

EYFS Curriculum Goals	First check point End F1	Second Check point December	Third checkpoint March	Final Checkpoint June	Linked ELGs
<p><b>To share or perform a creation of theirs to others</b></p> <p><b>Movement and music</b></p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Listen with increased attention to sounds.</p> <p>Sing their own songs or improvise a song around one they know.</p> <p>Listening and responding to different styles of music</p> <p>Move appropriately to music at different speeds e.g. running, crawling (tempo) beginning to recognise repetition Sing along with nursery rhymes and action songs.</p> <p>Make their voice/singing loud and quiet Sing and recognise high and low pitch (high like a mouse, low like a lion)</p>	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Play instruments with increasing control to express their feelings and ideas</p> <p>Remember and sing entire songs .</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Respond to what they have heard, expressing their thoughts and feelings</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Recognise that sounds are made in a variety of ways (timbre)</p> <p>Move in time to a steady beat (pulse)</p> <p>Taps out a repeated rhythm (using voice and untuned instruments/ body percussion through copy-back and answer games, etc.)</p> <p>Explore performing with different instruments</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Develop storylines/ story language in their pretend play.</p> <p>Move in time to the pattern of a song (rhythm)</p> <p>Sing and play an instrument along with a song</p> <p>Share their ideas and perform their work to others with adult support</p>	<p>Tap a beat/ clap in time to a piece of music/simple song.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups</p>	<p><b>EAD: BIE</b></p> <p>-Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>-Sing a range of well-known nursery rhymes and songs.</p> <p>-Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>