



**Tudor Grange
Academies Trust**



**EYFS Curriculum Map:
Expressive Arts and Design**



Early Years Foundation Stage

Expressive Arts and Design

Educational Programme

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Term

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

ES & PS

Creating with Materials: Art & Design technology

Art techniques for 2–3-year-olds focus on process over product, emphasising sensory exploration, motor skill development, and creative freedom.

Art techniques

Drawing & Rubbing

Process Painting

Collage

Making

Technical Knowledge and Skills

Make marks intentionally.
Draw dots, lines and circular marks.
Draw simple representations of self.
Make rubbings with support.

Explore paint using fingers and other parts of their bodies.
Explore paint using a wide variety of tools and resources.
Enjoy and respond to playing with colour in a variety of ways, for example combining colours.
Create prints on paper using a variety of tools and resources.

Explore different materials, using all their senses to investigate them.
Use their imagination as they consider what they can do with different materials.
Make collages with natural materials.

Use and manipulate different materials and tools.
Make simple models which express their ideas.
Build and construct structures.
Explore materials with different properties, indoors and outside.
Use their imagination as they consider what they can do with different materials.



What creating with materials looks like in ES & PS	- Adults valuing the process over the product (e.g., instead of asking "What is it?" they comment on the colours, lines, and shapes- "Wow, I see so many red swirls and blue lines!"). - Children exploring age-appropriate materials like large crayons, washable finger paints, and different types of paper. - Children taking part in frequent, unprompted opportunities for drawing and painting with the child taking the lead in the creative process. - Moulding and making using playdough and tools. - Making marks in messy play materials. - Practitioners and children embracing lots of messy play. - Children making a car using a cardboard box and other craft resources. - Building with large wooden blocks, showing simple problem solving.			
Enriching Experiences	Craft workshop for families.			
Vocabulary	Drawing & Rubbing: line, dot, mark, smudge, draw, scribble, pencil, crayon, pen. Process Painting: press, rub, feel, sponge, brush, hand, stick. Collage: make, feel, smooth, rough, bumpy, soft, hard, wet, dry, sticky, fluffy, natural materials. Making: make, build, play dough, salt dough, explore, roll, squeeze, press, stick, glue, cardboard box, blocks. Colour: colour names, mix.			
ES & PS	Being Imaginative and Expressive: Music			
Musical Development Matters	Refer to Musical Development Matters in the Early Years . Practitioners are guided by the 'What adults could do' and 'What adults could provide' sections within each aspect for children 22-36 months. Each aspect is focused on at a particular time, however all aspects will be intertwined throughout the curriculum.			
Aspect of musical learning and development	Hearing and Listening	Vocalising and Singing	Moving and Dancing	Exploring and Playing
Knowledge and Skills	Begin to describe sounds and music imaginatively (e.g., scary music).	Explore their voices and enjoy making sound.	Move and dance to music. Moves in response to rhythms heard played on instruments.	Begin to explore a range of sound-makers and instruments by rubbing, shaking, tapping, striking or blowing to make loud/quiet, fast/slow.



	Identify specific sounds in the environment.	Sing and chant with and to others. Reproduce songs in individual ways. Play with familiar songs, often piecing together parts of different songs. Repeat phrases of songs. May sing an entire song.		Creates own patterns in music making. Shows control in holding and playing instruments.
What a musician looks like in ES & PS	• Marching, twirling, skipping, and using body movements to express tempo changes. • Singing simple nursery rhymes with the right rhythm. • Humming and singing favourite songs repeatedly. • Creating their own little song snippets or "making up" music with instruments. • Exploring musical instruments in the music area. •			
Enriching Experiences	External music session provider. Performing songs to others- Nativity Play, Easter song performance, Mother's Day etc Live music performances- pupils, teachers, parents, external visitors			
Vocabulary	Hearing and Listening: listen, feel, music, sound Vocalising and Singing: sing, chant, song, voice Moving and Dancing: move, dance, feel. Exploring and Playing: play, instrument, drum, bells, maracas, tambourine, clap, tap, shake, bang, stop, start, loud, quiet, slow, fast			



