


Expressive Arts and Design – EYFS National Curriculum Links 2025

Music Overview of Charanga Scheme



Knowledge & Skills – Year R

Unit	1	2	3	4	5	6
Title	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind & Replay
Main Songs	Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers	I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes	Old MacDonald Incy Wincy Spider Boo Boo Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey	Big Bear Funk	Big Bear Funk Boo Boo Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat
Cross-curricular / topic-based focus	Growing, homes, colour, toys, how I look.	Imagination, Christmas, festivals, fairies, pirates, treasure, superheroes, let's pretend, once upon a time.	Family, friends, people, music from around the world.	Animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space.	Transition unit.	Consolidate learning and contextualise the history of music.



Creating with Materials

Baseline

- Exploring colour and how colours can be changed;
- Understanding that they can use lines to enclose a space and then beginning to use these shapes to represent objects;
- Showing interest in and describing the texture of things;
- Using various construction materials;
- Beginning to construct stacking blocks
- Joining construction pieces together to build and balance.

End of Autumn Term

- Realising that tools can be used for a purpose;
- Using simple tools and techniques competently and appropriately;
- Selecting appropriate brush for a given purpose;
- Exploring what happens when they mix colours;
- Experimenting with different textures. Listen to and explore the beats of different music from around the world.

End of Spring Term

- Safely using and exploring a variety of materials, tools and techniques;
- Experimenting with colour, design, texture, form and function;
- Selecting tools and using techniques needed to shape, assemble and join materials they are using;
- Understanding that different media can be combined to create new effects.

End of Summer Term (ELG)

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and expressive

Baseline

Using movement to express feelings & create movement in response to music. Singing to self and making up simple songs;

- Noticing what adults do, imitating what is observe. Engaging in imaginative role-play based on own experiences;
- Building stories around toys, e.g. fire fighters rescuing trapped people
- Using available resources to create props to support roleplay.

End of Autumn Term

- Enjoying joining in with dancing and singing games;
- Singing a few familiar songs;
- Beginning to move rhythmically;
- Imitating movement in response to music;
- Tapping out simple repeated rhythms;
- Exploring and learning how sounds can be changed.

End of Spring Term

- Exploring and learning how sounds can be changed;
- Singing songs, making music and experimenting with ways of changing them;
- Beginning to build a repertoire of songs and dances;
- Exploring the different sounds of instruments;
- Initiating new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.

End of Summer Term (ELG)

