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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’ |
| **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 |
| **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 |
| 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 | | |