ES & PS		Being Imaginative & Expressive: Drama/ Role Play
Knowledge and Skills	Small world	Use everyday materials to explore, understand and represent their world. Begin to make believe by pretending using sounds, movements, words, objects. Begin to create small worlds and structure. Begin to act out favourite nursery rhymes and stories. Create simple narratives based on their experiences.
	Role play	Mimic familiar, real-life actions. Begin to re-enact real life experiences. Begin to act out stories they have heard. Start to develop pretend play, pretending that one object represents another. Use pretend play to practice words and social scripts they hear.
What being imaginative and expressive looks like in ES & PS		• Children recreating experiences like visiting the doctor or a farm. • Children acting out simple, favourite stories or routines over and over. • Children using trays, mats, or even just a corner of the floor to build tiny worlds like a farm, forest, or town. • Children using toy animals (cows, pigs, bears), dolls, or "people who help us" figures (doctors, firefighters) to mimic real life. • Children create simple narratives, like a teddy bear having a tea party or a farm animal going to sleep. • Children treating dolls and stuffed animals as if they are alive and have feelings. • Children using pretend play to practice words and social scripts they hear. • Children talking through the play, naming objects and actions to build vocabulary.
Enriching Experiences		Theatre trip/visit. Attending school performances.
Vocabulary		Types of playful language children might use: • Sound effects: Words like "vroom-vroom," "beep-beep," or "boom" for vehicles or actions. • Animal sounds: "Oink," "moo," "quack". • Exclamatory words: Simple fun words like "wee," "yay," "uh oh," or "whoa". • Silly substitutions: A child might sing "gaholi-booboo" instead of "spider" in a song.



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Creating with Materials: Art					
Access Art Lessons	Drawing & Painting: Explorers Books: Collecting Colour		Collage: Nursery Nighttime Collage		Drawing: Mark making and sound: Part 1	
	Printmaking: Printing with String		Painting: Marbled Hole Punch Sketchbook		Drawing: Mark Making & Sound: Part Two	
	Collaging: Collaging with Wax Crayon Rubbings		Making: Fruit and Veg Head		Drawing: Movement Maps	
Art techniques	Drawing	Printmaking	Painting	Collage	Making	
Technical Knowledge and Skills	Describe colours and textures as they draw.	Explore making prints using different materials.	Describe colours and textures as they paint.	Select and arrange materials to make 2D artwork.	Experiment with threading objects, holding equipment steady to do so.	
	Explore drawing using a range of drawing materials.	Explore applying pressure to print.	Explore what happens when paint colours mix.	Talk about colour, shape and texture.	Explore the properties of plasticine.	
	Combine materials when drawing.	Collect textured objects and make rubbings.	Combine materials when painting.	Combine materials when collaging.	Use fingers, hands and modelling tools to cut, mould, shape and model plasticine.	
	Investigate how to make large and small movements when drawing.	Combine materials when printing.	Explore painting using fingers and other mark-making tools.	Investigate different ways of cutting.	Explore joining and building plasticine.	
	Use their imaginations to make marks.		Explore paint textures, for example mixing in other materials or adding water.	Explore tearing paper for collage.		
	Represent their ideas and emotions through mark making.					



Formal elements of art	Colour	Form	Shape	Line	Pattern	Texture	Tone
Knowledge and Skills	Names of a range of colours.	Modelling materials can be shaped using hands or tools.	Names of simple shapes in art.	Lines can be curved or straight.	Make a pattern with objects/colours/drawn marks and describe it.	Describe what something feels like.	Knows there are different shades of the same colour.
	Colours can be mixed to make new colours.						
Cultural Knowledge	Enjoy looking at and talking about art.						
Critical Knowledge	Talk about their artwork.						
	Talk about other's work.						
What an artist looks like in Nursery	- Working collaboratively and independently both inside and outdoors. - Being actively involved in creative projects linked to their interests. - Exploring a wide range of age-appropriate resources which they can select themselves. - Responding creatively to what they see, hear, feel and experience. - Using both specific art resources and found objects/natural materials to create art. - Creating both permanent and temporary creations. - Having opportunity to display their creations for others to see.						
Enriching Experiences	Artist visit Art gallery for families						
Vocabulary	Drawing: finger, stick, chalk, pastel, felt tip, chalk, pencil Printing: press, rub, Painting: sponge, brush, hand, stick, stamp Collage: cut, rip, tear, stick, paper, tissue, foil, card, natural materials Making: plasticine, play dough, explore, roll, cut, join, squeeze, press, stick, glue, rolling pin, tape Visual literacy: like, dislike, feel, think Colour: colour names, dark, light, mix Shape/Form: shape, circle, square, triangle, rectangle, long, short, round, straight						



