

Music in the EYFS 2022 onwards

Development Matters	ELG	How this achieved in EYFS (See Charanga planning)	Sticky Knowledge: By the end of EYFS the children will know...	Music in KS1
<p>Reception:</p> <ul style="list-style-type: none"> • Explore and engage in music making and dance, performing solo or in groups • 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. 	<p>Being Imaginative</p> <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes and poems and other stories with others and (when appropriate) try to move in time with the music 	<p>General learning throughout the year</p> <ul style="list-style-type: none"> • Charanga – Me, My Stories, Everyone, Our World. • Weekly opportunities to learn new songs related to topic work (Myself, People who help us, Fairy tales. Our Amazing World, Minibeasts, Under the Sea). • Singing songs and rhymes from a variety of genres and cultures • Build up a repertoire of nursery rhymes and familiar songs. • Learn worship songs. • Using musical instruments in the outside area and role play. • Creating movement to music eg: move like jungle animals, astronauts, African animals, growing plants and weather. • Singing and performing to our friends and parents • Performing the school nativity production • Play movement and listening games • Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song. • Listen to and join in with stories / poems with repetitive refrains. • Move in time / appropriately to rhymes, songs, instruments and classical music. • Call and response songs. 	<p>Knowledge:</p> <ul style="list-style-type: none"> • I know and can name some nursery rhymes. • I know 10 nursery rhymes by heart. • I know and join in with familiar worship songs. • I know how to clap the pulse (beat) • I know how to play some percussion instruments correctly. • I know the names of some percussion instruments. • I know that instruments make different sounds. • I know that pitch is how high or low a sound is. • I know that performance is sharing music with others. • I can create my own music. • I can talk about music I have heard. <p>Vocabulary:</p> <ul style="list-style-type: none"> • Song, sing, pulse, high, low, loud, quiet, clap, volume, repeat, copy, rhythm, performance, perform, instrument, drum, tambourine, wood block, xylophone, maracas 	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically. • Listen with concentration and understanding to a range of high quality live and recorded music. <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>