

DEVELOPMENT MATTERS References to musical activities	
WHAT ADULTS COULD DO WHAT ADULTS CAN PROVIDE [bracketed text added SN]	
PLAYING AND ENGAGING: Provide stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways. Make sure resources are relevant to children's interests. Arrange flexible indoor and outdoor space and resources where children can explore, build, move and role play	
ACTIVE LEARNING: Keep significant activities [sound-makers] out instead of routinely tidying them away	
CREATING AND THINKING CRITICALLY: Play is a key opportunity for children to think creatively and flexibly, solve problems and link ideas. Establish the enabling conditions for rich play: space, time, flexible resources, choice...	
PSED MAKING RELATIONSHIPS	
16-26 months	Play name games [songs] to welcome children to the setting and help them get to know each other and the staff. Ensure there are opportunities for the child to play alongside others and play cooperative games with a familiar adult Provide matching items to encourage adult and child to mimic each other in a cooperative game. e.g. two identical musical instruments.
22-36 months	Provide resources that promote cooperation between two children such as a big ball to roll or throw to each other [play shared drum/xylophone].
30-50 months	Plan activities that require collaboration such as ...ring games. Provide time, space and materials for children to collaborate with one another in different ways, for example, building constructions [singing and playing together].
40-60 months	Provide activities that involve turn-taking and sharing in small groups
PSED SELF-CONFIDENCE AND SELF-AWARENESS	
Birth -11 months	Say or sing made-up rhymes or songs while stroking or pointing to the babies' hands, feet or cheeks.
40-60 months	Give time for children to pursue their learning without interruption, to complete activities to their satisfaction, and to return to activities. Provide experiences and activities that are challenging but achievable. Provide opportunities for children to reflect on successes, achievements and their own gifts and talents.
PSED MANAGING FEELINGS AND BEHAVIOUR	
Birth -11 months	Learn lullabies that children know from home and share them with others in the setting.
16-26 months	Choose books and stories [songs] in which characters help and support each other.
30-50 months	Make available a range of music that captures different moods. Provide materials [story songs, sound-makers and props] for a variety of role play themes.
40-60 months	Plan small group circle times when children can explore feelings, e.g. help children to recall when they were happy, when they were excited, or when they felt lonely.
COMMUNICATION AND LANGUAGE: LISTENING AND ATTENTION	
Birth -11 months	Encourage playfulness, turn-taking and responses, including peek-a-boo and rhymes. Use a lively voice, with ups and downs to help babies tune in. Sing songs and rhymes during everyday routines. Use repeated sounds, and words and phrases so babies can begin to recognise particular sounds Share stories, songs and rhymes from all cultures and in babies' home languages. Plan times when you can sing with young babies, encouraging them to join in.
16-26 months	Encourage young children to explore and imitate sound.
22-36 months	Encourage repetition, rhythm and rhyme by using tone and intonation as you tell, recite or sing stories, poems and rhymes from books. Keep background noise to a minimum e.g. use music or radio briefly only for particular purposes. Use puppets and other props to encourage listening and responding when singing a familiar song ...
30-50 months	When making up alliterative jingles, draw attention to the similarities in sounds at the beginning of words and emphasise the initial sound, e.g. "mmmmummy", "shshshshadow", "K-K-K-Katy". When singing or saying rhymes, talk about the similarities in the rhyming words. Make up alternative endings and encourage children to supply the last word of the second line, e.g. 'Hickory Dickory boot, The mouse ran down the... Set up a listening area where children can enjoy rhymes and stories.
40-60 months	Choose stories with repeated refrains, dances and action songs involving looking and pointing, and songs that require replies and turn-taking such as 'Tommy Thumb'.
COMMUNICATION AND LANGUAGE: UNDERSTANDING	
8-20 months	Speak clearly. Babies respond well to a higher pitched, sing-song voice. When you use nursery rhymes, help children understand the words by using actions as well.
40-60 months	Provide for, initiate and join in imaginative play and role-play, encouraging children to talk about what is happening and to act out [sing] the scenarios in character.