	Line: line, thin, wavy, straight, zigzag Pattern: repeat Texture: hard, soft, bumpy, smooth, shiny, wet, dry Tone: light(er), dark(er)					
Nursery	Creating with Materials: Design and technology					
Kapow Primary D&T Lessons			Seasonal Projects Cooking and nutrition: Designing a fruit salad Cooking and nutrition: Making a fruit salad	Seasonal Projects Textiles: Flower threading Structures: Hanging egg decoration		Seasonal Projects Structures: Bug houses
Designing Skills	Think about what they want to create. Talk about their ideas. Discuss the steps they could use to make their design. Identify materials and resources they might need.					
Constructing Skills	Use different materials in a variety of ways. Control and manipulate a variety of tools. Experiment with different techniques. Join different materials and explore different textures. Make structures.					
Evaluating Skills	Recognise problems and overcome them during the creation process. Say what they like/ do not like about the finished product. Explain what they have chosen to use and why. Say how they might change it next time based on what they have found out.					
Knowledge			Know that a design is a way of planning our idea before we start.	Know that threading is putting one material through an object. Know that hanging means fastening		Know there are a range to different materials that can be used to make a structure/model and that they are all slightly different.



			Know that a fruit salad is fruit mixed together. Know that fruits are grown. Recognise and name some common fruits. Know that different fruits taste different. Know that eating fruit is good for us.	something to the top leaving the other parts free to move.		Make simple suggestions to fix their structure.
What D&T looks like in Nursery	• Being actively involved in creative projects linked to their interests. • Developing independence in preparing and clearing away resources. • Creating both permanent and temporary creations. • Having frequent opportunities to explore various construction kits. • Dismantling things and learning about how everyday objects work. • Having opportunities to use a range of tools. • Being active outdoors, constructing with loose parts, crates, planks, cardboard boxes, large wooden blocks. • Exploring different textures and fabrics. • Exploring and engaging with cooking and baking activities.					
Enriching Experiences	Visit to the school kitchen and meet the school cook					
Vocabulary	Design: design, plan Construct: make, create, knife, cut, safe, use, snip, cut, fold, join, fix, glue, cello tape, glue stick, masking tape, paper clip, hole punch Evaluate: like, dislike, improve Designing a fruit salad: draw, design, healthy, balanced diet, healthy eating, healthy lifestyle, mind, body, brain, fruit names Making a fruit salad: healthy, balanced diet, healthy eating, healthy lifestyle, mind, body brain, fruit names, adjectives such as: sweet, sour, soft, crunchy, delicious, yummy, tasty. Flower threading: thread, punch, pinch, push, pull, through, under, over, up, down, pattern					



