



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

Taken from St Mary's Catholic Academy EYFS LTP 22-23

Nursery	<p>Through the use of Phase 1 phonics activities chn can listen with increased attention to sounds</p> <p>Chn can sing a number of rhymes</p> <p>Chn can recite the rhyme / poem 'Twinkle Twinkle' and 'Teddy Bear Teddy Bear'</p>	<p>Through phase 1 phonics children can match musical instruments</p> <p>Chn to know the song 'When Goldilocks went to the house of the Bears'</p> <p>Chn to learn and perform songs for the Nativity</p> <p>Chn can match pitch</p> <p>Respond daily to music – dough disco / squiggle whilst you wiggle</p>	<p>Through phase 1 phonics children can match melodic shape using musical instruments</p> <p>Through phase 1 phonics children can match rhythm using body percussion</p> <p>Chn to know and recite the rhymes / poems Chubby little Snowman, Old McDonald and Mary had a little Lamb</p>	<p>Through phase 1 phonics children can match melodic shape using musical instruments</p> <p>Through phase 1 phonics children can match rhythm using body percussion</p> <p>Chn to know and recite the rhymes / poems 5 little peas in a pea pod pressed, Mary, Mary Quite Contrary</p> <p>Chn to know and perform Easter Rhymes and Songs</p>	<p>Chn to know the rhyme / song There's a tiny caterpillar on a leaf</p> <p>Chn to respond to 'Flight of the Bumble Bee'</p> <p>Chn to follow a beat using claves</p>	<p>Chn will know the songs, The Vehicles Song and The big ship sails on the Alley Alley Oh</p> <p>Chn to move freely in time to music</p> <p>Chn to perform a dance linked to the theme 'Summer ' holidays'</p> <p>Chn can match pitch</p>
Reception	<p>Chn will recite the rhymes Autumn winds, Dinosaur</p>	<p>Chn will recite the rhymes Poppy Poppy, Twinkle, Twinkle, Zoom, Zoom we're</p>	<p>Chn will recite the rhymes The Snowball, I'm a little teapot and Chinese New</p>	<p>Chn will recite the rhymes Hickory Dickory Dock, Old MacDonald and Mary had a</p>	<p>Chn will recite the rhymes Humpty Dumpty and Polly put the Kettle on</p>	<p>Chn will recite the rhymes Row, Row, Row your boat, Ten in the bed and Little fishes</p>

	Dinosaur and Hedgehog's big first day Body Percussion -Chn know that they can use their body to make sounds	going to the moon and He's the Gruffalo Children will know, sing and lead songs for the Nativity	Year rhymes Moving in time to pulse Chn to use claves to follow a beat	little lamb Children will know, sing and lead songs for the Easter Bonnet Parade	Chn to engage in a dance performance To move in time to a rhythm Call and response Rhythm and pulse	Chn will listen to and respond to sea shanties Chn to respond to a dance performance Chn to keep to a pulse Chn to write own lyrics to a Summer Song
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Outcomes from Development Matters

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.
	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. 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	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.