

EYFS Development Matters Statement (2021)	How we might support this in EYFS	What this might look like in school
Expressive Arts and Design		
Listen with increased attention to sounds.	<p>Help children to develop their listening skills through a range of active listening activities.</p> <p>Notice 'how' children listen well, for example: listening whilst painting or drawing, or whilst moving.</p>	<ul style="list-style-type: none"> • Phase 1 phonics activities – e.g. Chinese whispers, what's in the box and sound lotto • BBC School Radio – Audio Stories, listening games and sound discrimination games
Respond to what they have heard, expressing their thoughts and feelings.	<p>Play, share and perform a wide variety of music and songs from different cultures and historical periods.</p> <p>Play sound-matching games</p>	
Remember and sing entire songs.	When teaching songs to children be aware of your own pitch (high/low). Children's voices are higher than adult voices. When supporting children to develop their singing voice use a limited pitch range. For example, 'Rain rain' uses a smaller pitch (high/low) range than many traditional nursery rhymes. Children's singing voices and their ability to control them is developing. Encourage them to use their 'singing' voice: when asked to sing loudly, children often shout.	<ul style="list-style-type: none"> • Song bowl and singing sessions# • Seasonal songs – e.g Christmas
Sing the pitch of a tone sung by another person ('pitch match').		<ul style="list-style-type: none"> • Phase 1 phonics activities - Pass the sound game using voices
Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.		<ul style="list-style-type: none"> • Song bowl - repetition
Create their own songs or improvise a song around one they know.	<p>Sing slowly, so that children clearly hear the words and the melody of the song.</p> <p>Use songs with and without words – children may pitch-match more easily without words. Try using one-syllable sounds such as 'ba'.</p>	<ul style="list-style-type: none"> • Props to facilitate exploration – microphone, puppets, theatre stage etc

	Clap or tap to the pulse of songs or music and encourage children to do this.	
Play instruments with increasing control to express their feelings and ideas.	<p>Offer children a wide range of different instruments, from a range of cultures. This might also include electronic keyboards and musical apps on tablets.</p> <p>Encourage children to experiment with different ways of playing instruments. Listen carefully to their music making and value it. Suggestion: record children's pieces, play the pieces back to the children and include them in your repertoire of music played in the setting.</p>	<ul style="list-style-type: none"> • Playing instruments in different ways – loud/quiet, fast/slow etc • Sound matching games with instruments, body percussion, and everyday objects (e.g. keys) • Toco band app on iPad
Listen attentively, move to and talk about music, expressing their feelings and responses.	Give children an insight into new musical worlds. Introduce them to different kinds of music from across the globe, including traditional and folk music from Britain. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.	<ul style="list-style-type: none"> • Move to music using props – chiffon scarves/ribbons. • BBC Ten pieces (EYFS) • Visitors/staff who can play an instrument
Watch and talk about dance and performance art, expressing their feelings and responses.	Offer opportunities for children to go to a live performance, such as a pantomime, play, music or dance performance. Provide related costumes and props for children to incorporate into their pretend play.	<ul style="list-style-type: none"> • Pantomime visit in Autumn 2 • Watch other year groups perform their learnt instrument • Chinese new year – dragon dance
Sing in a group or on their own, increasingly matching the pitch and following the melody.	Play pitch-matching games, humming or singing short phrases for children to copy. Use songs with and without words – children may pitch match more easily with sounds like 'ba'. Sing call-and-response songs, so that children can echo phrases of songs you sing. Introduce new songs	

	gradually and repeat them regularly. Sing slowly, so that children can listen to the words and the melody of the song.	
Explore and engage in music making and dance, performing solo or in groups.	<p>Notice and encourage children to keep a steady beat, this may be whilst singing and tapping their knees, dancing to music, or making their own music with instruments and sound makers.</p> <p>Play movement and listening games that use different sounds for different movements. Suggestions: march to the sound of the drum or creep to the sound of the maraca.</p> <p>Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song.</p> <p>Play music with a pulse for children to move in time with and encourage them to respond to changes: they could jump when the music suddenly becomes louder, for example.</p> <p>Encourage children to create their own music.</p> <p>Encourage children to replicate choreographed dances, such as pop songs and traditional dances from around the world.</p> <p>Encourage children to choreograph their own dance moves, using some of the steps and techniques they have learnt.</p>	<ul style="list-style-type: none"> • Action songs • Make instruments – shakers • Just Dance Kids • Cosmic Yoga
Sing a range of well-known nursery rhymes and songs.		<ul style="list-style-type: none"> • Song bowl

Perform songs, rhymes, poems and stories with others and try to move in time with music.		
Communication and Language		
Sing a large repertoire of songs.	Consider which core books, songs and rhymes you want children to become familiar with and grow to love.	<ul style="list-style-type: none"> • Song bowl
Know many rhymes , be able to talk about familiar books, and be able to tell a long story.	Outdoor play themed around 'We're Going on a Bear Hunt' might lead to the children creating their own 'hunts' and inventing their own rhymes.	<ul style="list-style-type: none"> • Role play area/boxes based on selected key stories
Listen carefully to rhymes and songs, paying attention to how they sound.	<p>Show your enjoyment of poems using your voice and manner to give emphasis to carefully chosen words and phrases.</p> <p>Model noticing how some words sound: "That poem was about a frog on a log; those words sound a bit the same at the end don't they? They rhyme."</p> <p>In poems and rhymes with very regular rhythm patterns, pause before the rhyming word to allow children to join in or predict the word coming next.</p> <p>Encourage children to have fun with rhyme, even if their suggestions don't make complete sense.</p> <p>Choose a few interesting longer words from the poem, rhyme or song and clap out their beat structure, helping children to join in with the correct number of 'claps'.</p>	
Learn rhymes, poems and songs.	Select traditional and contemporary poems and rhymes to read aloud to children.	

	<p>Help children to join in with refrains and learn some verses by heart using call and response.</p> <p>When singing songs by heart, talk about words in repeated phrases from within a refrain or verse so that word boundaries are noticed and not blurred: “Listen carefully, what words can you hear? Oncesuppona time: once – upon – a – time.”</p>	
Literacy		
<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother 	<p>Help children tune into the different sounds in English by making changes to rhymes and songs, like changing a word so that there is still a rhyme, for example: “Twinkle, twinkle yellow car”</p> <p>Making rhymes personal to children: “Hey diddle diddle, the cat and fiddle, the cow jumped over Haroon.”</p> <p>Deliberately miss out a word in a rhyme, so the children have to fill it in: “Run, run, as fast as you can, you can’t catch me I’m the gingerbread —.”</p> <p>Use magnet letters to spell a word ending like ‘at’. Encourage children to put other letters in front to create rhyming words like ‘hat’ and ‘cat’.</p>	