

Learning in EYFS:

What Music Subject Leaders Need to Know

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

Music		
Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none"> • Sing a large repertoire of songs.
	Physical Development	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks.
Fl Nursery	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 F2	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. • 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 End of F2 expectation	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.

Progression in Music - Abbey Gates EYFS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
☐	<p>Children will listen to and join with the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - Roly poly - Twinkle, twinkle, little star - The wheels on the bus - One little blue fish - Tap your sticks - If you're happy and you know it. <p>Children will identify and match an instrument to its sound.</p> <p>Children will create sounds in vocal sound games.</p>	<p>Children will listen to and join with the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - Clap your hands - 10 little fingers - Open shut them - Here is the beehive - 10 little dinosaurs - Tommy thumb <p>Children will know how instruments are played.</p> <p>Children will physically interpret the sounds of instruments eg. Tiptoeing to a xylophone.</p> <p>Children will add movement in response to music.</p> <p>Children will physically imitate the actions of musicians</p> <p>Children will tap or clap the pulse of music they are listening to.</p>	<p>Children will listen to and join with the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - Tommy thumb - 1,2,3,4,5 - Little peter rabbit - Wind the bobbin - The dragon song - 5 currant buns <p>Children will use instruments to add sound effects to stories.</p> <p>Children will change the tempo and volume when playing instruments.</p> <p>Children will match music to pictures/visual resources.</p> <p>Children will talk about songs and music they like or dislike.</p>	<p>Children will listen to and join with the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - Hickory dickory dock - Mix a pancake - Row, row, row, your boat - Down in the jungle - Zoom, zoom, zoom, we're going to the moon - Sleeping bunnies <p>Children will control the tempo and dynamics of music using instruments.</p> <p>Children will describe the sound of instruments.</p> <p>Children will change some or all of the words in a song.</p>	<p>Children will listen to and join with the nursery rhymes/songs:</p> <ul style="list-style-type: none"> • Incy wincy spider • Head, shoulder, knees and toes • 5 little speckled frogs • There's a tiny caterpillar on a leaf • There's a worm at the bottom of my garden • Spooky spider <p>Children will talk about how music makes them feel and respond with drawings.</p> <p>Children will clap or tap the pulse of the song they are singing.</p>	<p>Children will listen to and join with the nursery rhymes/songs:</p> <ul style="list-style-type: none"> • Dingle dangle scarecrow • One finger one thumb keep moving • 10 fat sausages • 5 little men in a flying saucer • Here is the beehive • Ten in the bed <p>Children will understand visual representations of music and play instruments with more control.</p> <p>Children will create visual representations of sounds, instruments and pieces of music.</p> <p>Children will create their own songs, merging elements of familiar songs with improvised singing.</p>

<p>EN</p>	<p>Children will know nursery rhymes: Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers</p> <p>Children will explore sounds and how they can be changed, tapping out simple rhythms.</p> <p>Children will find the pulse.</p> <p>Children will copy-clap the rhythm of names.</p> <p>Children will explore high and low sounds using voices and glockenspiels.</p> <p>Children will talk about how music makes them feel.</p>	<p>Children will know nursery rhymes: I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p> <p>Children will know the Christmas nativity songs.</p> <p>Children will join in with choreographed dances.</p> <p>Children will talk about dance and performance art, expressing their feelings and responses.</p> <p>Children will listen to a visitor play a range of instruments and identify similarities and differences.</p> <p>Children will find the pulse as a character from a song.</p> <p>Children will copy-clap the rhythm of small phrases from a song.</p> <p>Children will explore high and low pitch in the context of songs.</p> <p>Children will invent a pattern to go with a song using one note.</p> <p>Children will play glockenspiels and percussion instruments.</p>	<p>Children will know nursery rhymes/songs. Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know I t Head, Shoulders, Knees And Toes</p> <p>Children will invent ways to find the pulse.</p> <p>Children will copy-clap some rhythms of phrases from songs.</p> <p>Children will explore high and low pitch in the contexts of songs.</p> <p>Children will use the starting note to explore melodic patterns using one or two notes.</p> <p>Children will play glockenspiels and percussion instruments.</p> <p>Children will answer simple questions about music.</p>	<p>Children will know nursery rhymes/songs. Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey</p> <p>Children will experiment with different ways of playing instruments, performing solo or in groups.</p> <p>Children will sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Children will find the pulse and show others their ideas.</p> <p>Children will copy clap some rhythms of phrases from songs.</p> <p>Children will explore high and low pitch using the images from songs.</p> <p>Children will use the starting note to explore melodic patterns using one or two notes.</p> <p>Children will play glockenspiels and percussion instruments.</p> <p>Children will answer simple questions about music.</p>	<p>Children will sing Big Bear Funk.</p> <p>Children will listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Children will listen to and discuss music from around the world.</p> <p>Children will explore and engage in music making and dance, performing solo and in groups.</p> <p>Children will find a Funky pulse.</p> <p>Children will copy-clap 3 or 4 word phrases from a song.</p> <p>Children will keep the beat of a song with a pitched note.</p> <p>Children will add pitched notes to the rhythm of the words or phrases in a song.</p> <p>Children will play patterns using a combination of any of the three notes C, D and E.</p> <p>Children will play glockenspiels and percussion instruments.</p> <p>Children will talk about music they like and dislike and give reasons.</p> <p>Children will talk about the instruments and vocals they can hear in music.</p>	<p>Children will sing the nursery rhymes: Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat</p> <p>Children will know perform their own dances using steps and techniques that they have learned.</p> <p>Children will make music using different pitches.</p> <p>Children will play glockenspiels and percussion instruments.</p> <p>Children will respond to music with movements and by finding the pulse.</p> <p>Children will answer questions about how old a piece of music is.</p>
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