



Music
EYFS - Reception

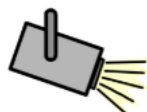


Unit	Chant to the Animals	Creative Moves	Lifting Lullaby	Number Time	Wellbeing Matters	Rhythm Adventure
National Curriculum	Aims The national curriculum for music aims to ensure that all pupils: The EYFS (Early Years Foundation Stage) music curriculum focuses on developing listening, responding, and expressive skills through singing, movement, and playing instruments, aligning with the Expressive Arts and Design Early Learning Goal (ELG) to build foundations for literacy and creativity, emphasizing enjoyment, exploring sounds (pitch, rhythm, tempo), joining in songs, and expressing feelings, with clear links to building core skills for the National Curriculum in Key Stage 1 (KS1). Key activities involve action songs, body percussion, simple patterns, and experimenting with tuned/untuned instruments to foster confidence, coordination, and understanding of musical elements like beat and pulse. EYFS Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: • Play, perform, and enjoy music to a range of audiences • Listen to and evaluate music from a wide variety of historical periods and genres • Understand and explore how music is created, produced, and communicated • Confidently explain and use vocabulary related to music • Experience playing an instrument					
Unit Link	Chant to the Animals Banana rap We're Going on a Bear Hunt	Creative moves Marching band Magical Christmas journey	Lifting Lullaby Baby Elephant	Number Time Hickory Dickory Dock and Ten Green Bottles	Wellbeing Matters Big Emotions- Binoculars Out, I am Calm and I feel Surprised	Rhythm Adventure ABC Song and The Bear went Over the Mountain

Style	Chants / Rap Chants and raps in early years education are rhythmic, spoken-word activities used to develop language, literacy, and musicality in young children. They combine simple, repetitive lyrics with a strong, steady pulse, allowing children to engage with language, rhythm, and pitch without the complexity of traditional singing.	Martial Music The historical root, characterized by strong, regular rhythms for soldiers, influencing the march form.	Lullaby sub-genre or form within a variety of broader musical genres, including children's music, classical, folk, and ambient music.	Rhymes Rhyming is a repetition of words that sound the same or have a similar ending sound, like 'cat' and 'mat'.	Action songs / melodies. Often characterized by simple, repetitive melodies, lullabies, and, in some cases, 1950s–1970s light-hearted, playful tunes (e.g., "Puff the Magic Dragon", "The Teddy Bears' Picnic")	Classical Classical style refers to an artistic, architectural, or design approach inspired by the principles of ancient Greece and Rome, emphasizing harmony, symmetry, proportion, and restraint.
Musician	MC Hammer 	Sir Henry Walford Davies (1869–1941) 	Chris Martin Coldplay 	Stormzy 	Dua Lipa 	Rachel Portman 
Unit Outcome	1. Explore and learn chants that tell a story. 2. Know that a chant uses speaking voices musically.	1. Find and move to the beat. 2. Move creatively, expressively and with control.	1. Pitch match with accuracy when singing. 2. Feel the lilt of a 2–3 pattern of beats in music with five beats.	1. Sing with expression. 2. Hear, draw and sing melody shapes.	1. Learn to explore and share emotions. 2. Follow a leader to play loudly and quietly.	1. Sing songs rhythmically. 2. Combine words to compose rhythms.

Knowledge	Lesson 1 - I know that we can sing in different ways. Lesson 2 – I know that different voices can have different meanings within a song or story. Lesson 3 – I know that I can move in different ways to a beat. Lesson 4- I know that a chorus is a repeated section of music. Lesson 5 – I know that you must listen accurately to the music to respond in the correct place.	Lesson 1 – I know that we can sing in different ways. Lesson 2- I know that different voices can have different meanings within a song or story. Lesson 3 – I know that I can move in different ways to a beat. Lesson 4 – I know that a chorus is a repeated section of music. Lesson 5 - I know that you must listen accurately to the music to respond in the correct place.	Lesson 1 – I know how many beats in a word. Lesson 2 – know that it is important to listen to the song so I can pitch match my voice accurately. Lesson 3 – I know that I can move to the music in a group. Lesson 4 – I know that I may need to revise and repeat a movement to perfect it. Lesson 5- I know that we can learn from evaluating our performance.	Lesson 1 – I know how to match words that rhyme Lesson 2 – I know that our voices go up and down in line with a melody shape Lesson 3 – I know that I can use my body to make percussion sounds. Lesson 4 – I know that a melody can go up and down. Lesson 5 – I know that a melody can go up and down.	Lesson 1- I know that music can make people feel different emotions. Lesson 2 – I know that we need to follow a leader (conductor) when performing music. Lesson 3- know that actions can be used to represent words in a song. Lesson 4 – . I know that music can be composed of environmental sounds. Lesson 5 – I know that songs must be written first before singing and performing.	Lesson 1 – Listen and respond, warm up, sing, listen and respond, what can I hear? Lesson 2 – listen and respond, compose rhythm, warm up , sing Lesson 3- listen and respond, warm up, compose rhythm, sing Lesson 4 –Listen and respond, warm up, sing, printing a picture Lesson 5 – Listen and respond, sing, collage picture
Skills	Lesson 1 – I can sing in a group and begin to understand we need to sing in time.	Lesson 1 – I can play an instrument to the beat of the music	Lesson 1- I can tell you how many beats are in a word, I can think of my own lyrics.	Lesson 1- Listen and respond, move, loud and quiet, sing	Lesson 1 – I can label emotions linking to a piece of music.	Lesson 1 – I know why warming up my voice is important, I can tap the pulse

