



0-3years	3-4years	Reception	ELG	End of Year1
<p>Show attention to sounds and music.</p> <ul style="list-style-type: none"> <li>- Granny's footsteps</li> <li>- Listening walks</li> <li>- Listening with Lucy</li> </ul> <p>Respond emotionally and physically to music when it changes.</p> <ul style="list-style-type: none"> <li>- Nursery rhyme prop bag</li> <li>- Magical musical box</li> </ul> <p>Move and dance to music.</p> <p>Children listen to music linked to celebrations and topic</p> <ul style="list-style-type: none"> <li>- Diwali</li> <li>- Chinese New Year</li> </ul> <p>Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</p> <ul style="list-style-type: none"> <li>- Nursery rhyme prop bag</li> </ul> <p>Explore their voices and enjoy making sounds.</p> <p>Play and perform music with different:</p> <ul style="list-style-type: none"> <li>- dynamics (loud/quiet)</li> </ul>	<p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Help children to develop their listening skills through a range of active listening activities. Notice 'how' children listen well, for example: listening whilst painting or drawing, or whilst moving.</p> <p>Play, share and perform a wide variety of music and songs from different cultures and historical periods.</p> <ul style="list-style-type: none"> <li>- Songs for teaching Bamboo Flute- Hap Plamer</li> <li>- Frog song- Greta Pederson and Pam Donkin</li> <li>- Diwali song cbeebies</li> <li>- Music for a ball- Waltz- Straus</li> <li>- Storm interlude- Benjamin Britten</li> </ul> <p>Play sound-matching games.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Give children an insight into new musical worlds. Introduce them to different kinds of music from across the globe, including traditional and folk music from Britain.</p> <ul style="list-style-type: none"> <li>- Morris Dancing</li> <li>- Bangura Dancing</li> <li>- African Tribal Music</li> <li>- Flamenco Dancing</li> <li>- Hip Hop Street Dance</li> <li>- Country line dancing</li> </ul> <p>Invite musicians in to play music to children and talk about it.</p> <p>Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p> <p>Children listen to music linked to celebrations. They dance to music and play musical instruments</p>		<p>To listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>To experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p>To play tuned and untuned instruments musically</p>

<ul style="list-style-type: none"> <li>- tempo (fast/slow)</li> <li>- pitch (high/low)</li> <li>- rhythms (pattern of sound)</li> </ul> <p>Join in with songs and rhymes, making some sounds.</p> <p>Introduce children to songs, including songs to go with routines.</p> <ul style="list-style-type: none"> <li>- when washing hands, sing "This is the ways we wash our hands...".</li> <li>- Days of the week</li> <li>- Weather</li> <li>- Planning boards</li> </ul> <p>Make rhythmical and repetitive sounds.</p> <p>Use objects that make different sounds</p> <ul style="list-style-type: none"> <li>- Bucket drums</li> <li>- Saucepans and frying pans wall</li> <li>- Xylophone</li> </ul> <p>Explore a range of sound-makers and instruments and play them in different ways.</p> <p>Encourage children to experiment with different ways of playing instruments.</p>	<ul style="list-style-type: none"> <li>- Match instrument to sound played</li> </ul> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Offer children a wide range of different instruments, from a range of cultures. This might also include electronic keyboards and musical apps on tablets.</p> <p>Encourage children to experiment with different ways of playing instruments. Listen carefully to their music making and value it. Suggestion: record children's pieces, play the pieces back to the children and include them in your repertoire of music played in the setting.</p> <ul style="list-style-type: none"> <li>- Watch videos of musicians, story tellers and dancers</li> <li>- Diwali, Chinese New Year- cbeebies</li> <li>- You tube Chinese ribbon dance</li> <li>- Diwali story of Rama and Sita bbcbiteseize</li> </ul>	<ul style="list-style-type: none"> <li>- Diwali - Sikh/Hindu</li> <li>- Christmas - Christianity</li> <li>- Chinese New Year - Chinese</li> <li>- Holi - Hindu</li> <li>- Eid - Muslim</li> <li>- Vesak - Buddhist</li> </ul> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Offer opportunities for children to go to a live performance, such as a pantomime, play, music or dance performance.</p> <p>Provide related costumes and props for children to incorporate into their pretend play.</p> <ul style="list-style-type: none"> <li>- Mud kitchen</li> <li>- Picnic basket</li> <li>- Jacks' Cottage</li> <li>- Giants Castle</li> <li>- Percy's Cottage</li> <li>- Badgers house at the bottom of the tree on the lake</li> <li>- Lucy and Toms House</li> <li>- Beach Hut</li> </ul> <p>Children watch and listen to a music video - move to music</p>		
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and say how it makes them feel

Half the group listen to music and dance - audience say why they like the music and dancing.