	Hanging Egg decoration: Easter, egg, chocolate, Jesus, Christian, Bible, pattern, colour, shape Structures- Bug houses: bottle, box, cardboard tube, homes, minibeast names, leaves, bark, sticks, grass, soil					
Nursery	Being Imaginative and Expressive: Music					
Sing Up Unit	This is me	Let's be friends	Travel and movement	I've got feelings	Animal tea part	Let's jam!
Knowledge and Skills	Sing the shape of the tune e.g. by moving their voice up and down, down and up, with the song. Suggest ideas for actions or movements to accompany the lyrics Play their instrument in time to the pulse of the music. Work cooperatively and take turns using musical instruments and/or saying the chant. Build their confidence to speak the chant on their own.	Sing a song with others and try to move in time with the music. Listen, respond, and vocalise chants with others. Sing the shape of the tune. Physically imitate the actions of musicians (e.g. pretend to play the clarinet, guitar). Identify an instruments sound and/or describe the sound of instruments (e.g. scratchy/ soft sound etc.).	Clap the rhythm of the words they are speaking. Listen, respond, and vocalise chants with others. Combine singing with the movements of the song. Perform a song with others and try to move in time with the music. Sing the shape of the tune. Physically imitate the actions of musicians. Suggest ideas of actions or movements to accompany the lyrics.	Create music based on a theme, using their bodies as instruments. Lead, or be led by other children, in their music making. Experiment with different ways of playing instruments. Sing the shape of the tune. Change some of the words in the song. Think abstractly about music and express this physically or verbally. Play instruments with control to play	Wait for musical cues and respond with movement and actions. Physically respond to the words and the movement in the song. Identify an instruments sound and/or describe the sound of instruments. Create vocal sound effects and share their ideas with the group. Sing the shape of the tune. Express the sounds animals make with their voices. Respond to the song with a steady beat.	Tap the rhythm of their names whilst speaking it out. Create rhythms using instruments and body percussion. Match the pitch of the leader in the call and response. Combine singing with the movements of the song. Play their instrument on their own. Experiment with ways of playing instruments. Combine moving, singing, and playing instruments.



		Experiment with ways of playing instruments (e.g., volume (dynamics). Pass their instrument quietly in time to the pulse of the music. Create music based on a theme. Listen and respond to others in group music making.	Explain what music makes them think of, sound like, or feel like using words, movement, drawing etc. Identify an instruments sound and/or describe the sound of instruments. Create music based on a theme. Experiment with ways of playing instruments. Play their instrument in time to the beat of the music.	loud/quiet, (dynamics), fast/slow (tempo). Distinguish and describes changes in music, comparing and contrasting different sections of a piece, or pieces. Create visual representation of sounds.	Create rhythms with words, using the syllables to make a rhythmic pattern. Translate words and sounds into rhythms using instruments. Grasp the concept of dynamics and tempo and associate the sounds and movements of animals with these musical elements. Play instruments with control to play loudly/quietly, (dynamics), fast/slow (tempo). Play along with the beat of the song.	Listen, respond, and vocalise chants with others. Keep a steady beat whilst speaking out the chant. Listen and respond to others in pair/group music-making. Anticipate the sections of the music where they need to 'stop'. Play instruments with control to play loud/quiet (dynamics), fast/slow (tempo). Play their instruments as an ensemble, listening to each other and communicating musically. Describe the sound of the different drum sounds using words.
--	--	---	---	---	--	--



						Distinguish between different types of quite similar sounds. Sort everyday objects into groups, using their varying sounds as their distinguishing feature.
What a musician looks like in Nursery	• Singing to themselves and with others. • Moving in time to music or a beat. • Being actively involved in musical projects linked to their interests. • Responding musically to what they see, hear, feel and experience. • Exploring a wide range of age-appropriate musical instruments which they can select themselves. • Having fun listening to and responding to different types of music. • Mirroring and copying sounds made by others. • Exploring and making sounds with their bodies and with their voices. • Music making on the move by transporting resources into other areas of provision.					
Enriching Experiences	Nativity Play		Easter song performance Mother’s Day song performance		Live music performances- pupils, teachers, parents, external visitors	
Vocabulary	Pitch: high, low Duration: long, short, steady beat Dynamics: loud, quiet and silence Tempo: fast, slow Timbre: instrument, basic instrument names, voice Texture: one sound, many sounds Structure: sequence, pattern, same, different Singing: talk, chant, sing, song Playing: body percussion words (e.g. clap, tap, click), tap, shake, scrape Rehearsing and performing: start, stop, wait, repeat					



