



THE
GILES NURSERY
AND
INFANTS' SCHOOL



Curriculum Journey

Art and Design

Nursery

Subject: Expressive Arts and Design

Autumn Term

Topic: Nursery rhymes and celebrations

N & R Key Vocabulary

Names of colours
Light, dark, thick, thin, line, big, small

Equipment Vocabulary (to be used by Teacher)

Paint, crayon, chalk, pen, pencil, brush, camera, tablet, computer, glue stick

Activity vocabulary (to be used by Teacher)

soft fluffy hard rounded flat sharp spiky long short nature shiny dull
shape mark-making zig-zag wavy straight rounded pattern
wood wool stone fabric plastic metal

All Key Vocabulary will be reviewed, revisited and consolidated throughout each year group.

Child initiated learning (indoor & outdoor free-flow - all areas of EYFS curriculum covered)

Daily routines and activities (Autumn main focus C & L and PSED but all areas of EYFS curriculum covered)

Morning greeting & getting ready for class Stop, look & listen Singing x 3 Story & rhyme time x 2 Handwashing and toilet time, Snack time

Counting activities, shape songs and activities Adult led activity/Circle Time Group discussion and sharing news Preparing for home time

Activity	Skills	Knowledge
Nursery Rhyme: One two three little ladybirds. Acting out the rhyme.	Enjoy and take part in action songs	To remember and sing some songs
Paintings and playdough models of ladybirds.	Develop their own ideas and then decide which materials to use to express them Explore colour and colour mixing	Knowledge of colours To use simple tools
Nursery Rhyme: 5 currant buns Acting out the rhyme.	Enjoy and take part in action songs with their peers	To remember and sing some songs
To play imaginatively in the Bakery role-play area	To take part in pretend play with their peers and develop their Imagination To negotiate roles and take part in group-created rules	To start initiating their own ideas in pretend play
Humpty Dumpty paintings	Develop their own ideas and then decide which materials to use to express them	Knowledge of colours To use simple tools
Nursery Rhyme : Twinkle twinkle little star Acting out the rhyme.	Enjoy and take part in action songs	To remember and sing some songs
To play imaginatively in the Greengrocery	To take part in pretend play with their peers and develop their Imagination To negotiate roles and take part in group-created rules	To start initiating their own ideas in pretend play.
Autumn songs and rhymes	Enjoy and take part in action songs	Remember and sing entire songs
Conker rolling and Leaf prints	Explore different materials using all their senses to investigate them.	Knowing what colours to use and how to use different tools to create different effects
Mixing autumn colours	Explore colour and colour mixing	Knowing how to mix colours
Autumn collage	Develop their own ideas and then decide which materials to use to express them	Knowing what colours to use and how to use different tools to create different effects
Nursery Rhyme : Incy Wincey spider Acting out the rhyme.	Enjoy and take part in action songs	Remember and sing entire songs
Paintings and models of spiders	Develop their own ideas and then decide which materials to use to express them	Knowing that a line means an enclosed space.
To create a 3D spider.	Make simple models which express their ideas	To use simple tools

To use a variety of different media to create a sparkly web	To work within an enclosed space to create a pattern. Apply glue and different textures	Knowing what colours to use and how to use different tools to create different effects Knowledge of what glue is used for.
To use musical instruments together as a group	Shows an interest in the way musical instruments sound.	Knowing the words to the different nursery rhymes. Knowing the actions that accompany the nursery rhymes.
Watch and listen to fireworks display. Encourage the children to describe what they heard and saw.	Listen with increased attentions to sounds Respond to what they have heard	To respond to sound with movement
To cut and stick firework pictures with different media	Experiment with blocks, colours and marks.	Knowing that a line means an enclosed space. Knowledge of colours To use simple tools Knowledge of what glue is used for.
Use knowledge of healthy living and eating to play imaginatively in the role play Healthy Eating Café.	To take part in pretend play with their peers and develop their Imagination To negotiate roles and take part in group-created rules	To start initiating their own ideas in pretend play
Move like animals from Handa's Surprise.	Uses movement to express feelings. Engages in imaginative role-play based on own first-hand experiences.	To respond to sound with movement To start initiating their own ideas in pretend play
Fruit printing.	Experiments with colours and marks	Knowledge of colours
Painting pictures of fruit.	Create closed shapes with continuous lines and begin to use these shapes represent objects	Knowing that a line means an enclosed space. Knowledge of colours
Cutting fruit shapes and strips of card to create a woven fruit basket.	Develop their own ideas and then decide which materials to use to express them	Knowing that a line means an enclosed space. To use some simple tools
Observational drawings of fruit from the story Handa's Surprise	Make simple models which express their ideas	Knowing that a line means an enclosed space. Knowledge of colours.
Teddy bear and birthday songs and stories.	Joins in singing favourite songs. Remember and sing entire songs	Knowing the words to the different nursery rhymes. Knowing the actions that accompany the nursery rhymes.

