



EAD – CWM & BIAE

EYFS

Term 1 & 2 – 2026-2027

We're Going on a Bear Hunt

PIGS MIGHT FLY

Key knowledge that all children should know by the end

3 AND 4 YEAR OLDS

- Join different materials and explore different textures.
- Create closed shapes and use these to represent objects.
- Draw with increasing complexity and detail.
- Use drawing to represent movement and noise.
- Show different emotions in their drawings.
- Listen with increasing attention to sounds.
- Responds to what they have heard, expressing thoughts and feelings

3 AND FOUR YEAR OLDS

- Remember and sing entire songs.
- Sing and match pitches sang by another person.
- Play instruments with increasing control.

PRACTISING SKILLS

- Listen with increasing attention to sounds.
- Responds to what they have heard, expressing thoughts and feelings.
- Create closed shapes and use these to represent objects.
- Draw with increasing complexity and detail.

Key Vocabulary for children

Dance, dancing, movement
Sing, singing, song, rhyme, rhythm, music, beat, rhythm
Tools, scissors, glue, pens, paper, tape, paint
Construction, building, making, creating, designing
Colours, choice, expression, drama, performance, show, portrait, features, drawing, painting, artist.

Key activities – Teacher inputs.

- PE – dancing, ring games, call and repeat songs and action dances.
- Nursery rhymes – action songs.
- Cutting sheets/activities. Using scissors to make snips and change the shape of paper.
- Junk modelling.
- Paper manipulation. Scrunching, folding and cutting.
- Self-Portraits.

- Making masks
- Christmas play – dancing, singing and acting.
- Junk modelling.
- Copy the beat using body percussion and simple instruments.
- Painting – Finger, brushes and sponges.

Scaffolding and resources.

- Cutting support – squeeze scissors.
- Gross and fine motor interventions to support the use of one-handed tools – Pens, scissors, paintbrushes.
- Additional Sensory circuits to aid strength, control and coordination.
- Picture prompts and model examples of finished work.
- Additional call and response songs to support exploration of tone, tempo, pitch and being able to sing the correct lyrics (and correct pronunciation) in songs.

Challenge and extension

Curved cutting. Cutting rounded shapes. Cutting own creations.
Repeating longer beats and rhythms.
Understanding of pace and tone of music – how this can impact or reflect feeling.
Recreate simple dances in time to music. Moving rhythmically.
Introducing drama – vocal and physical expression.

Outdoor Provision	● Wall art – hand painting, chalks, coloured water and brushes. ● Performing arts area. Music stand, Stage, CD player, tickets, instruments, wigs, hats, microphones. ● Story telling, puppets, small world, ● Mud kitchen – narrative play – making cakes, drinks and pies. ● Mirrors and floor chalks for self-portraits.
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