

# The Good Shepherd Catholic Primary School



*Following Jesus,  
The Good Shepherd,  
in all we say and do*

## **Music in EYFS**



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## Music in EYFS at The Good Shepherd:

Reception use Kapow Music Scheme.

The most relevant statements for music are taken from the following areas of learning:

- Communication and Language
- Physical Development
- Expressive Arts and Design
- The EYFS to Key stage 1 bridging curriculum has been added

Music		
Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none"><li>• Sing a large repertoire of songs.</li></ul>
	Physical Development	<ul style="list-style-type: none"><li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li></ul>
	Expressive Arts and Design	<ul style="list-style-type: none"><li>• Listen with increased attention to sounds.</li><li>• Respond to what they have heard, expressing their thoughts and feelings.</li><li>• Remember and sing entire songs.</li><li>• Sing the pitch of a tone sung by another person ('pitch match').</li><li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li><li>• Create their own songs, or improvise a song around one they know.</li><li>• Play instruments with increasing control to express their feelings and ideas.</li></ul>
Reception	Communication and Language	<ul style="list-style-type: none"><li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li><li>• Learn rhymes, poems and songs.</li></ul>
	Physical Development	<ul style="list-style-type: none"><li>• Combine different movements with ease and fluency.</li></ul>
	Expressive Arts and Design	<ul style="list-style-type: none"><li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li><li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li><li>• Create collaboratively sharing ideas, resources and skills.</li><li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li><li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li><li>• Explore and engage in music making and dance,</li></ul>



		performing solo or in groups. do
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## Music

Organisation of knowledge	Vocalising and singing	Hearing and listening	Moving and dancing	Exploring and playing
Relevant ELG	<p><b>ELG: Managing self</b></p> <ul style="list-style-type: none"> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> </ul> <p><b>ELG: Being imaginative and expressive</b></p> <ul style="list-style-type: none"> <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 the music</li> </ul>	<p><b>ELG: Listening, attention and understanding</b></p> <ul style="list-style-type: none"> <li>- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</li> </ul> <p><b>ELG: Speaking</b></p> <ul style="list-style-type: none"> <li>- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</li> </ul>	<p><b>ELG: Gross motor skills</b></p> <ul style="list-style-type: none"> <li>- Demonstrate strength, balance and coordination when playing</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>ELG: Being imaginative and expressive</b></p> <ul style="list-style-type: none"> <li>- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with the music</li> </ul>	<p><b>ELG: Building relationships</b></p> <ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others</li> </ul> <p><b>ELG: Listening, attention and understanding</b></p> <ul style="list-style-type: none"> <li>- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</li> </ul>
KS1 readiness objectives	<ul style="list-style-type: none"> <li>• To join in with singing familiar songs and rhymes.</li> <li>• To make up songs and rhymes of their own.</li> <li>• To match the pitch of their voice to the pitch of the song they are singing.</li> </ul>	<ul style="list-style-type: none"> <li>• To listen to live and recorded music, hearing lyrics, rhymes and instruments.</li> <li>• To listen to live and recorded music, hearing changes in tempo, rhythm and dynamics.</li> <li>• To respond to live and recorded music, expressing how it makes them feel, and what it makes them imagine.</li> </ul>	<ul style="list-style-type: none"> <li>• To respond to music, including individual instruments with movement and dance</li> <li>• To match movements to the rhythm and pulse of a piece of music</li> </ul>	<ul style="list-style-type: none"> <li>• To explore the range of sounds made by different instruments.</li> <li>• To use a range of percussive instruments to enhance songs and rhymes.</li> <li>• To know the names of instruments that they have explored and used.</li> </ul>