Nursery		Being Imaginative & Expressive: Drama/ Role Play		
Knowledge and Skills	Small world	Explore small worlds such as farms, castles, doll's houses and garages. Join in with small world play that retells simple stories, events and rhymes.	Take part in pretend and small world play using objects to represent something else that may not be similar.	Enhance small world play by adding own resources and constructions. Beginning to develop complex stories.
	Role play	Join in with role play that retells simple stories, events and rhymes. Play with familiar resources, e.g., Main items in the home corner.	Take part in pretend play using objects to represent something else that may not be similar. Use own experiences to develop simple storylines.	Enhance role play by adding own resources and constructions. Beginning to develop complex storylines using own experiences and known stories.
What a being imaginative and expressive looks like in Nursery		• Pretending to be trolls after reading 'The Three Billy Goats Gruff'. • Develops stories using small world equipment like animal sets, dolls and dolls houses. • Retelling stories in their own words using puppets. • Acting out familiar scenarios in the home corner.		
Enriching Experiences		Taking part in the Nativity Theatre trip Puppet theatre		
Vocabulary		pretend, story, happened, next, then		



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Creating with Materials: Art					
Access Art Lessons	Drawing: Collecting, Arranging, Drawing Printmaking: Autumn Floor Textiles Painting: Transforming Objects Making: How to Clay Play		Collaging: Collage Streets Painting & Collaging: Imaginary Landscapes Printmaking: Burton Hathrow Ducklings Visual Literacy: Talking Points: Dancing to Art Printing & Drawing: Hands, Feet and Flowers		All techniques: Painting the Savannah Collaging: Let's Start with Collage Making: World in a Matchbox Drawing: Shells: Observational and Imaginative Drawing	
Art techniques	Drawing	Printmaking	Painting	Collage	Making	Visual literacy
Technical Knowledge and Skills	Practise looking carefully when drawing. Identify similarities and difference between drawing tools. Explore drawing using a range of drawing materials. Combine materials when drawing. Investigate how to make large and small	Collect textured objects and make rubbings. Explore applying pressure to print. Explore using hands and feet to print. Combine materials when printing.	Describe colours and textures as they paint. Explore what happens when paint colours mix. Explore paint textures, for example mixing in other materials or adding water. Explore painting using fingers and other mark-making tools. Respond to a range of stimuli when painting.	Explore colours, patterns and compositions when collaging. Combine materials when collaging. Explore differences when cutting a variety of materials. Investigate different ways of cutting. Follow lines when cutting.	Explore the properties of clay. Use fingers, hands and modelling tools to cut, mould, shape and model clay. Explore joining and building clay. Select and arrange natural materials to make 2D artwork.	Respond to art through talk. Know that we can respond to art through dance. Explore using their body to respond to art.



What an artist looks like in Reception	• Exploring/developing skills which have previously been taught by an adult. • Talking about what themselves and others have created. • Working on a small and large scale (especially outdoors). • Having opportunities to work alongside adults to learn new skills and consolidate learning. • Having time to return to unfinished projects. • Developing independence in preparing and clearing away resources. • Creating artworks linked to/inspired by other areas of learning or combining them. • Requesting (or accepting) additional resources from an adult in order to develop their ideas. • Making choices about which materials and techniques to use to achieve their end goal.
Enriching Experiences	Artist visit Art gallery for families
Vocabulary	Drawing: finger, stick, chalk, pastel, felt tip, chalk, pencil, charcoal Printing: press, rub, Painting: sponge, brush, hand, stick, roller, stamp Collage: cut, rip, tear, arrange, stick, paper, tissue, foil, card, natural materials, fabric, pasta/rice Making: clay, plasticine, dough, explore, roll, cut, join, squeeze, press, stick, glue, rolling pin, tape Visual literacy: like, dislike, feel, think, emotion, Artist Colour: colour names, dark, light, mix Shape/Form: shape, circle, square, triangle, rectangle, long, short, round, straight Line: line, thin, wavy, straight, zigzag Pattern: repeat Texture: hard, soft, bumpy, smooth, shiny, wet, dry Tone: shade, light(er), dark(er)



