

## EYFS Long Term Plan Continuous Provision - Music

### Characteristics of Effective Learning - How a child is learning

<p style="text-align: center;"><b>Playing and Exploring</b></p> <p><b>Finding out and exploring</b></p> <ul style="list-style-type: none"> <li>• Showing curiosity about objects, events and people</li> <li>• Using senses to explore the world around them</li> <li>• Engaging in open-ended activity</li> <li>• Showing particular interests</li> </ul> <p><b>Playing with what they know</b></p> <ul style="list-style-type: none"> <li>• Pretending objects are things from their experience</li> <li>• Representing their experiences in play</li> <li>• Taking on a role in their play</li> <li>• Acting out experiences with other people</li> </ul> <p><b>Being willing to 'have a go'</b></p> <ul style="list-style-type: none"> <li>• Initiating activities</li> <li>• Seeking challenge</li> <li>• Showing a 'can do' attitude</li> <li>• Taking a risk, engaging in new experiences, and learning by trial and error.</li> </ul>	<p style="text-align: center;"><b>Active learning</b></p> <p><b>Being involved and concentrating</b></p> <ul style="list-style-type: none"> <li>• Maintaining focus on their activity for a period of time</li> <li>• Showing high levels of energy, fascination</li> <li>• Not easily distracted</li> <li>• Paying attention to details</li> </ul> <p><b>Keeping on trying</b></p> <ul style="list-style-type: none"> <li>• Persisting with activity when challenges occur</li> <li>• Showing a belief that more effort or a different approach will pay off</li> <li>• Bouncing back after difficulties</li> </ul> <p><b>Enjoying achieving what they set out to do</b></p> <ul style="list-style-type: none"> <li>• Showing satisfaction in meeting their own goals</li> <li>• Being proud of how they accomplished something - not just the end result</li> <li>• Enjoying meeting challenges for their own sake rather than external rewards or praise</li> </ul>	<p style="text-align: center;"><b>Creating and Thinking Critically</b></p> <p><b>Having their own ideas</b></p> <ul style="list-style-type: none"> <li>• Thinking of ideas</li> <li>• Finding ways to solve problems</li> <li>• Finding new ways to do things</li> </ul> <p><b>Making links</b></p> <ul style="list-style-type: none"> <li>• Making links and noticing patterns in their experience</li> <li>• Making predictions</li> <li>• Testing their ideas</li> <li>• Developing ideas of grouping, sequences, cause and effect</li> </ul> <p><b>Choosing ways to do things</b></p> <ul style="list-style-type: none"> <li>• Planning, making decisions about how to approach a task, solve a problem and reach a goal</li> <li>• Checking how well their activities are going</li> <li>• Changing strategy as needed</li> <li>• Reviewing how well the approach worked</li> </ul>	
<p style="text-align: center;"><b>Permanent Resources</b></p> <p>Storage baskets</p> <p>Percussion instruments - triangles, scrapers, claves etc</p> <p>Instruments from a range of cultures - rain stick etc</p> <p>Home made instruments - shakers etc</p> <p>Puppets</p> <p>Song bags</p> <p>Scarves</p> <p>Music tapes/CDs - to include different cultures and contexts</p> <p>Weekly Rhythm and Rhyme session</p> <p>Letters and sounds</p> <p><b>Resource enhancements throughout the year</b></p> <p>Songs and rhymes relating to seasons and celebrations</p> <p>Songs and rhymes reflecting children's interests</p> <p>Instrument making sessions</p> <p>Visitors playing musical instruments</p> <p>Mark making to music</p> <p>Use books and stories as a stimulus for music</p> <p>U-tube/media orchestra clips</p>	<p style="text-align: center;"><b>Possible Experiences</b></p> <p>Enjoy handling and making sounds with instruments, bodies and materials</p> <p>To work as a part of a group</p> <p>Initiate ideas and discuss</p> <p>Engage in imaginative play</p> <p>Listen attentively to music, including music from other cultures and others' ideas</p> <p>Learn to use appropriate vocabulary and name equipment</p> <p>Use stories/books or pictures as a stimulus</p> <p>Enjoy singing songs and making movements in response to music</p> <p>Engage in weekly Rhythm and Rhyme session</p> <p>Opportunities for counting through rhymes</p> <p>Opportunity to talk about addition and subtraction, adding one more or taking one away e.g. hot cross buns</p> <p>Make up alternative endings and encourage children to supply the last word of the second line, e.g. <i>'Hickory Dickory boot, The mouse ran down the...</i></p>	<p style="text-align: center;"><b>Adult Role</b></p> <p><b>Positive Relationships</b></p> <p>To ensure children have opportunity to have a go and are shown how to play instruments</p> <p>To ask open ended questions</p> <p>To encourage children to explore, investigate and talk about their experiences</p> <p>Use opportunities to stop and listen carefully for environmental sounds, and talk about sounds you can hear such as long, short, high, low</p> <p>Model being a listener by listening to children and taking account of what they say in your responses to them</p> <p>Letters and sounds - Phase 1</p> <p style="text-align: center;"><b>Enabling Environments</b></p> <p>Provision for accessible musical instruments for children to explore</p> <p>Interactive displays</p> <p>Provision of pictures, books, paintings, poems, music, dance and story</p> <p>Music area to be away from the quiet book area</p> <p>Resources labelled with pictures and words</p>	<p style="text-align: center;"><b>Appropriate Vocabulary</b></p> <p>Rhyme, rhythm, sounds</p> <p>Loud/soft/quiet</p> <p>Quick/slow</p> <p>Shake, strike, rattle, beat</p> <p>Positional language</p> <p>Instrument names</p> <p>Vocabulary to describe sounds and emotion</p> <p style="text-align: center;"><b>Questions and Phrases</b></p> <p>Open ended questions relating to play</p> <p>Who, where, why, how, what?</p> <p>I wonder what might happen if?</p> <p>How can you make a loud or quiet sound?</p> <p>Which instrument makes a sound when you shake/hit it?</p> <p>How can you make sounds with your body?</p> <p>What can you do to make a pattern?</p> <p>How does that sound make you feel?</p> <p>What sound makes you feel happy or sad?</p>

