

Sutton Park Primary School

EYFS Links to Whole School Music Curriculum



The EYFS is its own distinct key stage and has its own unique curriculum, the aim of which is to foster the development and progress of our youngest learners in line with the guiding EYFS principles and to provide a solid foundation for future learning. In order to promote our links with KS1, careful consideration has been made to the key knowledge and skills we want the children to develop in our EYFS. In order to prepare our children well for the following national curriculum content of our whole school curriculum deliberate links have been made between the EYFS areas of learning and the NC subjects, so that the whole school curriculum is progressive from the very start of our pupils journey through our school.

Our EYFS curriculum design is based on the Educational Programmes set out in the EYFS Statutory Framework 2021 and involve the activities and experiences for children, as set out under each of the areas of learning. They have been tailored to reflect our school, pupils and the community we serve. Educational programmes set out the essential skills and knowledge that are vital to prepare the children for their journey into KS1 and beyond. The EYFS is the foundation for future learning and we ensure children have secure grounding in 'being a musician'.

Music: Music is encompassed in the Expressive Arts and Design area of learning, but as all areas of learning are interlinked it draws on many other elements, such as Communication and Language when children are speaking about and demonstrating understanding of the texts/experiences/vocabulary they have encountered or observations they have made. The EYFS curriculum is mapped carefully to make links to the music curriculum throughout the year and make the most of the outdoor environment and changes in seasons and weather. Children are introduced to a wide range of texts which explore people and places both locally and further afar. Ongoing opportunities are also exploited as they arise such as significant events, celebrations, sporting events, visits/visitors, children's own experiences or interests/fascinations. These feed into the overall knowledge and skills the children develop during their time in foundation stage.

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Music knowledge and Skills Progression in EYFS



Key Skills:

Links to:- Development Matters 2021 (The non-statutory supporting guidance for the EYFS Statutory Framework 2021)
Early Learning Goals (ELGs) Expected Statements (ARE for end Reception EYFS Profile)

Expressive Art and Design

BIRTH TO THREE

- Show attention to sounds and music
- Respond emotionally and physically to music when it changes.
- Move and dance to music.
- Anticipate phrases and actions in rhymes and songs, like 'Peepo'.
- Explore their voices and enjoy making sounds.
- Join in with songs and rhymes, making some sounds.
- Make rhythmical and repetitive sounds.
- Explore a range of sound-makers and instruments and play them in different ways.
- Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.

THREE AND FOUR YEAR OLDS

- 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.

CHILDREN IN RECEPTION	<ul style="list-style-type: none">- 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.
Being Imaginative and Expressive ELG	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none">- Invent, adapt and recount narratives and stories with peers and their teacher;- 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.

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EYFS Music Long Term Plan



	Autumn	Spring	Summer
FS1	<p style="text-align: center;"><u>All about me</u></p> <p>e.g. Play sound matching games with familiar sounds, go on a listening walk and talk about the sounds, sing familiar nursery rhymes and songs without words Heads Shoulders Knees & Toes If you're happy and you know it, clap and tap to the pulse of familiar songs and encourage children to join in.</p> <p style="text-align: center;">Celebrations</p> <p>Perform Christmas songs to others, sing familiar songs and pitch match – encourage use of singing voices</p> <p>Encourage children to explore body percussion, such as clapping their hands, stamping their feet and patting their legs.</p>	<p style="text-align: center;"><u>Amazing animals</u></p> <p>Discuss melodies and model singing songs so that children can hear the words and copy the melody e.g. 5 little ducks, 5 little monkeys.</p> <p>Remember and sing entire songs linked to animals – Rumble In The Jungle, Old McDonald</p> <p>Making up own songs such as 5 Easter Eggs in ..</p> <p>Make rhythmical and repetitive sounds using beat sticks- e.g. The bear went over the mountain. He's a very good tapper.</p>	<p style="text-align: center;"><u>Over and Under The Sea</u></p> <p>Enjoy and take part in action songs e.g. A sailor went to sea, sea sea. Sing when I was one..(pirate song)</p> <p>Explore a range of sound makers and instruments and play them in different ways e.g. Choose an Instrument- DT link children make their own instruments e.g. a guitar with elastic bands or rice shaker to sound like crashing waves.</p>
FS2	<p style="text-align: center;"><u>All about me</u></p> <p>Listen to familiar rhymes and songs, discuss changes and pattern as music develops. Introduce new songs when children are ready and repeat them regularly. Listen to familiar environmental sounds</p> <p style="text-align: center;">Celebrations</p> <p>Opportunity of live performance – pantomime.</p> <p>Christmas story – related costumes and props to incorporate into pretend play situations. Play Christmas music from across the globe</p> <p>Perform Christmas nativity to a wider audience.</p>	<p style="text-align: center;"><u>Once upon A time</u></p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody- to the tune of 'We are coming round the mountain'- We are climbing up the beanstalk, when Goldilocks went to the house of the bears</p> <p>Explore and engage in music making in continuous provision using metal and wooden instruments. Perform nursery rhymes and adapt well know rhymes with new words and verses- 5 crispy Pancakes to the tune of 5 current buns. Recount familiar narratives as part of literacy sessions – fairytales.</p>	<p style="text-align: center;"><u>Over and Under The Sea</u></p> <p>Provide children with instruments. Can they represent the sounds of the sea in different weather conditions, such as in a storm? They could record the music they make. Story link – Sharing a shell represent events with instruments.</p> <p>Ask the children to lie in the sea (blue material) and play music connected with the seaside, such as pier music. Afterwards, invite children to paint a picture inspired by how the music made them feel. The children could create a pier outside and display their paintings on the pier.</p> <p>Perform sea related song to an audience.</p>
Key Vocabulary	Bang, shake, clank, beat, shake, ting, listen, perform, crash, loud, pace-quiet, fast, slow, rhythm, float, fade, wooden, metal, bar.		