



# EYFS Curriculum Year A and Year B 2022-2025

## EYFS MUSIC LINKS

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 Two and Three and 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 area of learning: • Communication and Language • Physical Development • Expressive Arts and Design



<b>Two and Three year olds</b>	Communication and Language	<ul style="list-style-type: none"> <li>• Listen to simple stories and understand what is happening, with the help of the pictures.</li> </ul>
	Physical Development	<ul style="list-style-type: none"> <li>• Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.</li> <li>• Clap and stamp to music.</li> </ul>
	Expressive Arts and Design	<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 sound makers 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>
<b>Three and Four Year olds</b>	Communication and Language	<ul style="list-style-type: none"> <li>• Sing a large repertoire of songs.</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> </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>



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<b>Reception</b>	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>
<b>ELG</b>	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>



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## Music Bridging EYFS to Year 1

Organisation of Knowledge	Vocalising and singing	Hearing and listening	Moving and dancing	Exploring and playing
Relevant ELG	<p><b>ELG: Managing self</b></p> <ul style="list-style-type: none"> <li>-Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> </ul> <p><b>ELG: Being imaginative and expressive</b></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 the music</li> </ul>	<p><b>ELG: Listening, attention and understanding</b></p> <ul style="list-style-type: none"> <li>-Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</li> </ul> <p><b>ELG: Speaking</b></p> <ul style="list-style-type: none"> <li>-Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</li> </ul>	<p><b>ELG: Gross motor skills</b></p> <ul style="list-style-type: none"> <li>-Demonstrate strength, balance and coordination when playing</li> <li>-Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>ELG: Being imaginative and expressive</b></p> <ul style="list-style-type: none"> <li>Perform songs, rhymes, poems and stories with others, and - when appropriate try to move in time with the music</li> </ul>	<p><b>ELG: Building relationships</b></p> <ul style="list-style-type: none"> <li>-Work and play cooperatively and take turns with others</li> </ul> <p><b>ELG: Listening, attention and understanding</b></p> <ul style="list-style-type: none"> <li>-Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</li> </ul>
KS1 readiness objectives	<ul style="list-style-type: none"> <li>• To join in with singing familiar songs and rhymes.</li> <li>• To make up songs and rhymes of their own.</li> <li>• To match the pitch of their voice to the pitch of the song they are singing.</li> </ul>	<ul style="list-style-type: none"> <li>• To listen to live and recorded music, hearing lyrics, rhymes and instruments.</li> <li>• To listen to live and recorded music, hearing changes in tempo, rhythm and dynamics.</li> <li>• To respond to live and recorded music, expressing how it makes them feel, and what it makes them imagine.</li> </ul>	<ul style="list-style-type: none"> <li>• To respond to music, including individual instruments with movement and dance</li> <li>• To match movements to the rhythm and pulse of a piece of music</li> </ul>	<ul style="list-style-type: none"> <li>• To explore the range of sounds made by different instruments.</li> <li>• To use a range of percussive instruments to enhance songs and rhymes.</li> <li>• To know the names of instruments that they have explored and used.</li> </ul>



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EYFS MUSIC LINKS 						
	Autumn		Spring		Summer	
Year A	MY LITTLE WORLD!	PRINCESSES AND KNIGHTS	DINOSAURS	PIRATES	HOLIDAYS NEAR AND FAR	MINI BEASTS AND MINI WORLDS
Year A Overview	Music Express Fabulous Food	Music Express A tale from long ago	Music Express Do you see the Dinosaurs?	Music Express Under the sea	Music Express A sky full of colour	Music Express Let's go green
Pupils will have the opportunity to:						
Year A details	Fabulous food -participate in a range of activities to develop the skills of pitch, rhythm and beat.	A Tale from long ago -participate in a range of activities to develop the skills of pitch, rhythm and beat.  Perform in a nativity play	Do you see the Dinosaurs? -participate in a range of activities to develop the skills of pitch, rhythm and beat.  Perform a Dinosaur Stomp	Under the sea -participate in a range of activities to develop the skills of pitch, rhythm and beat.	A sky full of colour -participate in a range of activities to develop the skills of pitch, rhythm and beat.	Let's go Green -participate in a range of activities to develop the skills of pitch, rhythm and beat.
Year B Theme	SUPERHEROES!	I LIKE TO PLAY!	THIS IS MY HOME	BABY ANIMALS ON THE FARM	JUNGLE ADVENTURES	LET'S GO SEE...



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<b>Year B Overview</b>	<b>Music Express Who shall I be today?</b>	<b>Music Express When snowflakes fall</b>	<b>Music Express Busy City</b>	<b>Music Express Our Growing world</b>	<b>Music Express Amazing African animals</b>	<b>Music Express Beyond the stars</b>
	<b>Listen and respond to a Superhero soundtrack</b>	<b>Old musical instruments, are they the same or different</b>		<b>Listen to the spring part of Vivaldi's 'Four Seasons'. Children to create own music in response to different animals, such as spring lambs.</b>	<b>Sing some jungle-themed songs,.</b>	<b>Set up a stage area with instruments and song prompts for children to sing transport songs, such as 'the wheels on the bus' or 'Row row row your boat''</b>
<b>Pupils will have the opportunity to:</b>						
<b>Year B details</b>	Who shall I be today? participate in a range of activities to develop the skills of pitch, rhythm and beat.  -Listen to a superhero film soundtrack. Pupils to identify instruments and discuss what might be happening as the music changes?	When snowflakes fall -participate in a range of activities to develop the skills of pitch, rhythm and beat.  -explore a wide range of old musical instruments, are they the same or different	Busy City -participate in a range of activities to develop the skills of pitch, rhythm and beat.	Our Growing world -participate in a range of activities to develop the skills of pitch, rhythm and beat.  -listen to the spring part of Vivaldi's 'Four Seasons'. Pupils to move and talk about the music and relate it to things they see in spring.  -create own music in response to different animals, such as spring lambs.	Amazing African animals -participate in a range of activities to develop the skills of pitch, rhythm and beat.  -sing some jungle-themed songs, such as eg Rowing in the Jungle ( -to match the pitch and follow the melody. -pupils to perform in a group and develop actions for the lyrics.	Beyond the stars -participate in a range of activities to develop the skills of pitch, rhythm and beat.  -perform on a stage area with instruments and song prompts for children to sing transport songs, such as 'the wheels on the bus' or 'Row row row your boat''



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				-pupils to select the instruments they what to use and possibly make some movements to match their music?		
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