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Topics	Malvern and Me	Celebrations	Winter Wonderland	Take me to the Farm	Zoom to the Moon!	Down at the Bottom of the Garden
Topic Ideas	Building homes & painting of families. Domestic roleplay including babies and the doll's house. Autumn – pumpkin soup making Self portraits	Songs – happy birthday, nativity & Christmas songs, including performance. Creating decorations, diwa lamps with clay, Rangoli patterns, firework spin paintings. Musical statues and party food Christmas Card.	Arctic animal creations – split pin animals and penguin colony. Snowflakes and ice painting.	Mother's Day Card. Farm animal textures and farm songs. Create farm buildings using construction and props.	Planet creations and rocket designs. Space songs – 5 Little men in a flying saucer.	Caterpillar art printing, butterfly symmetry painting. Jack and the Beanstalk role play castle. Father's Day Card.
Charanga Music	<u>Autumn 2 – Me</u> Lesson 1 LC: Can I find and copy the pulse? Lesson 2 LC: Can I recognise high and low pitch? Lesson 3 LC: Can I find and copy the pulse in a new song? Lesson 4 LC: Can I find and copy rhythm? Lesson 5 LC: Can I combine my learning on pulse, rhythm and pitch? Lesson 6 (optional) LC: Can I share my learning? Pat-a-cake 1,2,3,4,5 once I caught a fish a live This Old Man Five Little Ducks Name Song Things for Fingers		<u>Spring 2 - Our World</u> Lesson 1 LC: Can I find and copy the pulse? Lesson 2 LC: Can I recognise high and low pitch? Lesson 3 LC: Can I create my own sounds to match a song? Lesson 4 LC: Can I combine my learning on pulse, rhythm and pitch? Lesson 5 LC: Can I combine my learning on pulse, rhythm and pitch? Lesson 6 (optional) LC: Can I share my learning? Old Mac Donald Incy Wincy Spider Baa Baa Black Sheep Row, row, row your boat The Wheels on the Bus The Hokey Cokey		Transition to Y1 Unit <u>Summer 2 - Big Bear Funk</u> Lesson 1 LC: Can I find and copy the pulse? Lesson 2 LC: Can I recognise high and low pitch? Lesson 3 LC: Can I create my own sounds to match a song? Lesson 4 LC: Can I combine my learning on pulse, rhythm and pitch? Lesson 5 LC: Can I combine my learning on pulse, rhythm and pitch? Lesson 6 (optional) LC: Can I share my learning?	
Being Imaginative and Expressive ELG	Invent, adapt, and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems, and stories with others, and (when appropriate) try and move in time with Music.					
Vocabulary and knowledge progression to year 1 Music	• Singing - Nativity, Christmas, Happy birthday, nursery rhymes, Charanga, maths songs; • Instrumental work – opportunities to use percussion instruments, body percussion, perform songs with others, move in time with music; • Communication skills – listening and responding; • Vocabulary fast, slow, loud, lots of sounds, singing, beat, rhythm, in time; rhyme, • Performing, audience; • Instruments - metal sounds, wooden sounds, variety, drum, tambourine, triangle, shaker, maraca, piano, violin, cello; • Brain break; • Charanga – listening and responding					
BI&E progression to Year One Music	• Know Recognise difference between singing voice and speaking voice; • Explore chants and songs; • Follow instructions about when to play and sing; • Know what silence is/absence of sound; • Explore the sounds of different instruments; • Use instruments to perform and choose sounds to represent different things; • Use body percussion and instruments to play to the pulse of a song or piece of music; • Understand when to start and stop; • Say whether they like or dislike a piece of music and explain why; • Begin to introduce some musical terms such as pitch – high or low, tempo – fast or slow; • Appreciate music in different ways such as listening, moving to the music and playing along; • Clap and repeat short rhythmic and melodic patterns; • Make a sequence of sounds and respond to different moods in music.					
Design and Technology ideas	Cooking and Nutrition: (Harvest Festival aut 1 & birthday party food aut 2) (Pumpkin Soup – birthday party food)	<u>Autumn 2 Celebrations Birthday Party Planning</u> <u>Can we talk about foods that are enjoyed during</u>	<u>SPRING 1 Structures:</u> Boats (CC link Lost and Found) Waterproof Materials	<u>SPRING 2</u> Textiles: Bookmarks for <u>Mother's Day</u> Exploring Threading and Weaving	*Create the planets in the solar system.	*Create a Jack and the Beanstalk role play castle using big boxes and junk modelling materials.

	<p>Autumn 1 Fantastic Fruits and Vegetables Can I sort the fruit and the vegetables? Pumpkin Soup Story Can I listen to and recall elements from the story 'The Best Pumpkin Soup'? Can I explore a pumpkin and describe it using my five senses? CP – autumn discovery table (Making Soup Can I observe and help (where appropriate) with the use of tools to prepare ingredients? Can I describe & evaluate the finished product? Vocab: pumpkin, knife, blade chop, cut hollow saucepan taste blender</p>	<p>different celebrations – Diwali, Bonfire night, birthday parties & Christmas? Use stories such as The Best Diwali Ever and photographs of children's own experiences to learn about foods as part of celebrations. Plan birthday party food learning about healthy and unhealthy choices. -writing or drawing shopping lists -sort items into sweet and savoury/healthy and unhealthy. Knife Skills Can I learn how to use a knife and/or scissors safely and practise cutting? Design and prepare a sandwich Create a fruit/vegetable party platter. Help to prepare and decorate cupcakes</p>	<p>Can I understand what waterproof means and test whether materials are waterproof? Floating and Sinking Can I test and make predictions for which materials float or sink? Boats Can I compare the use of boats? Investigating Boats Can I investigate how the shape and structure of boats affects the way they move? Designing, Creating and Testing Boats Can I create a boat based upon my own design? Vocab: waterproof float sink design join test</p>	<p>Can I thread and weave different materials through various objects? Paper Weaving Can I practise and apply weaving skills to a specific material e.g. paper? Sewing with Hessian Can I practise and apply threading skills with specific material? e.g. hessian and wool. Designing Bookmarks Can I use threading or sewing to design a bookmark? Creating Bookmarks Can I create a textiles bookmark following my own design? Evaluating Bookmarks Can I reflect on how I have achieved my aims? Vocab: sew sewing needle thread bookmark through</p>		
<p>Art ideas</p>	<p>Sculpture and 3D: Creation Station Playdough Can I explore playdough and its properties? CP with vocabulary and a variety of tools including the safe use of scissors for playdough, paper, junk modelling etc. 3D transient landscape art Can I create natural 3D landscape pictures using found objects? -Autumn walk to collect and create autumn art.</p>	<p>Autumn 2 (festivals) Clay (VISITOR)(:2) Can I explore clay and its properties? Designing clay sculptures Can I shape clay into a 3D sculpture? Design and create a diya lamp using clay Painting clay sculptures Drawing: Marvellous Marks Select and use a variety of tools and materials. Wax crayons – Firework pictures</p>	<p>Painting and Mixed Media: Paint my World Finger painting – Antarctic penguins & greeting cards. Can I explore paint using my fingers? Vocab: texture pattern</p>	<p>Felt tips Can I explore making marks and creating patterns? (P&MM) Painting to music Can I paint in response to different music using painting? (space) Vocab: sweep wipe slide swirl splatter</p>	<p>(P&MM) Landscape collage – seasonal art (spring/summer) (Request magazine strips from home) Can we create a landscape collage inspired by Megan Coyle? *Space* Create paper shade planets using paint and materials to create rings.</p>	<p>(P&MM) Outdoor painting - Forest School/Y1 Can I use natural objects to create paintbrushes? Vocab: collage permanent temporary dab dot Father's Day Card</p>

