

## Expressive Arts and Design/Music – EYFS – KS1



Specific Area of Learning Communication and Language	Communication and Language		How this is achieved in EYFS	Key Vocabulary to be developed in EYFS	Music KS1
3- & 4-year-olds	Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.		Sing songs and rhymes, daily, with a focus on a rhyme of the week. Have props to support songs and rhymes. Use percussion instruments and have them available in provision. Explore different songs in Funky Fingers time. Send home songs words so parents can support children's singing at home. Have an outdoor stage to encourage singing and performing outdoors. Learn and perform Christmas songs for parents in a show. Reception – as above and follow the Charanga scheme.		Create sounds and play rhythms. Respond to music. How does it make us feel? Singing as a class. March to the pulse of a piece of music. Why we listen to music. Compare and contrast pieces of music. Begin to copy and play some simple rhythms using percussion instruments and shape rhythm cards. Find out about Mozart. Know what are pitch and tempo and demonstrate these within a piece of music. Sing in unison. Know what is a scale. Compose my own percussion piece. Learn how music can be used to tell a story. Create an improvisation using two notes? Create musical sound effects in response to a visual stimulus. Listen to and appraise a piece of music using the concepts of music I have learnt this year. Use music to tell my own story. Perform pieces of music from memory to an audience.
Children in Reception	Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.				
Expressive Arts & Design					
3- & 4-year-olds	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.				
Children in Reception	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 17	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.				

## EYFS People, Culture and Communities/Religious Education – Knowledge and Skills breakdown



Term	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Focus	Introducing Instruments	Exploring Instruments	Choosing Instruments	Introducing Sway	Introducing March	Introducing Loud and Quiet
Nursery	<p>I can explore different instruments.</p> <p>I can anticipate the sounds the instruments make.</p> <p>I can interact with the instruments.</p> <p>I can become used to daily routine songs.</p>	<p>I can explore different instrument sounds using hands or beaters.</p> <p>I can anticipate the sounds the instruments make with different beaters or ways of playing.</p> <p>I can share instruments.</p> <p>I can demonstrate enjoyment of a wide range of familiar songs (e.g. nursery rhymes).</p>	<p>I can choose an instrument to play a solo spot.</p> <p>I can anticipate the sounds the instruments make.</p> <p>I can interact with the instruments.</p> <p>I can sing as part of a group.</p> <p>I can begin to move my body to music.</p>	<p>I can choose a percussion instrument to play a solo spot.</p> <p>I can play an instrument for a short time.</p> <p>I can anticipate the sounds the tuned instruments make and the changes in pitch.</p> <p>I can interact with the instruments for longer periods of time.</p> <p>I can play a solo spot with spontaneity.</p> <p>I can start to recognise and join in with familiar songs.</p>	<p>I can play a drum with the beat using a my hands or a beater.</p> <p>I can move with a beat.</p> <p>I can anticipate the pulse or beat through movement or any other response.</p> <p>I can play instruments with some awareness of style using a beater.</p> <p>I can sing some simple songs from memory.</p>	<p>I can explore instruments during the 'Big Sound' section.</p> <p>I can react to change.</p> <p>I can anticipate and recognise the loud/soft sections in a piece of music.</p> <p>I can interact with the instruments for longer periods of time.</p> <p>I can join in with dancing and ring games independently.</p>
Vocabulary	<p>Instruments</p> <p>Sound</p>	<p>Instruments</p> <p>Sound</p> <p>Beater</p> <p>Shake</p> <p>Hit</p>	<p>Instruments</p> <p>Sound</p> <p>Perform</p> <p>Play</p> <p>Beater</p> <p>Shake</p>	<p>Instruments</p> <p>Sound</p> <p>Perform</p> <p>Play</p> <p>Sway</p> <p>Beater</p>	<p>Instruments</p> <p>Sound</p> <p>Perform</p> <p>Play</p> <p>Beat</p> <p>March</p>	<p>Instruments</p> <p>Sound</p> <p>Perform</p> <p>Play</p> <p>Loud</p> <p>Quiet</p>

