	EYFS	EYFS- Development matters	Year 1	Year 2	National curriculum end of Key Stage 1
Singing repertoire*	Singing short, rhythmic rhymes and songs.	Children in reception will be learning to: • Sing in a group or on their own, increasingly matching the pitch and following the melody.	Singing simple songs, chants and rhymes from memory. Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower.		Pupils should be taught to: • Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
			Competently singing songs with a very small pitch range (two notes that are different but close together).	Competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together).	
Singing technique	Using both speaking and singing voices. Unconsciously beginning to sing to the pulse of a song. Exploring vowel sounds through call and response activities.		Breathing at appropriate times when singing.		
			Exploring changing their singing voice in different ways. Singing a range of call and response chants, attempting to match the pitch and tempo they hear.	Adapting their singing voice to be loud or soft at the direction of a leader. Singing a range of call and response songs, matching the pitch and tempo they hear with accuracy. Singing part of a given song in their head (using their 'thinking voice').	

New! Creating sound

	EYFS	EYFS- Development matters	Year 1	Year 2	National curriculum end of Key Stage 1
Instruments	Exploring different ways of making sound with everyday objects and instruments. (Groups A, B and C.) Exploring different ways of holding a range of instruments. (Groups A, B and C.) Starting to show a preference for a dominant hand when playing instruments. (Groups A, B and C.) Using instruments expressively to music. (Group B.) Using instruments to begin to follow a beat, with guidance. (Group A.)	Children in reception will be learning to: • Explore and engage in music making and dance, performing solo or in groups.	Developing an awareness of how sound is affected by the way an instrument is held. (Groups A, B and C.) Developing an awareness of how dynamics are affected by the force with which an instrument is played. (Groups A, B and C.) Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. (Group A.) Using instruments imaginatively to create soundscapes which convey a sense of place. (Group B.) Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. (Group A.) Starting to understand how to produce different sounds on pitched instruments. (Group C.)		Pupils should be taught to: • Play tuned and untuned instruments musically.
Posture	Finding a comfortable static position when playing instruments or singing.		Maintaining a comfortable position when sitting or standing to sing and play instruments.		