- Diwali
- Chinese New Year

Explore and engage in music making and dance, performing solo or in groups.

Notice and encourage children to keep a steady beat, this may be whilst singing and tapping their knees, dancing to music, or making their own music with instruments and sound makers.

Play movement and listening games that use different sounds for different movements. Suggestions: march to the sound of the drum or creep to the sound of the maraca.

Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song.

Play music with a pulse for children to move in time with and encourage them to

		<p>respond to changes: they could jump when the music suddenly becomes louder, for example.</p> <p>Encourage children to create their own music.</p> <p>Encourage children to replicate choreographed dances, such as pop songs and traditional dances from around the world.</p> <p>Encourage children to choreograph their own dance moves, using some of the steps and techniques they have learnt.</p> <ul style="list-style-type: none"> <li>- Children listen to music and make up own dance</li> <li>- Children accompany music with musical instruments</li> </ul>		
<p>Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</p> <ul style="list-style-type: none"> <li>- Inside feely board</li> <li>- Outside feely board</li> </ul>				
<p>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</p> <p>Introduce children to a broad selection of action songs from different cultures and</p>	<p>Remember and sing entire songs.</p> <p>When teaching songs to children be aware of your own pitch (high/low). Children's voices are higher than adult</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Sing a range of well-known nursery rhymes and songs.</p> <p>Past and Present</p> <ul style="list-style-type: none"> <li>- Mary, Mary Quite Contrary</li> </ul>	<p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>

<p>languages. Sing songs regularly so that children learn the words, melody and actions off by heart.</p> <ul style="list-style-type: none"> <li>- Twinkle Twinkle little car</li> <li>- Wind the bobbin up</li> <li>- I am driving in my car</li> <li>- Incy Wincy spider</li> <li>- Two little Dickey birds</li> <li>- One finger one thumb</li> </ul> <p>Encourage children to accompany action songs. They can do this with their own movements or by playing instruments.</p>	<p>voices. When supporting children to develop their singing voice use a limited pitch range. For example, 'Rain rain' uses a smaller pitch (high/low) range than many traditional nursery rhymes. Children's singing voices and their ability to control them is developing. Encourage them to use their 'singing' voice: when asked to sing loudly, children often shout.</p> <p>Sing songs with children:</p> <ul style="list-style-type: none"> <li>- Twinkle Twinkle little star</li> <li>- Wind the bobbin up</li> <li>- I am driving in my car</li> <li>- Incy Wincy spider</li> <li>- Two little Dickey birds</li> <li>- One finger one thumb</li> </ul> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing slowly, so that children clearly hear the words and the melody of the song.</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Play pitch-matching games, humming or singing short phrases for children to copy. Use songs with and without words - children may pitch match more easily with sounds like 'ba'.</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Introduce new songs gradually and repeat them regularly.</p> <p>Sing slowly, so that children can listen to the words and the melody of the song.</p>	<ul style="list-style-type: none"> <li>- The Grand Old Duke of York</li> <li>- London's Burning</li> <li>- Ring a Ring a Roses</li> <li>- Miss Polly Had a Dolly</li> <li>- Doctor Foster</li> </ul> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> <p>The World - songs</p> <ul style="list-style-type: none"> <li>- Acorns into oak trees</li> <li>- I'm a little hedgehog</li> <li>- Spring song</li> <li>- Egg, caterpillar, pupa, butterfly</li> <li>- Growing plants</li> <li>- This old egg</li> </ul> <p>The World - rhymes</p> <ul style="list-style-type: none"> <li>- The apple tree</li> <li>- Chubby little snowman</li> <li>- Ten little chicks</li> <li>- Daffodils</li> <li>- Ladybird, ladybird</li> <li>- I'm taking home my little bumblebee</li> </ul> <p>The World - poems</p> <ul style="list-style-type: none"> <li>- A silver birch</li> <li>- I heard a bird sing</li> <li>- Spring is here!</li> <li>- I'm a little spider</li> <li>- Here is a beehive</li> <li>- My flower</li> </ul>	
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	<p>Use songs with and without words - children may pitch-match more easily without words. Try using one-syllable sounds such as 'ba'.</p> <ul style="list-style-type: none"> <li>- Twinkle Twinkle little star</li> <li>- Wind the bobbin up</li> <li>- I am driving in my car</li> <li>- Incy Wincy spider</li> <li>- Two little Dickey birds</li> <li>- One finger one thumb</li> </ul> <p>Create their own songs, or improvise a song around one they know.</p> <ul style="list-style-type: none"> <li>- Clap or tap to the pulse of songs or music and encourage children to do this.</li> </ul>		<p>Provide related costumes and props for children to incorporate into their pretend play to re-enact stories they have heard.</p> <ul style="list-style-type: none"> <li>- Mud kitchen - Lucy and Tom at the seaside</li> <li>- Picnic basket - Lucy and Tom at the seaside</li> <li>- Jacks' Cottage - Jack and the beanstalk</li> <li>- Giants Castle - Jack and the beanstalk</li> <li>- Percy's Cottage - Percy the park keeper</li> <li>- Badgers house at the bottom of the tree on the lake - Percy the park keeper</li> <li>- Lucy and Toms House</li> <li>- Beach Hut</li> </ul>	
<p>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.</p> <p>Help children to develop their pretend play by modelling, sensitively joining in and</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Children generally start to develop pretend play with 'rules' when they are 3 or 4 years old.</p>	<p>Develop storylines in their pretend play.</p> <p>Provide a wide range of props for play which encourage imagination. Suggestions: different lengths and styles of fabric can become capes, the roof of a small den, a</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	