Reception	Creating with Materials: Design and technology		
Kapow D&T Unit	Structures: Junk Modelling	Textiles: Bookmarks	Cooking and nutrition: Soup
Designing Skills	Make verbal plans and material choices. Develop a junk model.	Discuss what a good design needs. Design a simple pattern with paper. Design a bookmark. Choose from available materials.	Design a soup recipe as a class. Design soup packaging.
Constructing Skills	Improve fine motor/scissor skills with a variety of materials. Join materials in a variety of ways (temporary and permanent). Join different materials together. Describe their junk model, and how they intend to put it together.	Develop fine motor/cutting skills with scissors. Explore fine motor/threading and weaving (under, over technique) with a variety of materials. Use a prepared needle and wool to practise threading.	Chopp plasticine safely. Chopp vegetables with support.
Evaluating Skills	Give a verbal evaluation of their own and others' junk models with adult support. Check to see if their model matches their plan. Consider what they would do differently if they were to do it again. Describe their favourite and least favourite part of their model.	Reflect on a finished product and comparing to their design.	Taste soup and giving opinions. Describe some of the following when tasting food: look, feel, smell and taste. Choose their favourite packaging design and explain why.
Knowledge	Know there are a range to different materials that can be used to make a model and that they are all slightly different. Make simple suggestions to fix their junk model.	Know that a design is a way of planning our idea before we start. Know that threading is putting one material through an object.	Know that soup is ingredients (usually vegetables and liquid) blended together. Know that vegetables are grown. Recognise and name some common vegetables. Know that different vegetables taste different. Know that eating vegetables is good for us. Discuss why different packages might be used for different foods.
What D&T looks like in Reception	- Exploring/developing skills which have previously been taught by an adult. - Talking about what themselves and others have created. - Exploring a wide range of age-appropriate resources which they can select themselves.		



	• Having opportunities to work alongside adults to learn new skills and consolidate learning. • Having time to return to unfinished projects. • Requesting (or accepting) additional resources from an adult in order to develop their ideas. • Having opportunity to display their creations for others to see. • Making choices about which materials and techniques to use to achieve their end goal. • Children talking about planning and adapting their ideas. • Exploring, designing and making in the junk modelling area.					
Enriching Experiences	Visit to the school kitchen and meet the school cook					
Vocabulary	Design: design, plan Construct: make, create, knife, cut, safe, use, snip, cut, fold, join, fix, glue, cello tape, glue stick, masking tape, paper clip, hole punch Evaluate: like, dislike, improve Structures: Junk Modelling: join, stick, cut, bend, slot, scissors, measure, materials, fix Textiles: Bookmarks: thread, weave, pattern, sew, sewing needle, embroider, design, evaluate Cooking and nutrition: Soup: fruit, vegetables, safety, knife, blade, tool, edge, handle, chop, slice, cut, saucepan, blender, chopping board, hob, boil, blend, mix, packaging, recyclable, metal, plastic, reusable					
Assessment	• practitioner's knowledge of the child • child's view of his or her own learning • information from a range of contributors (teaching assistants, parents/carers and other significant adults) • any material or representations from the child • assessment scores and/or information • a collection of anecdotal and significant moments observations.					
Reception	Being Imaginative & Expressive: Music					
Sing Up Unit A	I've got a grumpy face	Witch, witch	Bird spotting: Cuckoo polka	Up and down	Down there under the sea	Slap clap clap



