

Music in EYFS at St Dennis Primary Academy



Scope and Approach – Music in the Early Years Foundation Stage (EYFS) at St Dennis Primary Academy provides a broad, balanced, and ambitious curriculum that nurtures children's creativity, expression, and confidence. Through engaging and practical experiences, children explore sound, rhythm, and movement while developing a love of music.

Music is delivered through play-based learning, adult-led sessions, and continuous provision. Children have opportunities to listen, sing, perform, and create using a range of instruments and media. These experiences support early musical understanding as well as wider development, including language, coordination, and social skills.

Aligned with the EYFS framework, Music supports several key areas of learning:

- **Expressive Arts and Design** – Children explore and engage with music through singing, movement, and instruments. They experiment with sounds, rhythms, and patterns, and begin to create their own music, developing imagination and creativity.
- **Communication and Language** – Music provides rich opportunities for language development. Children learn songs, rhymes, and chants, developing listening skills, attention, and vocabulary.
- **Physical Development** – Through movement to music and playing instruments, children improve coordination, control, and fine motor skills.
- **Personal, Social and Emotional Development** – Music encourages participation, turn-taking, and confidence. Children express themselves, perform to others, and develop a sense of achievement.

Music in EYFS focuses on participation, enjoyment, and exploration. Children are encouraged to express themselves freely, develop confidence, and build early musical foundations that support future learning.

Vocabulary – A strong emphasis is placed on developing musical vocabulary. Key words are explicitly taught, modelled, and revisited in context. Children are introduced to vocabulary such as *music, sound, loud, quiet, fast, slow, rhythm, beat, song, instrument, tap, shake, and perform*.

Assessment – Assessment is formative, ongoing, and responsive. Practitioners observe children during music sessions and within continuous provision, noting engagement, participation, and skill development. Assessment information is used to: Adapt teaching and provision, provide targeted group work or 1:1 support, ensure all children make progress from their starting points. A Pupil Progress document is used to identify children who are on track or those who may need additional support, with clear actions in place. Achievement of the Early Learning Goals is based on professional discussion and practitioners' knowledge of each child. This ensures accurate assessment and supports a smooth transition into Year 1 with clear next steps identified.

Opportunities and activities in Reception

- Adults model singing, rhythm, and the correct use of instruments before children explore independently.
- Daily singing opportunities, including songs, rhymes, and chants, to build confidence and enjoyment.
- Access to a range of musical instruments within continuous provision (e.g., drums, shakers, xylophones).
- Opportunities to explore rhythm and beat through clapping, tapping, and movement activities.
- Structured music sessions where children learn songs and begin to perform.
- Continuous provision resources introduced in September and developed progressively to build skills across the year.
- Opportunities to respond to music through dance, movement, and creative expression.
- Real-life links, such as familiar songs, celebrations, and cultural experiences, to deepen understanding.
- High-quality adult interactions to extend thinking, encourage reflection, and develop musical awareness.
- Books and stories that include musical elements to support learning and engagement.