	Lesson 2 – I can use my voice in different ways to represent different animals. Lesson 3 – I can perform movements to represent different animals accurately most of the time. Lesson 4 – I can sing a chorus accurately in a performance. Lesson 5 – I can respond in time with the music.	accurately some of the time. Lesson 2- I can use my voice in different ways to represent different animals. Lesson 3- I can perform movements to represent different animals accurately most of the time. Lesson 4- I can sing a chorus accurately in a performance. Lesson 5- I can respond in time with the music.	Lesson 2- I can use simple sign language in my singing; I can identify and instrument my hearing it play Lesson 3- I can combine singing and movements at the same time. I can use simple sign language whilst I perform Lesson 4- I can play an instrument neatly to a piece of music Lesson 5 – I can say how a piece of music makes me feel, I can evaluate my performance	Lesson 2 – I can match my voice to the melody shape. Lesson 3- I can use body percussion to create a pattern to a song. Lesson 4 – I can pitch match my voice accurately to the melody. Lesson 5 – I can warm up my voice and body to complete a performance.	Lesson 2 – I can be a leader, and I can follow a leader. Lesson 3 – I can use actions to represent words when I sing. Lesson 4 - I can compose a simple piece of music representing a calm sea. – Lesson 5 – I can create verse for a song.	Lesson 2 – I can clap a pattern, I can warm my voice up in different ways Lesson 3 - I can order the cards to make a pattern, I can sing with controlled energy Lesson 4- I can share thoughts about a song, I can think about an action to match a word Lesson 5- I can learn new verse, I can link actions to the song lyrics
Perform and share	Consolidate understanding that there are different ways to use their voice musically. Build confidence through collaboration and performance that chants use the spoken voice rhythmically and musically.	Create and perform patterns as a group Learn new songs for a whole class performance Through performance move creatively and expressively with control	During whole class singing can the pupils pitch match accurately? Through class discussion assess pupil knowledge of a 2 –3 pattern of beats in music with five beats	Through whole class performance can the children sing with expression? Whole class and groups can the children hear draw and sing melody shapes.	Class discussion, talk about big emotions, gather pupil voice. Perform as a class and watch a recording to gather pupil feedback on whether pupils responded correctly when they had to be loud or quiet.	As a whole class sing songs rhythmically record and watch back as a class to discuss In groups celebrate musical knowledge through collaboration and completion of a shared picture.

	Record and play back for pupils to see and assess	Perform and share with parents / carers	As a group sing and sign a song confidently	Record and play back for pupils to see and assess fo		
Vocabulary	Beat, pulse, rhythm, pitch, high and low sounds, rap, sing, instrument, melody, perform, glockenspiel, drum, bells, woodblock.	Beat, pulse, rhythm, pitch, high and low sounds, rap, sing, instrument, melody, perform, glockenspiel, drum, bells, woodblock.	Beat, pulse, rhythm, pitch, high and low sounds, rap, sing, instrument, melody, perform, glockenspiel, drum, bells, woodblock.	Beat, pulse, rhythm, pitch, high and low sounds, rap, sing, instrument, melody, perform, glockenspiel, drum, bells, woodblock.	Beat, pulse, rhythm, pitch, high and low sounds, rap, sing, instrument, melody, perform, glockenspiel, drum, bells, woodblock.	Beat, pulse, rhythm, pitch, high and low sounds, rap, sing, instrument, melody, perform, glockenspiel, drum, bells, woodblock.
Career Links	Singer  Place: stage, classroom Qualities: brave, expressive, clear voice	Drummer  Place: practice room Qualities: steady, coordinated, patient	Instrument Player  Place: classroom, hall Qualities: careful, committed, brave	Performer  Place: stage Qualities: confident, expressive, reliable	Musician  Place: community centre, school hall Qualities: creative, confident, joyful	Dancer  Place: studio, hall Qualities: energetic, coordinated, rhythmic
Assessment	By the end of the year in Reception pupils should be able to: • Play, perform, and enjoy music to a range of audiences • Listen to and evaluate music from a wide variety of historical periods and genres • Understand and explore how music is created, produced, and communicated • Confidently explain and use vocabulary related to music • Experienced playing an instrument					
EYFS Progression						
Listen and respond	Listen attentively, move to and talk about music. Follow and respond to a leader.					

Sing and Chant	Sing well-known songs in a group or on their own, increasingly matching the pitch and following the melody. Read words consistent with their phonic knowledge by sound-blending. Know that a chant uses speaking voices musically.
Play Instruments	Demonstrate coordination when playing untuned percussion.
Move and Dance	Move expressively and energetically. Negotiate space and obstacles safely. Choreograph their own dance moves.
Class Discussion	Hold conversations and participate in discussions offering explanations. Express ideas and feelings. Make comments and ask questions to support understanding.
Create and Compose	Write simple phrases and sentences that can be read by others. Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song.
Perform	Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. Make use of props and materials when role-playing characters in narratives and stories. Share their creations, explaining the process they have used.
Arts and Crafts	Explore materials, tools and techniques, experimenting with colour, design, texture, form and function. Draw pictures of animals and plants. Begin to show accuracy and care when drawing. Share their creations, explaining the process they have used.