

**Birth to 2years**

Explore their voices and enjoy making sounds. Anticipate phrases and actions in rhymes and songs, like 'Peepo'. Show attention to sounds and music.

<b>2-year-olds</b>	<b>Au. 1</b>	Make rhythmical and repetitive sounds. Join in with songs and rhymes, making some sounds
	<b>Au. 2</b>	Explore a range of sound-makers and instruments and play them in different ways.
	<b>Sp. 1</b>	Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.
	<b>Sp. 2</b>	Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone
	<b>Su. 1</b>	Use their imagination as they consider what they can do with different materials.
	<b>Su. 2</b>	Listen with increased attention to sounds.

<b>3-year-olds</b>	<b>Au. 1</b>	Join in with simple repetitive rhymes and songs.
	<b>Au. 2</b>	Perform songs and dances in a Christmas performance.
	<b>Sp. 1</b>	Explore sounds that can be made from percussion.
	<b>Sp. 2</b>	Follows teachers signals/instructions when playing instruments (play and stop)
	<b>Su. 1</b>	Create own songs using musical accompaniments.
	<b>Su. 2</b>	Share likes and dislikes about a piece of music.

4-year-olds	Au. 1	<p>Singing simple well know songs and rhymes, introducing new daily rhymes. Describing the sounds I can hear.</p> <p>Take part in simple, pretend play often based on familiar experiences, e.g. making dinner. Uses available resources to create props or creates imaginary ones to support play. Develop storylines through small-world or role-play.</p>
	Au. 2	<p>Nativity Performance – joining in with the words to sings and using actions. Listening to music.</p> <p>Take part in simple, pretend play often based on familiar experiences, e.g. making dinner. Uses available resources to create props or creates imaginary ones to support play. Develop storylines through small-world or role-play.</p>
	Sp. 1	<p>Exploring musical instruments including body percussions. Playing instruments in time and in a simple composition.</p> <p>Retell parts of familiar stories through use of puppets, toys, masks or small-world. Create more complex narratives in their pretend play, building on the contributions of their peers.</p>
	Sp. 2	<p>Experimenting with changing my voice with different tempo, pitch and dynamics. Describing instrument sounds.</p> <p>Retell parts of familiar stories through use of puppets, toys, masks or small-world. Create more complex narratives in their pretend play, building on the contributions of their peers.</p>
	Su. 1	<p>Singing a range of familiar nursery rhymes and songs – singing sometimes in tune. Talk about how music makes me feel.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher. Creates representations of both imaginary and real-life ideas, events, people and objects. Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping</p>
	Su. 2	<p>Performing songs, rhymes, poems and stories and moving in time with the music. Composing and adapting my own music using my voice and with instruments.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher. Creates representations of both imaginary and real-life ideas, events, people and objects. Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping</p>

Early Learning Goal	
<ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <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>	