

Music (CUSP) - Communication and Language, Personal Social and Emotional Development, Expressive Art and Design

Being Imaginative and Expressive ELG

- 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.

Pre-Reception	Reception Taught Content	EYFS Vocabulary	EYFS End Points- to access Year 1 Curriculum	Year 1 Curriculum
<ul style="list-style-type: none"> - Learn and take part in good morning song - Engage in nursery rhymes - Listen to a variety of music - Explore uses of instruments 	<ul style="list-style-type: none"> - Learn and take part in days of the week song - Learn and take part in school singing assemblies/ Christmas performances - Listen to a variety of music and discuss likes and dislikes. - Notice what familiar instruments are played in songs. - Take part in songs linked to books e.g. The Gingerbread Man- run, run, as fast as you can. - Independently choose instruments in provision and make a beat - Listen to music that is made to make people feel a certain way or used to portray something specifically (the animals in Carnival of Animals) - Know how to use their voice as an instrument (volume/pitch/ singing/ speaking when practising sounds in phonics) 	<ul style="list-style-type: none"> - Listen - Sound - Hear - Shout - Whisper - Loud - Quiet - Singing - High - Low - Echo - Music - Pulse - Reflect 	<ul style="list-style-type: none"> - know a range of simple songs and nursery rhymes. - know how to play simple instruments by tapping, scraping and beating. - know how to keep the pulse using different body parts like clapping, marching and stamping - know how to change their voice so that they can sing, say, whisper, make it loud and quiet, high and low. 	<p>Autumn:</p> <p>Singing:</p> <ul style="list-style-type: none"> - Being together in music - Control the voice – nursery rhymes <p>Untuned percussion:</p> <ul style="list-style-type: none"> - Introducing rhythm and pulse - Representing sounds pictorially <p>Spring:</p> <p>Singing:</p> <ul style="list-style-type: none"> - Introducing pitch - Identify changes in sounds (high/low) <p>Untuned percussion:</p> <ul style="list-style-type: none"> - Introducing tempo and dynamic - Identify changes in sounds (fast/slow, loud/soft) <p>Summer:</p> <p>Singing:</p> <ul style="list-style-type: none"> - Exploring emotions through music - Responding to music Block E



				Untuned percussion: <ul style="list-style-type: none">- Tuned focus: Introducing tempo and dynamic 2- Control and describe tempo and dynamic
EYFS to Year 1 transition: <p>Throughout nursery and reception, children are exposed to singing nursery rhymes and greeting songs (good morning song in nursery and days of the week in reception). We experiment with pitch and sound throughout all areas of learning in our school to retain information which works very well retention. All of our children also have the chance to learn and perform in different celebration assemblies (Harvest Festival, Christmas lights switch on, Easter ect.) and the Christmas play. As our children are exposed to music straight away the transition into Year 1 is seamless, looking at well-known nursery rhymes and testing with different pitches, volumes and speeds.</p>				