To play imaginatively in the role-play Teddies party house.	To take part in pretend play with their peers and develop their Imagination To negotiate roles and take part in group-created rules	To start initiating their own ideas in pretend play
Making playdough cakes and candles.	Create shapes represent objects Count out objects to represent candles on the cake	Knowledge of simple tools to create shapes
Decorating party biscuits. Making party sandwiches.	Choosing colours and making patterns	Knowledge of simple tools to create shapes and patterns
Christmas tree decorations Making Christmas cards	Printing shapes in the correct place. Application of glue and sticking glitter and cotton wool. Adding the details of the characters features.	Knowing that a line means an enclosed space. Knowledge of colours. Knowledge of what glue is used for.

Nursery

Subject: Expressive Arts and Design

Spring Term

Topic: Jungle animals and growing

N & R Key Vocabulary	Names of colours Light, dark, thick, thin, line, big, small
Equipment Vocabulary (to be used by Teacher)	Paint, crayon, chalk, pen, pencil, brush, camera, tablet, computer, glue stick
Activity vocabulary (to be used by Teacher)	soft fluffy hard rounded flat sharp spiky long short nature shiny dull shape mark-making zig-zag wavy straight rounded pattern wood wool stone fabric plastic metal

Daily routines and activities & Child Initiated Learning (indoor & outdoor free-flow - all areas of EYFS curriculum covered)		
Morning greeting & getting ready for class Stop, look & listen Singing x 3 Story & rhyme time x 2 Handwashing and toilet time, Snack time Counting activities, shape songs and activities Adult led activity/Circle Time Group discussion and sharing news Preparing for home time		
Activity	Skills	Knowledge
Drawings of their mummies	Create closed shapes with continuous lines and use these shapes to represent objects	Knowing that a line means an enclosed space. Knowledge of colours.
Mother's Day cards.	Discussing the role of a mother or another significant female person in the child's life. Discussing what makes them special.	Understanding why we celebrate Mother's Day. Special person in their lives
Tissue flowers.	Creating patterns. Using simple tools to effect changes to materials	Knowing what a poppy look like Knowledge of colours
Observational paintings of spring flowers.	To discuss signs of Spring they have seen from their observations. To use colours	Knowledge of spring flowers Name of colours
Making book-marks.	Creating patterns. Using simple tools to effect changes to materials	Knowing that a line means an enclosed space. Knowledge of colours.
Winter pictures using cold colour resources.	Explore different materials develop their ideas how to use them and what to create	Knowing what colours to use and how to use different tools to create different effects
Paintings of jungle animals.	Create closed shapes with continuous lines and use these shapes to represent objects	Knowing that a line means an enclosed space. Knowledge of colours. Knowledge of pattern.
Sewing around jungle animals	Creating patterns. Using simple tools to effect changes to materials.	Knowledge of patterns Knowing how to use simple tools
Animal patterns.	Creating patterns. Using simple tools to effect changes to materials.	Knowing that a line means an enclosed space. Knowledge of colours. Knowledge of pattern.
Camouflage animals.	Creating patterns. Using simple tools to effect changes to materials.	Knowledge of colours. Knowledge of pattern.
Chinese dragons	Manipulation of materials to make dragons, lucky envelopes, blossom cards, using chopsticks to pick up pom-poms, wool, crepe paper. Cutting and sticking. Working within an enclosed space to make a pattern or picture.	Knowing that a line means an enclosed space. Knowledge of colours. Knowledge of pattern. Knowing how to use simple tools

