

## What does Music look like in Early Years?

At Cobbs Brow Primary School our EYFS department follow the Statutory Framework for the Early Years Foundation Stage (March 2021) and use the Birth to Five Matters Non-statutory guidance for the Early Years Foundation Stage developed by the Early Years Coalition. This guidance supports practitioners to implement the Statutory Framework for the Early Years Foundation Stage (EYFS) in a pedagogically sound, principled and evidence-based way. Practitioners can then use their professional judgement based on their knowledge of the children in their setting and their wider context including family, community and the setting itself to construct an appropriate curriculum.

There is quite a large focus on music in Early Years. Developmental matters for music can be found in the 'Being Imaginative and Expressive' within the 'Expressive Arts and Design' area of learning.. Children in Nursery are encouraged to take part in dancing and ring games, sing familiar songs, move rhythmically, imitate movement in response to music, tap out simple repeated rhythms and explore how sounds can be changed. Singing nursery rhymes and exploring musical instruments and patterns are delivered as part of Phase 1 phonics, where children develop their early listening skills. In Reception, children begin to build their repertoire of songs and dances, and they continue to explore the different sounds of musical instruments.

At the end of Reception children are assessed against the 'Being Imaginative and Expressive' Early Learning Goal and children at the expected level of development will be able to:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- 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.