</i>
<b>Key Knowledge</b>	Listening and responding to different styles of music  Learn to sing or sing along with nursery rhymes and action songs  Improvising leading to playing classroom instruments  Share and perform the learning that has taken place	Listening and responding to different styles of music  Learn to sing or sing along with nursery rhymes and action songs  Improvising leading to playing classroom instruments  Share and perform the learning that has taken place	Listening and responding to different styles of music  Embedding foundations of the interrelated dimensions of music  Learn to sing or sing along with nursery rhymes and action songs  Improvising leading to playing classroom instruments

			Share and perform the learning that has taken place
<b>Relevant area of Programme of study</b>	<p>To match music to pictures.</p> <p>To create their own songs.</p> <p>To sing an entire song..</p> <p>To improvise when singing.</p> <p>To develop strong preferences for songs.</p> <p>To listen and respond to music.</p> <p>To create movement in response to music.</p> <p>To sing to self and make up simple songs.</p> <p>To make up rhythms.</p>	<p>To identify and match an instrument sound.</p> <p>To describe music.</p> <p>To identify specific sounds.</p> <p>To describe sounds of an instrument.</p> <p>To create visual representation of sounds, instruments and pieces of music.</p> <p>To play instruments with control.</p> <p>To lead or led by other children in their music making.</p>	<p>To match music to pictures.</p> <p>To create their own songs.</p> <p>To sing an entire song..</p> <p>To improvise when singing.</p> <p>To develop strong preferences for songs.</p> <p>To listen and respond to music.</p> <p>To create movement in response to music.</p> <p>To sing to self and make up simple songs.</p> <p>To make up rhythms.</p>

## Curriculum Map for EYFS - Reception

Year - Reception	Autumn	Spring	Summer
Topic	Nursery Rhymes and action songs Christmas Production	Nursery rhymes and action songs Spring - Maypole concert	Big Bear Funk Reflect, Rewind and Replay
Vocabulary	<i>pulse, rhythm, band, pitch, tempo, beat, solo (see vocabulary list)</i>	<i>pulse, rhythm, band, pitch, tempo, beat, solo (see vocabulary list)</i>	<i>pulse, rhythm, band, pitch, tempo, beat, solo (see vocabulary list)</i>
Key Knowledge	<p>Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learn to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Share and perform the learning that has taken place</p>	<p>Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learn to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Share and perform the learning that has taken place</p>	<p>Listening and appraising funk music.</p> <p>Embedding foundations of the interrelated dimension of music using voices and instrument</p> <p>Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs</p> <p>Playing instruments with the song</p> <p>Improvisation using voice and instruments</p> <p>Riff-based composition</p> <p>Share and perform the learning that has taken place</p>

			Consolidating the learning throughout the year
<b>Relevant area of Programme of study</b>	<p>To create their own songs.</p> <p>To sing an entire song.</p> <p>To improvise when singing.</p> <p>To develop strong preferences for songs.</p> <p>To listen and respond to music.</p> <p>To create movement in response to music.</p> <p>To sing to self and make up simple songs.</p> <p>To make up rhythms.</p> <p>To capture experiences and responses through music.</p>	<p>To create their own songs.</p> <p>To sing an entire song..</p> <p>To improvise when singing.</p> <p>To develop strong preferences for songs.</p> <p>To listen and respond to music.</p> <p>To create movement in response to music.</p> <p>To sing to self and make up simple songs.</p> <p>To make up rhythms.</p> <p>To capture experiences and responses through music.</p>	<p>To create their own songs.</p> <p>To sing an entire song..</p> <p>To improvise when singing.</p> <p>To develop strong preferences for songs.</p> <p>To listen and respond to music.</p> <p>To create movement in response to music.</p> <p>To sing to self and make up simple songs.</p> <p>To make up rhythms.</p> <p>To capture experiences and responses through music.</p>

- EYFS children will be using Charanga, Sign 2 Sing, Sticky Kids & Boogie Mites music schemes to support their learning.