

**St. Peter's C of E Primary School**  
**Music – EYFS – KS1**

ELG	How this is achieved in EYFS	Key Vocabulary to be developed in EYFS	Music - KS1
<p><b>Communication and Language</b></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>	<ul style="list-style-type: none"> <li>Learning a traditional African song and performing it</li> <li>Learning rhymes, poems and songs (e.g. <i>Hickory Dickory Dock</i>, <i>Humpty Dumpty</i>, <i>Jack and Jill</i>)</li> <li>Listen to music and make their own dances in response</li> </ul>	<ul style="list-style-type: none"> <li>Music</li> <li>Musician</li> <li>Song</li> <li>Listen</li> <li>Beat</li> <li>Pulse</li> <li>Loud</li> <li>Quiet</li> <li>High</li> <li>Low</li> <li>Fast</li> <li>Slow</li> <li>Pattern</li> <li>Rhythm</li> <li>Syllable</li> <li>rhyme</li> <li>instruments</li> </ul>	<ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> </ul>
<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>Combine different movements with ease and fluency</li> </ul>	<ul style="list-style-type: none"> <li>Listen to music and make their own dances in response</li> <li>Play movement and listening games, using different movements e.g. <i>march</i></li> </ul>	<ul style="list-style-type: none"> <li>body percussion</li> <li>sound</li> <li>actions</li> <li>lyrics</li> <li>repeat</li> <li>drum</li> <li>performance</li> <li>audience</li> <li>band</li> <li>shake</li> </ul>	<ul style="list-style-type: none"> <li>Play tuned and untuned instruments musically</li> </ul>
<p><b>Expressive Arts and Design</b></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><b>Expressive Arts and Design - 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 music</li> </ul>	<ul style="list-style-type: none"> <li>Singing songs and rhymes from a variety of genres</li> <li>Singing “register-time” songs</li> <li>Learning a traditional African sing and performing it</li> <li>Encouraging children to create their own music</li> <li>Making and using musical instruments</li> <li>Nativity Play – singing, dancing and performing</li> <li>Call and response songs</li> <li>Exploring Chinese music and composition</li> <li>Play movement and listening games, using different movements e.g. <i>march</i></li> <li>Modelling how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song</li> <li>Sing a variety of well-known nursery rhymes and songs (e.g. <i>Old McDonald</i>, <i>Dingle Dangle Scarecrow</i>, <i>5 Little Peas</i>, <i>Pat-a-Cake</i>, <i>Round and Round the Garden</i> etc)</li> </ul>	<ul style="list-style-type: none"> <li>body percussion</li> <li>sound</li> <li>actions</li> <li>lyrics</li> <li>repeat</li> <li>drum</li> <li>performance</li> <li>audience</li> <li>band</li> <li>shake</li> </ul>	<ul style="list-style-type: none"> <li>Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>