

## in the EYFS - 2021

### The Prime Areas

#### Communication and Language

##### Listening, Attention & Understanding:

**MUSIC** – helps children to listen attentively and respond to what they hear with relevant questions, comments and actions, during whole group discussions and small group interactions.

**MUSIC** – encourages children to make comments about what they have heard and ask questions to clarify their understanding.

**MUSIC** – inspires children to hold conversation when engaged in back-and-forth exchanges with their teacher and peers about what they have heard, which words they will sing, or which actions they will do.

##### Speaking:

**MUSIC** encourages children to express themselves effectively as they participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

#### Physical Development

##### Gross Motor Skills:

**MUSIC** – helps children to show good control and demonstrate strength, balance and coordination in large and small movements.

**MUSIC** – encourages children to confidently negotiate space and obstacles safely, with consideration for themselves and others as they dance and move energetically to the music.

##### Fine Motor Skills:

**MUSIC** – helps children to use a range of small tools – such as instruments.

#### Personal, Social and Emotional Development

##### Self-Regulation:

**MUSIC** encourages children to give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

**MUSIC** – helps children to show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

##### Managing Self:

**MUSIC** – encourages children to know the importance of physical exercise for good health, and to manage their own basic hygiene and personal needs.

**MUSIC** – encourages children to be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

**MUSIC** – encourages children to work as part of a group or class, explain the reasons for rules, know right from wrong and try to behave accordingly.

##### Building Relationships:

**MUSIC** – helps children to work and play cooperatively and take turns with others.

## The Specific Areas

### Literacy

#### Comprehension:

**MUSIC** – helps children to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary, including re-writing song verses.

**MUSIC** – helps children to anticipate – where appropriate – key events in stories, as they join in with repeated phrases and rhythm sequences.

#### Word Reading:

**MUSIC** – helps children to recognise rhymes, rhythms and patterns of words through the use of stressed syllables which, in turn, encourages them to say a sound for each letter in the alphabet and at least 10 digraphs.

#### Writing:

**MUSICAL INSTRUMENTS** – help children develop fine motor skill and manipulation required for writing recognisable letters, most of which are correctly formed.

### Mathematics

#### Number:

**MUSIC** – is built on recurring mathematical patterns and sequences, and helps children have a deep understanding of number to 10, including the composition of each number, through one to one correspondence.

**MUSIC** - encourages children to develop mathematical thinking as they begin to subitise (recognise quantities without counting) up to 5, through number-related action songs.

#### Numerical Patterns:

**MUSIC** – helps children to verbally count beyond 20, recognising the pattern of the counting system.

**MUSIC** – encourages children to compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

#### Shape, Space & Measure / Positional Language:

From Development Matters 3&4 yr olds: **MUSIC** – encourages children to talk about and identify the patterns around them and to extend and create ABAB patterns. **MUSIC** – helps children to discuss routes and locations, using words like ‘in front of’ and ‘behind’. From Development Matters Reception age: **MUSIC** – helps children to continue, copy and create repeating patterns.

### Understanding the World

#### Past & Present:

**MUSIC** – helps children to know some similarities and differences between things in the past and now, drawing on their experiences, and through listening to a range of musical styles and eras.

#### People, Culture & Communities:

**MUSIC** – helps children to know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and their exposure to different genres of music.

#### The Natural World:

**MUSIC** – provides a learning style through which children can explore the natural world around them ... making observations of animals and plants. It can help children to know some similarities and differences between the natural world around them and contrasting environments.

### Expressive Arts and Design

#### Creating with Materials

**MUSIC** – encourages children to make use of props and materials when role playing characters in narratives and stories, relating to songs and nursery rhymes.

#### Being Imaginative & Expressive:

**MUSIC** – helps children represent their own ideas, through inventing, adapting and recounting narratives and stories with peers and their teacher.

**MUSIC** – inspires children to sing a range of well-known nursery rhymes and songs.

When children are exposed to a rich repertoire of **MUSIC**, they perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.