**Music - A Unique Child - Observing what a child is learning 36-60+ months**

<p align="center"><b>Personal, Social and Emotional Development</b></p> <p>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children          Initiates play, offering cues to peers to join them          Keeps play going by responding to what others are saying or doing          Explains own knowledge and understanding, and asks appropriate questions of others          Can select and use activities and resources with help          Welcomes and values praise for what they have done          Confident to speak to others about own needs, wants, interests and opinions          Begins to accept the needs of others and can take turns and share resources, sometimes with support from others          Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy          Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them          Aware of the boundaries set, and of behavioural expectations in the setting</p>	<p align="center"><b>Communication and Language</b></p> <p>Listens to others one to one or in small groups, when conversation interests them          Understands use of objects          Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories          Focusing attention - still listen or do, but can shift own attention          Is able to follow directions (if not intently focused on own choice of activity)          Maintains attention, concentrates and sits quietly during appropriate activity          Two-channelled attention - can listen and do for short span          Responds to instructions involving a two-part sequence          Understands humour, e.g. nonsense rhymes, jokes          Uses intonation, rhythm and phrasing to make the meaning clear to others</p>	<p align="center"><b>Physical Development</b></p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control          Shows a preference for a dominant hand</p>
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<p align="center"><b>Literacy</b></p> <p>Enjoys rhyming and rhythmic activities          Shows awareness of rhyme and alliteration          Recognises rhythm in spoken words          Listens to and joins in with stories and poems, one-to-one and also in small groups          Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories          Continues a rhyming string          Hears and says the initial sound in words          Gives meaning to marks they make as they draw, write and paint          Begins to break the flow of speech into words.          Sometimes gives meaning to marks as they draw and paint</p>	<p align="center"><b>Mathematics</b></p> <p>Uses some number names and number language spontaneously          Uses some number names accurately in play.          Recites numbers in order to 10          Knows that numbers identify how many objects are in a set          Beginning to represent numbers using fingers, marks on paper or pictures          Sometimes matches numeral and quantity correctly          Shows curiosity about numbers by offering comments or asking questions          Shows an interest in number problems          Realises not only objects, but anything can be counted, including steps, claps or jumps          Recognises numerals 1 to 5          Counts up to three or four objects by saying one number name for each item          In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting</p>	<p align="center"><b>Understanding the World</b></p> <p>Recognises and describes special times or events for family or friends.          Enjoys joining in with family customs and routines.          Talks about why things happen and how things work.          Knows how to operate simple equipment e.g. turns on CD player and uses remote control.</p>	<p align="center"><b>Expressive Arts and Design</b></p> <p>Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there          Enjoys joining in with dancing and ring games          Sings a few familiar songs          Beginning to move rhythmically          Imitates movement in response to music          Taps out simple repeated rhythms          Explores and learns how sounds can be changed          Begins to build a repertoire of songs and dances          Explores the different sounds of instruments          Creates movement in response to music          Sings to self and makes up simple songs          Makes up rhythms          Create simple representations of events, people and objects</p>
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## Music - A Unique Child - Observing what a child is learning 0-36 months