	<p>Observational pencil drawings Sunflowers Aut 1 Billy's Sunflower – introducing artists from the past – Van Gough (Y1)</p> <p>Can I draw from observation using pencils?</p> <p>Drawing faces – Self-portraits Aut 1 Malvern & Me (Y2)</p> <p>Can I create a simple observational drawing?</p> <p>Can I use a variety of colours and materials to create a self-portrait?</p> <p>Vocab: observe self-portrait Artist Vincent Van Gough</p>	<p>Can I make marks and explore textures?</p> <p>Group art – Bonfire night</p> <p>Can we make a group painting inspired by fireworks/a bonfire?</p> <p>Chalk – Rangoli patterns (Y1)</p> <p>Can I explore making marks outdoors?</p> <p>Christmas Card and Christmas salt dough decoration</p>				
<p>Creating with Materials ELG</p>	<p>Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function. Share their creations explaining the process they have used. Make use of props and materials when roleplaying narratives and stories</p>					
<p>Vocabulary and knowledge progression to year 1 Art and DT</p>	<ul style="list-style-type: none"> • EYFS specific area of learning - Expressive arts and design – creating with materials and being imaginative and expressive; • Every week creative focus (singing, art, music etc); • Malvern and Me topic - building homes – construction, tools and paintbrushes – continuous provision; • Celebrations topic – clay Diva lamps, Rangoli patterns in pasta, glue work, fire work paintings, Christmas cards, decisions around tools, paintbrushes; • Continuous provision – choice of materials, mark making, scissors, paint and brush choice, different paint, joining, cutting collage, printing, colour names, colour mixing, different paper sizes; • Books connected to artist; • Winter Wonderland topic – split pins, penguin painting with fingers, using cotton buds, sponges • Celebrations topic – designing patterns, fire work rockets; • Christmas decoration – designing decorations, scissor skills, sticking skills, fix, attach; • Birthday party topic – make sandwiches, spreading, cutting, selecting sandwich contents, – cut, ingredients, tasting; • End of reception picnic – skewers, fruit, parents sharing; • Mud kitchen – measuring 					
<p>Year One Art & DT</p>	<ul style="list-style-type: none"> • Know how to cut, roll and coil materials; • Know how to use IT to create a picture; • Select, cut, assemble, tear, stick and collage different materials; • Know how to show how people feel in paintings and drawings; • Know how to use pencils to create lines of different thickness in drawings.; • Know how to create moods in art work; • Know the names of the primary and secondary colours; • Know how to create a repeating pattern in print; • Be able to create rubbings (from a print or textured surface); • Use a variety of tools (brush, sponges, fingers, hands, sticks, sponge rollers, spatulas). 					