

Curriculum

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 the National Curriculum subjects.

The Educational Programme within the Statutory Framework for the Early Years 2021 states

Expressive Arts and Design

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

At Botley School we use Development Matters (non-statutory guidance) to support our curriculum. This is an outline of the learning within Development Matters that link to Music.

Three and Four-Year-Olds (Nursery)	Communication and Language		<ul style="list-style-type: none"> • Sing a large repertoire of songs.
	Physical Development		<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, • paint and make marks.
	Expressive Arts and Design		<ul style="list-style-type: none"> • Listen with increased attention to sounds. • 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.
Reception	Communication and Language		<ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs.
	Physical Development		<ul style="list-style-type: none"> • Combine different movements with ease and fluency.
	Expressive Arts and Design		<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • 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.
Early Learning Goal	Expressive Arts and Design	Being Imaginative and	<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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Coverage within Early Years

This is an outline of the topics that will be taught across the Early Years with reference to the specific links to Music.

	Term 1 Superheroes	Term 2 Celebrations	Term 3 My world	Term 4 Once upon a Nursery Rhyme	Term 5 Animal Boogie	Term 6 A wonderful world
Musical focus:	Vocal Singing linked to Harvest	Vocal Singing linked to celebrations Instrumental Exploring musical instruments to create sounds and patterns	Performance, Listening & Appraising Music from around the world	Composition Musical activities linked to stories and songs	Instrumental / Composition Musical activities linked to animals	Performance, Listening & Appraising

Progression within Music

Vocal	Instrumental	Composition	Performance, Listening & Appraising
Children sing songs, make music and dance, and experiment with ways of changing them. Children sing a range of well-known nursery rhymes and songs	Children can use instruments to copy basic rhythm patterns and create simple patterns Children know they can move with the pulse of the music Children can use instruments to create simple 2 note patterns.	Children have and develop their own musical ideas, make links between ideas, and develop strategies for doing things Children can talk about high and low sounds of characters in stories and nursery rhymes.	Children listen attentively in a range of musical situations. They learn that music can touch people's feelings Children perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Continuous provision

In Early Years, learning does not just happen during the adult led activities but also in our well-planned continuous provision. Here are some ways that Music is taught within continuous provision.

- Listening and responding to music (inside and out)
- Musical instruments inside and out (small and large)
- Using IWB to listen to songs, chants, rhymes

Characteristics of Effective Learning

Playing and exploring	Motivation	Critically thinking
Finding out and exploring <ul style="list-style-type: none"> • I show curiosity about objects, events and people. • I am showing particular interests. • I engage in open-ended activities. • I use my senses to explore the world around me. 	Achieving what I set out to do <ul style="list-style-type: none"> • I enjoy meeting challenges and not just as a way of getting praise. • I am proud of how I've accomplished something, not just the end result. • I am really pleased when I meet my own goals. 	Having own ideas <ul style="list-style-type: none"> • I am able to think of ideas. • I can find ways to solve problems. • I am able to find new ways to do things.

<p>Playing with what I know:</p> <ul style="list-style-type: none"> • I like acting out my experiences when I play. • I like pretending objects are things that I know. • I like taking on a role when I play. • I like acting out my experiences with other people. 	<p>Keep on trying</p> <ul style="list-style-type: none"> • I believe that if I keep trying or change what I'm doing, it will pay off • I am able to bounce back after difficulties. • I stick with an activity even when challenges arise. 	<p>Making links</p> <ul style="list-style-type: none"> • I can develop ideas of grouping, sequencing, cause and effect. • I am able to test my ideas. • I make links and notice patterns in my experience. • I am able to make predictions.
<p>Willing to have a go</p> <ul style="list-style-type: none"> • I can initiate activities. • I like to seek out things that will challenge me. • I like to show a 'can do' attitude. • I enjoy taking a risk, trying new things and learning by trial and error. 	<p>Being involved and concentrating</p> <ul style="list-style-type: none"> • I can keep focussed on my activity for a period of time. • I am able to show high levels of energy and fascination. • I am not easily distracted. • I am able to pay attention to details. 	<p>Choosing ways to do things</p> <ul style="list-style-type: none"> • I am able to check how well an activity is going. • I can plan, choose how to approach a task, solve a problem and reach a goal. • I can change my approach or strategy when needed. • I am able to review how well my approach worked.

Evidence of teaching and learning

You will be able to find evidence of the teaching and learning in the Early Years through

- Planning files
- Displays
- Tapestry – online learning journey
- Talking and playing alongside children
- Bromcomm data