

## What does Music look like in Reception?

The EYFS framework is structured differently to the national curriculum as it is organised across seven areas of learning (Communication and language, Personal, social and emotional development, Physical development, Literacy, Mathematics, Understanding the world and Expressive arts and design) rather than subject areas. Development matters provides guidance for the early years foundation stage in these seven areas. The most relevant statements for Music are taken from the Expressive arts and design, Communication and language, and the Physical development areas of learning. Our planning is developed with reflection upon the relevant statements and progression of knowledge and skills from Kapow. These statements and skills will be taught in topic lessons throughout the year to tie in with our current theme/topic and through exploring and deepening their curiosity in the continuous provision in independent learning time. In Reception a love of music is fostered through exposing children to diverse musical experiences, composing using percussion instruments, finding their voices as singers and developing their confidence as performers.

The table below show our Music termly plan with links to Kapow activities:

	Autumn 1 Me and my Community	Autumn 2 Let's Celebrate!	Spring 1 Our amazing world	Spring 2 Come Outside!	Summer 1 The land before time	Summer 2 Are we nearly there yet?
Topic/ WOW moments	Nursery rhymes  Forest school sessions	Nursery rhymes Bonfire – fireworks  Christmas performance Christmas advent video	Nursery rhymes Chinese New Year	Nursery rhymes	Nursery rhymes  Links to literacy	Nursery rhymes  Books: Mr. Gumpy's Motor Car Naughty Bus Who Sunk the Boat The Train Ride Oi! Get off my train. Handa's Surprise
Kapow	Kapow: Exploring sound	Kapow: Celebration music	Kapow: Music and movement Chinese New Year	Kapow :Big Band	Kapow: Musical stories	Kapow: Transport

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Development matters</p>	<p>Communication and Language</p> <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> <p>Physical Development</p> <ul style="list-style-type: none"> <li>• Combine different movements with ease and fluency.</li> </ul> <p>Expressive Arts and Design</p> <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, performing solo or in groups.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">ELG</p>	<p><b>ELG</b> By the time children leave our EYFS they will be able to:</p> <p>Expressive Arts and Design Being Imaginative and Expressive</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 music</li> </ul>