



# Music in the Early Years at St.Peter's



The EYFS framework is organised differently to the National Curriculum that is used for children in Year 1 to Year 6: it is organised across seven areas of learning rather than subject areas

The table below identifies the statements taken from the 2020 Development Matters which are prerequisite skills for Music within the National Curriculum.

The most relevant statements for Music are taken from the following areas of learning:

- Communication and Language
- Physical Development
- Expressive Arts and Design

Children have the opportunity to develop early skills in Music as part of daily continuous provision and focussed sessions at St.Peter's.

<b>Three and Four-Year-Olds</b>	<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>• Sing a large repertoire of songs.</li> </ul>
	<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> </ul>
	<b>Expressive Arts and Design</b>	<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>
<b>Reception</b>	<b>Communication and Language</b>	<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>
	<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Combine different movements with ease and fluency.</li> </ul>
	<b>Expressive Arts and Design</b>	<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>



ELG	<b>Expressive Arts and Design</b>	<b>Being Imaginative and Expressive</b>	<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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