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| **Early Years Foundation Stage**The EYFS framework is structured very differently to the National Curriculum as it is organised over 7 areas of learning rather than subject areas. The most relevant statements taken from the Early Learning Goals in the EYFS Statutory Framework and Development Matters Guidance (age range 2 years – Reception) to match the Programme of Study for Music are: **Communication and Language****Physical Development****Expressive Arts and Design** |
|  | **Communication and Language** | **Physical Development** | **Expressive Arts and Design** |
| **Birth to 3 Years** | * Enjoy songs and rhymes, tuning in and paying attention
* Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo
* Say some of the words in songs and rhymes
* Sing songs and say rhymes independently

**Phonics:**Phase 1 develops children’s abilities to listen to, make, explore and talk about sounds. This phase is split into 7 aspects that are explored and developed through games:  * Aspect 1: General sound discrimination – environmental sounds
* Aspect 2: General sound discrimination – instrumental sounds
* Aspect 3: General sound discrimination – body percussion
* Aspect 4: Rhythm and rhyme
* Aspect 5: Alliteration
* Aspect 6: Voice sounds
* Aspect 7: Oral blending and segmenting

Phase 2 Phonics builds on the above | * Clap and stamp to music
 | * 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, like ‘Peepo’
* Explore their voices and enjoy making sounds
* Join in with songs and rhymes, making some sounds
* Explore 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’
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| **FS1/Nursery** | * Sing a large repertoire of songs
 | * Use large-scale movements to wave flags and streamers paint and make marks
 | * 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 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
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| **FS2/Reception** | * Listen carefully to rhymes and songs, paying attention to how they sound learn rhymes, poems, and songs
 | * Combine different movements with ease and fluency
 | * 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
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| ELG: Children at the expected level of development will: | **Physical Development:** Move energetically, such as running, jumping, dancing, hopping, skipping and climbing**Expressive Arts and Design:** 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 |