



Music Overview for Reception (EYFS)		
Children in reception will be...	Music is taught...	Music in reception looks like...
<p>In line with our school curriculum plan, children in Reception will be forming firm foundations in musical knowledge. Teaching will follow the Kapow curriculum, with adaptations made as appropriate by the teacher to meet individual cohort needs.</p>	<p>Music is taught through standalone lessons and activities in continuous provision.</p> <p>There are five units of music learning in our Reception curriculum, one for the Autumn term and then one per half term thereafter.</p>	<p><b>Teacher Led and activities</b></p> <p>Teacher led lessons will vary in length, depending on the task design, learning content and the stage of the year the children are in. Lessons will gradually increase in length over the year, to help prepare the children for year one. By the summer term, lessons will be 30-40 minutes long.</p>
		<p><b>Wider provision – continuous provision</b></p> <p>See additional guidance document for ideas relating to continuous provision.</p>
<p><b>Key Vocabulary</b></p> <p>music, dance, tempo, , call, response, drum, rhythm, beat, instrument, sleigh bells, actions, action songs, voice sounds, body percussion, loud, quiet, high, low, squeaky, soft, deep, body sounds, body percussion, sound, tempo, fast, slow, rhythm, beat, loudly, quietly, verse, beat, music, heartbeat, pulse, steady, repeat, constant, drum, piece, composer, tempo, fast, medium, pitch, high, low, perform, performance, orchestra, sound, rhythm, beat, conductor, wind, strings, percussion, brass</p> <p>An additional list of vocab to challenge higher attaining pupils can be taken from the Vocabulary Progression document.</p>	<p><b>By the end of reception, children will be able to...</b></p> <p><b>Prime Area outcomes: Specific areas ELG</b></p> <p><b>Celebration Music – Autumn term:</b>                      Communication and Language -Listen carefully to rhymes and songs, paying attention to how they sound. -Learn rhymes, poems and songs. <i>Understanding the World</i> -Recognise that people have different beliefs and celebrate special times in different way. <i>Expressive Arts and Design</i> -Listen attentively, move to and talk about music, expressing their feelings and responses. -Watch and talk about dance and performance art, 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. -<b>ELG: Being Imaginative and Expressive</b>&gt; Sing a range of well-known nursery rhymes and songs. -<b>ELG: Being Imaginative and Expressive</b>&gt;Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.</p> <p><b>Exploring sound – Spring 1</b>                      Communication and Language -Understand how to listen carefully and why listening is important. -Listen to and talk about stories to build familiarity and understanding. -<b>ELG: Listening, Attention and Understanding</b>&gt; Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions <i>Understanding the World</i> -Explore the natural world around them <i>Expressive Arts and Design</i> -Listen attentively, move to and talk about music, expressing their feelings and responses. -Explore and engage in music making and dance, performing solo or in groups.</p> <p><b>Musical movement – Spring 2</b>                      Personal, Social and Emotional Development -Think about the perspectives of others. <i>Expressive Arts and Design</i> - Listen attentively, move to and talk about music, expressing their feelings and responses. -Sing in a group or on their</p>	



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#### **Musical stories – Summer 1**

Communication and Language -Learn new vocabulary. -Listen to and talk about stories to build familiarity and understanding. -Retell the story, once they have developed a deep familiarity and understanding. -Listen carefully to rhymes and songs, paying attention to how they sound. -Learn rhymes, poems and songs. Expressive Arts and Design -Explore, use and refine a variety of artistic effects to express their ideas and feelings. -Create collaboratively sharing ideas, resources and skills. -Listen attentively, move to and talk about music, expressing their feelings and responses. -Explore and engage in music making and dance, performing solo or in groups. -ELG: Being Imaginative and Expressive>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music

#### **Big Band – Summer 2**

Communication and Language -Learn rhymes, poems and songs. Expressive Arts and Design -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. -ELG: Being Imaginative and Expressive> Sing a range of well-known nursery rhymes and songs. -ELG: Being Imaginative and Expressive>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music