<p style="text-align: center;"><b>Personal, Social and Emotional Development</b></p> <p>Interested in other's play and starting to join in          Seeks out others to share experiences          Responds to the wishes and feelings of others          Initiates play, offering cues to peers to join them          Keeps play going by responding to what others are saying or doing          Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults          Can select and use activities and resources with help          Aware of own feelings, and knows that some actions and words can hurt others' feelings          Begins to accept the needs of others and can take turns and share resources, sometimes with support from others</p>	<p style="text-align: center;"><b>Communication and Language</b></p> <p>Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door          Shows interest in play with sounds, songs and rhymes          Single channelled attention. Can shift to a different task if attention fully obtained - using child's name to focus          Listens to others one to one or in small groups, when conversation interests them          Listens to stories with increasing attention and recall          Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories          Uses intonation, rhythm and phrasing to make the meaning clear to others</p>	<p style="text-align: center;"><b>Physical Development</b></p> <p>May be beginning to show preference for dominant hand          Beginning to recognise danger and seeks support of significant adults for help          Understands that equipment and tools have to be used safely          Uses one-handed tools and equipment</p>	
<p style="text-align: center;"><b>Literacy</b></p> <p>Has some favourite stories, rhymes, songs, poems or jingles          Repeats words or phrases from familiar stories          Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'          Enjoys rhyming and rhythmic activities          Shows awareness of rhyme and alliteration          Recognises rhythm in spoken words          Listens to and joins in with stories and poems, one-to-one and also in small groups          Joins in with repeated refrains and anticipates key events and Phrases in rhymes and stories          Beginning to be aware of the way stories are structured</p>	<p style="text-align: center;"><b>Mathematics</b></p> <p>Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'          Recites some number names in sequence          Begins to make comparisons between quantities          Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'          Uses some number names and number language spontaneously          Uses some number names accurately in play          Beginning to talk about the shapes of everyday objects, e.g. 'round and 'tall</p>	<p style="text-align: center;"><b>Understanding the World</b></p> <p>Beginning to have their own friends          Learns that they have similarities and differences that connect them to, and distinguish them from, others          Remembers and talks about significant events in their own experience          Knows how to operate simple equipment, e.g. turns on CD player and uses remote control</p>	<p style="text-align: center;"><b>Expressive Arts and Design</b></p> <p>Joins in singing favourite songs          Shows an interest in the way musical instruments sounds          Beginning to use representation to communicate, e.g. drawing a line and saying that's me'          Sings a few familiar songs          Beginning to move rhythmically          Imitates movement in response to music          Taps out simple repeated rhythms          Explores and learns how sounds can be changed          Sings to self and makes up simple songs          Makes up rhythms</p>
<p>Revised October 2013</p>			