Musical Focus	Timbre, beat, pitch contour.	Call-and-response, pitch (la-somi-do), timbre	Active listening, beat, pitch (so-mi), vocal play.	Pitch contour rising and falling, classical music.	Timbre, structure, active listening, tune moving in step (stepping notes), soundscape.	Music in 3-time, beat, composing and playing.
Sing Up Unit B	The sorcerer's apprentice	Row, row, row your boat	Shake my sillies out	Five fine bumble bees	It's oh so quiet	Bow, bow, bow Belinda
Musical Focus	Musical storytelling, louder/ quieter, faster/slower, higher/ lower, timbre.	Beat, pitch (step/leap), timbre.	Timbre, pitch (higher/lower), tempo (faster/slower), beat.	Timbre, tempo, structure (call-and-response), active listening.	Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments.	Beat, active listening, instrumental accompaniment.
Improvise and Compose Knowledge and Skills	Make up new words and actions about different emotions and feelings. Explore making sound with voices and percussion instruments to create different feelings and moods. Explore storytelling elements in the music and create a class story inspired by the piece. Make up a simple accompaniment using percussion instruments. Make up new lyrics and vocal sounds for different kinds of transport.		Explore the range and capabilities of voices through vocal play. Create a sound story using instruments to represent different animal sounds/ movements. Make up new lyrics and accompanying actions. Improvise a vocal/physical soundscape about minibests.		Develop a song by composing new words and adding movements and props. Improvise music with different instruments, following a conductor. Compose music based on characters and stories developed through listening to Beethoven's 5th symphony. Compose a 3-beat body percussion pattern and perform it to a steady beat. Invent and perform actions for new verses.	
Sing and Play Knowledge and Skills	Sing with a sense of pitch, following the shape of the melody with their voices. Mark the beat of the song with actions. Use the voice to adopt different roles and characters.		Develop a sense of beat by performing actions to music. Sing an action song with changes in speed. Play along with percussion instruments. Perform the story as a class.		Sing a song that uses a call-and-response structure. Play sea sound effects on percussion instruments. With some support, play a call-and-response phrase comprising a short, stepping tune (C-D-E). Play different instruments with control.	



	Match the pitch of a 4-note (la-so-mi-do) call-and-response song. Sing a tune with 'stepping' and 'leaping' notes. Play a steady beat on percussion instruments.	Sing and play a rising and falling melody, following the shape with voices and on tuned percussion. Sing in call-and-response and change voices to make a buzzing sound. Play an accompaniment using tuned and untuned percussion and recognise a change in tempo.	Explore dynamics with their voices and instruments. Sing a melody in waltz time and perform the actions. Transfer actions to sounds played on percussion instruments. Sing a song while performing a sequence of dance steps. Play a two-note accompaniment, playing the beat, on tuned or untuned percussion.
Listen and Appraise Knowledge and Skills	Identify and describe contrasts in tempo and dynamics. Begin to use musical terms (louder/ quieter, faster/slower, higher/lower). Respond to music in a range of ways (e.g. movement, talking, writing).	Develop 'active' listening skills by recognising the 'cuckoo call' in a piece of music (so-mi). Enjoy moving freely and expressively to music. Listen to music and show the beat with actions. Use appropriate hand actions to mark a changing pitch. Listen to a piece of classical music and respond through dance.	Listen to a range of sea-related pieces of music and respond with movement. Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles. Listen actively to music in 3/4 time. Find the beat and perform a clapping game with a partner. Listen to and talk about folk songs from North America.
What a musician looks like in Reception	• Interacting, communicating and expressing their feelings through music. • Exploring/developing skills which have previously been taught by an adult. • Talking about what they and others have created in music. • Having opportunities to work alongside adults to learn new skills and consolidate learning. • Talking about music they have listened to or created. • Representing graphically music they have recorded or created.		



