



**EYFS Overview –  
Music / Expressive Arts and Design  
(Extra elements covered as well as Charanga)**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Seasons Ourselves	Traditional Tales Celebrations	Animals Nature	Growth & Change Our World	Dinosaurs	At the seaside
<ul style="list-style-type: none"> <li>• I can sing my favourite song and talk about music I like and dislike</li> <li>• I know how to learn a new song</li> </ul>	<ul style="list-style-type: none"> <li>• I know how to perform to an audience</li> <li>• I can learn a new dance and know how to make my own moves to music</li> <li>• I can sing in time to music and know how to perform in a larger group</li> </ul>	<ul style="list-style-type: none"> <li>• I know how to listen to music and can talk about similarities and differences within various music</li> <li>• I can play and explore music and know some musical instrument names</li> </ul>	<ul style="list-style-type: none"> <li>• I know how to link different sounds to vehicles</li> <li>• I know how to listen and identify sounds in the environment</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain how different music can make you feel</li> <li>• I know how to listen for different instruments within music</li> </ul>	<ul style="list-style-type: none"> <li>• I know how to play an instrument in a song</li> <li>• I can improvise using my voice and instruments</li> <li>• I am able to listen and appraise various genres</li> </ul>

**Direct links to curriculum:**

- Listen attentively, move to and talk about music, expressing their feelings and responses. EAD-REC-D
  - Watch and talk about dance and performance art, expressing their feelings and responses. EAD-REC-E
  - Sing in a group or on their own, increasingly match the pitch and following the melody. EAD-REC-F
  - Develop storylines in their pretend play. EAD-REC-G
  - Explore and engage in music making and dance, performing solos or in groups. EAD-REC-H
- Expressive Arts and Design ELG: Being Imaginative and Expressive  
At the expected level of development children will: - invent, adapt and recount narratives and stories with peers and their teachers. 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. EAD-ELG-B

# EYFS MUSIC AT ASTON

## Communication & Language

Understand how to listen carefully and why listening is important.

Learn new vocabulary (e.g. in music: 'percussion', 'tambourine').

Listen carefully to rhymes and songs, paying attention to how they sound.

Learn rhymes, poems and songs.

## Physical Development

Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance.

Develop their small motor skills so that they can use a range of tools competently, safely and confidently.

## Maths

Count objects, actions and sounds, (through) singing counting songs and number rhymes.

Understand the 'one more than/one less than' relationship between consecutive numbers, (by) making predictions about what the outcome will be in stories, rhymes and songs if one is added, or if one is taken away.

## Understanding The World

Compare and contrast characters from stories, including figures from the past (including) introducing characters, including those from the past using songs.

Explore the natural world around them (by) offering opportunities to sing songs and join in with rhymes and poems about the natural world.

## Expressive Arts & Design

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