



Music in the Early Years

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for music within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges to match the programme of study for music.

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

Communication and Language (CL)	Personal, Social and Emotional Devel (PSED)	Physical Development (PD)	Expressive Arts and Design (EAD)	
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Area of Learning	Birth to Three Year Olds	Three and Four Years Olds	Reception	Early Learning Goal
CL	<ul style="list-style-type: none"> • Turn towards familiar sounds. • Enjoy singing, music and toys that make sounds. • Use intonation, pitch and changing volume when 'talking / singing.' • Understand simple instructions. • Listen and respond to simple instructions. • Generally focus on an activity of their own choice. 	<ul style="list-style-type: none"> • Use a wider range of vocabulary. • Understand a question or instruction that has two parts. • Sing a large repertoire of songs. • Know many rhymes. 	<ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary. • Ask questions to find out more and check they understand what has been said to them. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. 	Listening, Attention and Understanding
				<ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions during discussions. • Make comments about what they have heard and ask questions to clarify their understanding.
				Speaking
				<ul style="list-style-type: none"> • Participate in discussions, offering their own ideas, using recently introduced vocabulary. • Express their ideas and feelings about experiences.



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PSED	<ul style="list-style-type: none">Express preferences and decisions.Play with increasing confidence on their own.Begin to show 'effortful control'. For example waiting a turn to play an instrument.	<ul style="list-style-type: none">Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.Increasingly follow rules, understanding why they are important.Show more confidence in new social situations.	<ul style="list-style-type: none">Express their feelings and consider the feelings of others.	Self-Regulation <ul style="list-style-type: none">Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
				Managing Self <ul style="list-style-type: none">Be confident to try new activities.
				Building Relationships <ul style="list-style-type: none">Work and play cooperatively and take turns with others.
PD	<ul style="list-style-type: none">Develop manipulation and control.Explore different materials and tools.Use large and small motor skills to do things.Pass things from one hand to another.Clap and stamp to music.	<ul style="list-style-type: none">Use large muscle movements to wave flags and streamers, paint and make marks.Match their developing skills to tasks and activities.Choose the right resource to carry out their own plan.Use one handed tools and equipment.Show a preference for a dominant hand.Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.	<ul style="list-style-type: none">Progress towards a more fluent style of moving, with developing control and grace.Develop their small motor skills so that they can use a range of tools competently, safely and confidently.Combine different movements with ease and fluency.	Gross Motor Skills <ul style="list-style-type: none">Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
				Fine Motor Skills <ul style="list-style-type: none">Use a range of small tools, including scissors, paintbrushes and cutlery.
EAD	<ul style="list-style-type: none">Show attention to	<ul style="list-style-type: none">Listen with increased attention	<ul style="list-style-type: none">Explore, use and refine a variety	Being Imaginative and Expressive



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	<p>sounds and music.</p> <ul style="list-style-type: none"> • Respond emotionally and physically to music when it changes. • Move and dance to music. • Anticipate phrases and actions in rhymes and songs, like 'peepo.' • Explore their voices and enjoy making sounds. • Join in with songs and rhymes, making some sounds. • Make rhythmical and repetitive sounds. • Explore a range of sound-makers and instruments and play them in different ways. • Enjoy and take part in action songs, like 'Twinkle, Twinkle.' 	<p>to sounds.</p> <ul style="list-style-type: none"> • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. 	<p>of artistic effects to express their ideas and feelings.</p> <ul style="list-style-type: none"> • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. 	<ul style="list-style-type: none"> • 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.
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