<p>helping them to elaborate it. song as you settle the 'baby' to sleep.</p> <ul style="list-style-type: none"> <li>- Babies and prams</li> <li>- Dolls house</li> <li>- Jacks Cottage</li> <li>- Percy's Hut</li> <li>- Lucy and Tom's house</li> </ul>	<ul style="list-style-type: none"> <li>- Pinecones, conkers, and walnuts in the home corner for children to pour into pans and stir like pasta.</li> </ul> <p>Some rules are self-created (the pole is now a horse, or the pinecones are now pasta in the pot). Other rules are group-created (to play in the home corner, you must accept the rule that one of your friends is pretending to be a baby).</p> <p><b>Begin to develop complex stories using small world equipment</b></p> <ul style="list-style-type: none"> <li>- Dolls house</li> <li>- Little red riding hood</li> <li>- Tuff spot - fairy tales, Percy the Parkkeeper and Seaside</li> <li>- Reels - Under the sea and cars</li> </ul> <p><b>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</b></p>	<p>picnic rug or an invisibility cloak.</p> <p>Support children in deciding which role they might want to play and learning how to negotiate, be patient and solve conflicts.</p> <p>Help children who find it difficult to join in pretend play. Stay next to them and comment on the play. Model joining in. Discuss how they might get involved.</p> <ul style="list-style-type: none"> <li>- Mud kitchen</li> <li>- Picnic basket</li> <li>- Jacks' Cottage</li> <li>- Giants Castle</li> <li>- Percy's Cottage</li> <li>- Badgers house at the bottom of the tree on the lake</li> <li>- Lucy and Toms House</li> <li>- Beach Hut</li> <li>- Tuff spot - fairy tales, Percy the Parkkeeper and Seaside</li> </ul>	<p>Tuff spot - fairy tales, Percy the Parkkeeper and Seaside</p> <p>Provide a wide range of props for play which encourage imagination. Suggestions: different lengths and styles of fabric can become capes, the roof of a small den, a picnic rug, or an invisibility cloak.</p> <p>Provide props that link to stories heard so children can role play the characters and re-enact stories heard using story language heard.</p>	
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	<p>Provide lots of flexible and open-ended resources for children's imaginative play.</p> <p>Help children to negotiate roles in play and sort out conflicts.</p> <p>Notice children who are not taking part in pretend play, and help them to join in.</p>			
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