COMMUNICATION AND LANGUAGE: SPEAKING	
Birth-11 months	Encourage babies' sounds and babbling by copying their sounds in a turn-taking 'conversation'. Provide tapes and tape recorders so that parents can record familiar, comforting sounds, such as lullabies in home languages
22-36 months	Provide activities which help children to learn to distinguish differences in sounds, word patterns & rhythms Plan to encourage correct use of language by telling repetitive stories [singing songs], and playing games which involve repetition of words or phrases.
40-60 months	Encourage language play, e.g. through stories such as 'Goldilocks and the Three Bears' and action songs that require intonation
PHYSICAL DEVELOPMENT: MOVING AND HANDLING	
16-26 months	Use music to stimulate exploration with rhythmic movements.
22-36 months	Provide CD and tape players, scarves, streamers and musical instruments so that children can respond spontaneously to music.
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MATHEMATICS: NUMBER	
Birth -11 months	Sing number rhymes as you dress or change babies, e.g. 'One, Two, Buckle My Shoe'. Move with babies to the rhythm patterns in familiar songs and rhymes. Encourage babies to join in tapping and clapping along to simple rhythms. Collect number rhymes which are repetitive and are related to children's actions and experiences, for example, 'Peter Hammers with One Hammer'. Use song and rhymes during personal routines, e.g. 'Two Little Eyes to Look Around', pointing to their eyes, one by one. Collect number and counting rhymes from a range of cultures and in other languages. This will benefit all children and will give additional support for children learning English as an additional language.
22-36 months	Sing counting songs and rhymes which help to develop children's understanding of number, such as 'Two Little Dickie Birds'. Provide props for children to act out counting songs and rhymes.
30-50 months	Use pictures and objects to illustrate counting songs, rhymes and number stories. Provide story [song] props that children can use in their play, e.g. varieties of fruit and several baskets like Handa's in the story Handa's Surprise by Eileen Browne.
40-60 months	Use rhymes, songs and stories involving counting on and counting back in ones, twos, fives and tens
MATHEMATICS: SHAPE, SPACE AND MEASURE	
16-26 months	Help children use their bodies to explore shape, through touching, seeing & feeling shape in art, music & dance.
UNDERSTANDING THE WORLD: PEOPLE AND COMMUNITIES	
16-26 months	Help children to learn each other's names, e.g. through songs and rhymes. Celebrate and value cultural, religious and community events and experiences
40-60 months	Help children and parents to see the ways in which their cultures and beliefs are similar, sharing and discussing practices, resources, celebrations and experiences. Strengthen the positive impressions children have of their own cultures and faiths, and those of others in their community, by sharing and celebrating a range of practices and special events
UNDERSTANDING THE WORLD: TECHNOLOGY	
22-36 months	Support children in exploring the control technology of toys, e.g. toy electronic keyboard. Provide safe equipment to play with, such as torches, transistor radios or karaoke machines.
EXPRESSIVE ARTS AND DESIGN: EXPLORING AND USING MEDIA AND MATERIALS	
8-20 months	Encourage babies to join in tapping and clapping along to simple rhythms. Make a sound line using a variety of objects strung safely, that will make different sounds, such as wood, pans and plastic bottles filled with different things.
16-26 months	Listen with children to a variety of sounds, talking about favourite sounds, songs and music. Introduce children to language to describe sounds and rhythm, e.g., loud and quiet, fast and slow.
22-36 months	Help children to listen to music and watch dance when opportunities arise, encouraging them to focus on how sound and movement develop from feelings and ideas. Encourage and support the inventive ways in which children add, or mix media, or wallow in a particular experience. Invite dancers and musicians from theatre groups, the locality or a nearby school so that children begin to experience live performances. Draw on a wide range of musicians and story-tellers from a variety of cultural backgrounds to extend children's experiences and to reflect their cultural heritages.
30-50 months	Introduce children to a wide range of music, painting and sculpture.
EXPRESSIVE ARTS AND DESIGN: BEING IMAGINATIVE	
40-60 months	Extend children's experience and expand their imagination through the provision of pictures, paintings, poems, music, dance and story. Provide a stimulus for imagination by introducing atmospheric features in the role play area, such as the sounds of rain beating on a roof ...provide curtains and place dressing-up materials and instruments close by. Make materials accessible so that children are able to imagine and develop their projects and ideas while they are still fresh in their minds and important to them.