	• Making their own musical instruments. • Playing aloud for others and taking part in performance. • Using simple music making and recording equipment.					
Enriching Experiences	Nativity Play		Easter song performance Mother's Day song performance		Live music performances- pupils, teachers, parents, external visitors Young Voices	
Vocabulary Unit A	I've got a grumpy face: Pitch: shape (contour), high/low Structure: call-and-response Tempo: beat Timbre: hard/soft, scratchy/smooth, etc. Other: words that describe emotions and feelings e.g. angry, sad, happy, excited, silly etc.	Witch, witch: Pitch: high/low. Structure: call-and-response, phrase. Tempo: strong beat, pulse (the 'heartbeat' of the music). Timbre: scratchy percussion, sounds, tone, tuned/untuned percussion, instrument names. Texture: solo, together (unison), accompaniment.	Bird spotting: Cuckoo polka Duration: beat. Timbre: vocal play to explore sounds the voice can make, cuckoo whistle, orchestra. Pitch: cuckoo interval, so-mi. Structure: echo singing.	Up and down: Dynamics: louder, quieter. Pitch: up, down, higher, lower, melody, interval, stepping notes, scale. Tempo: pulse, beat, faster, slower. Timbre: glockenspiel, chime bars, xylophone.	Down there under the sea: Dynamics: getting louder, getting quieter. Pitch: stepping note, leap, notes C-D-E, higher, lower. Structure: call-and-response. Tempo: getting slower/faster. Timbre: shaker, scraper, chime tree, chime bars, glockenspiel, xylophone, ocean drum, rain stick. Other: soundscape.	Slap clap clap: Duration: longer/shorter sound, waltz time (3/4 time). Timbre: ring, shake, scrape, tap, strike, drum, body percussion.
Vocabulary Unit B	The sorcerer's apprentice: Duration: long/short. Dynamics: louder/quieter. Pitch: higher/lower. Tempo: faster/slower. Timbre: percussion instruments.	Row, row, row your boat: Duration: beat, pulse, rhythm. Dynamics: loud, quiet. Pitch: stepping and leaping notes. Other: songwriting, improvise.	Shake my sillies out: Duration: syncopation, rests. Dynamics: louder, quieter. Pitch: higher sounds, lower sounds. Structure: verse and chorus.	Five fine bumble bees: Duration: dotted rhythms, rest. Dynamics: loud, quiet, louder, quieter. Pitch: stepping notes, jumping notes. Tempo: fast, slow, faster, slower.	It's oh so quiet: Dynamics: forte (loud), piano (quiet), crescendo (getting louder), diminuendo (getting quieter).	Bow, bow, bow Belinda Duration: dotted notes, rhythm. Pitch: higher, lower Structure: phrase. Tempo: steady beat. Other: percussion instruments, tuned (with



		Other: storytelling, Classical music, composer, orchestra.		Tempo: faster, getting faster, slower, getting slower. Timbre: quality of sounds (e.g. squeaky, booming etc.).	Timbre: quality of voice (e.g. squeaky, jerky, swishy). Other: soundscape.		notes), untuned (without notes).
Reception		Being Imaginative & Expressive: Drama/ Role Play					
Knowledge and Skills	Small world	Create representations of both imaginary and real-life ideas, events, people and objects. Make imaginative and complex small world scenes using construction kits, wooden blocks and loose parts. Use small world resources to retell a familiar event or known story in the correct sequence.	Develop storylines and characters into my pretend play. Combine different resources to make cities with different buildings, a park with different features or a building with different rooms.			Invent, adapt and recount narratives and stories with my peers and my teacher.	
	Role play	Use my imagination to develop complex storylines. Make use of props and materials when role playing characters in narratives and stories. Take part in group role play to retell a known story. Perform songs and stories with others.	Develop storylines and characters into pretend play. Extend role play by using different props and materials. Collaborate with peers to retell a story in the correct sequence.			Invent, adapt and recount narratives and stories with my peers and my teacher. Perform poems with others.	
What a being imaginative and expressive looks like in Reception		• Playing with a wide range of props which encourage imagination, e.g. different lengths and styles of fabric can become capes, the roof of a small den, a picnic rug or an invisibility cloak. • Acting out stories using masks. • Playing a part in the Nativity. • Retelling stories using puppets, story sacks and props. • Pretending to be characters with different voices and expressions.					



Enriching Experiences	Taking part in the Nativity. Theatre trip. Puppet theatre.					
Vocabulary	imagine, retell, props, beginning, middle, end, character, voice, expression					
Common Assessment Tasks	Baseline	CA1		CA2		CA3
Expressive Arts and Design Early Learning Goals	ELG: Creating with Materials Children at the expected level of development will: • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.			ELG: Being Imaginative and Expressive Children at the expected level of development will: • 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.		



Sources

Department for Education (2024) Early years foundation stage statutory framework for group and school-based providers.

Development Matters- Non-statutory curriculum guidance for the early years foundation stage.

Birth to 5 Matters- Non-statutory curriculum guidance for the early years foundation stage.

Planning for the Early Years

EEF's Early Years Evidence Store

Musical Development Matters in the Early Years

Curriculum map to be used in conjunction with a Sing Up subscription.

Curriculum map to be used in conjunction Access Art subscription.

Knowledge and skills statements for Music-Sing Up

Knowledge and skills statements for Art- Access Art

Knowledge and skills statements for D&T- Kapow Primary