			Hit	Shake Hit	Beater Shake Hit	Beater Shake Hit
--	--	--	-----	--------------	------------------------	------------------------

<b>Learning Focus</b>	<b>Pulse, Rhythm, Pitch, Percussion Instruments, Performance</b>					
-----------------------	--	--	--	--	--	--

<b>Reception</b>	<p>I can listen to and enjoy music.</p> <p>I can begin to find the pulse of a piece of music.</p> <p>I can begin to copy back different rhythms and sounds.</p> <p>I can begin to sing action songs and rhymes in unison.</p> <p>I can begin to perform to an audience.</p>	<p>I can enjoy and begin to respond to music through movement.</p> <p>I can find the pulse of a piece of music following an adult.</p> <p>I can play a pitched note or sound in time with the pulse.</p> <p>I can copy back different rhythms and sounds.</p> <p>I can add actions or substitute a word in some sections.</p> <p>I can perform to an audience.</p>	<p>I can enjoy and respond to music through movement.</p> <p>I can find the pulse of a piece of music and show it in different ways following an adult.</p> <p>I can begin to copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds.</p> <p>I can begin to copy back the rhythms of phrases in the song.</p> <p>I can learn to sing or rap the songs in unison with support with or without an audience.</p>	<p>I can enjoy and begin to respond to music through talk.</p> <p>I can find the pulse of a piece of music and show it in different ways, begun by an adult.</p> <p>I can begin to play a 1-note pattern in time with the pulse.</p> <p>I can copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds.</p> <p>I can copy back the rhythms of phrases in the song.</p> <p>I can listen back to the performance.</p>	<p>I can enjoy and respond to music through talk.</p> <p>I can find the pulse of a piece of music.</p> <p>I can enjoy listening and dancing to funk music.</p> <p>I can begin to copy back the rhythm of words from the video and clap the rhythm of words from the song.</p> <p>I can begin to play the pulse with a pitched note or untuned percussion instrument.</p> <p>I can begin to add one pitched sound to the rhythm of words and short phrases from the song.</p>	<p>I can enjoy and respond to music in different ways.</p> <p>I can find the pulse of a piece of music and show it in different ways.</p> <p>I can copy back the rhythm of words from the video and clap the rhythm of words from the song.</p> <p>I can play the pulse with a pitched note or untuned percussion instrument.</p> <p>I can add one pitched sound to the rhythm of words and short phrases from the song.</p> <p>I can listen back to the performance</p>
------------------	---	--	---	---	--	--

					I can listen back to the performance and begin to make comments.	and make comments.
<b>Vocabulary</b>	Loud Quiet Pulse/beat Chorus Verse Rhythm Perform	Loud Quiet Pulse/beat Perform Chorus Verse Rhythm	Loud Quiet Pulse/beat Percussion Perform Chorus Verse Rhythm Pitch High Low	Loud Quiet Pulse/beat Percussion Performing Chorus Verse Rhythm Pitch High Low	Loud Quiet Pulse/beat Percussion Glockenspiel Performing Chorus Verse Rhythm Pitch High Low	Loud Quiet Pulse/beat Percussion Glockenspiel Performing Chorus Verse Rhythm Pitch High Low

## Fundamental British Values



Discovery RE Enquiry	Religions studied:	British Values				
		Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
What makes people special?	Christianity / Judaism		✓ (10 commandments)	✓	✓	✓
What is Christmas?	Christianity				✓	✓
How do people celebrate?	Hinduism			✓	✓	✓
What is Easter?	Christianity	✓	✓		✓	✓
What can we learn from stories?	Buddhism Christianity Sikhism Islam Hinduism			✓	✓	✓
What makes places special?	Christianity Islam Judaism			✓	✓	✓

