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| **EYFS Curriculum Goals** | **Entry Profile****Children can:** | **First Milestone****Children can:** | **Second Milestone****Children can:** | **Third Milestone****Children can:** | **ELG** | **Links to other areas of learning** | **Year 1** |
| **Expressive Arts and Design: Being Imaginative and Expressive** | I can express myself with stories and music | Take part in pretend play, using an object to represent something else even though they are not similar.Begin to develop complex stories using small world equipment like animal sets, dolls, and dolls houses, etc. Listen with increased attention to sounds.Respond to what they have heard, expressing their thoughts and feelings.Remember and sing entire songs.Sing the pitch of a tone sung by another person (‘pitch matching’).Sing the melodic shape (moving melody, such as up and down, down, and up) of familiar songs.Create their own songs or improvise a song around one they know.Play instruments with increasing control to express their feelings and ideas. | Take part in pretend play with others, starting to develop a narrative.Listen to, and begin to respond, to different music and songs.  | Develop a narrative/story with others. | Recount a narrative/story to an adult. | Invent, adapt, and recount narratives and stories with peers and their teacher. |  |  |
| Sing familiar nursery rhymes.Understand that you can use your voice to make high and low sounds (pitch). | Start to control your voice to make high and low sounds. | Sing a variety of nursery rhymes and simple songs.Use a ‘singing voices’. | Sing a range of well-known nursery rhymes and songs. |
| Explore a wide variety of instruments.Begin to create own songs and chants. | Express thoughts and feelings about what they have heard.Show they know how to play a simple instrument appropriately.Adapt familiar song or chant with own words. | Begin to perform songs using voices and instruments to an audience. | Perform songs, rhymes, poems, and stories with others and - when appropriate - try to move in time with music. |