Symmetry butterfly prints.	To create a symmetry pattern	Knowledge of colours. Knowledge of pattern.
Painting and patterns on paintings of lambs	Creating patterns. Using simple tools to effect changes to materials.	Knowledge of colours. Knowledge of pattern.
Patterns on eggs.	Creating patterns. Using simple tools to effect changes to materials.	Knowledge of colours. Knowledge of pattern.
African music and instruments	Playing different classroom instruments correctly. Listen to different music	Knowing some different instruments and how they create sound
Rhythm of animal's names.	To clap or tap to the pulse of songs and music To tap the syllables of the names of jungle animals	Understanding how to use instruments safely. Knowing what the different instruments are. Knowing the words to the different nursery rhymes.
Music: "The Animal Boogie".	To respond to what they have heard and move in different ways	Knowing the words to the different nursery rhymes. Knowing the actions that accompany the nursery rhymes.
In and out the dusty bluebells.	To respond to what they have heard and move in different ways	Knowing the actions that accompany the nursery rhymes.
5 Hot Cross Buns.	Remember and sing entire songs	Knowing the words to the different nursery rhymes. Knowing the actions that accompany the nursery rhymes.
Vivaldi's Four Seasons.	To respond to what they have heard and move in different ways	Knowing some different instruments and how they create sound
To play imaginatively in the Jungle Rainforest Café.	To take part in pretend play with their peers and develop their Imagination To negotiate roles and take part in group-created rules	Use knowledge of healthy living and eating to play imaginatively in the Jungle Rainforest Café. To start initiating their own ideas in pretend play
To play imaginatively in the African house.	To take part in pretend play with their peers and develop their Imagination To negotiate roles and take part in group-created rules	To start initiating their own ideas in pretend play
To play imaginatively in the Chinese takeaway and restaurant.	To take part in pretend play with their peers and develop their Imagination To negotiate roles and take part in group-created rules	To start initiating their own ideas in pretend play
To play imaginatively in the Garden Centre.	To take part in pretend play with their peers and develop their Imagination	To start initiating their own ideas in pretend play

	To negotiate roles and take part in group-created rules	
To play imaginatively in the Library.	To take part in pretend play with their peers and develop their Imagination To negotiate roles and take part in group-created rules	To start initiating their own ideas in pretend play

Nursery

Subject: Expressive Arts and Design

Summer Term

Topic: Sand and water

N & R Key Vocabulary	Names of colours Light, dark, thick, thin, line, big, small
Equipment Vocabulary (to be used by Teacher)	Paint, crayon, chalk, pen, pencil, brush, camera, tablet, computer, glue stick
Activity vocabulary (to be used by Teacher)	soft fluffy hard rounded flat sharp spiky long short nature shiny dull shape mark-making zig-zag wavy straight rounded pattern wood wool stone fabric plastic metal

Daily routines and activities & Child Initiated Learning (indoor & outdoor free-flow - all areas of EYFS curriculum covered)

Morning greeting & getting ready for class Stop, look & listen Singing x 3 Story & rhyme time x 2 Handwashing and toilet time, Snack time
Counting activities, shape songs and activities Adult led activity/Circle Time Group discussion and sharing news Preparing for home time

Activity	Skills	Knowledge
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Painting and collage frogs and tadpoles	Create closed shapes with continuous lines and use these shapes to represent objects To explore different materials, apply glue and use correct colours.	Knowing that a line means an enclosed space. Knowledge of colours.
Creating and making musical instruments.	To develop their ideas and select different materials to make their own instrument To play instruments with increasing control	Knowing some different instruments and how they create sound
Rainbow fish collage	To work within an enclosed space to create a pattern. Apply glue and different textures	Knowledge of patterns Knowledge of colours
Summer pictures using hot colours	Explore different materials develop their ideas how to use them and what to create	Knowing what colours to use and how to use different tools to create different effects
Seaside pictures	Create closed shapes with continuous lines and use these shapes to represent objects	Knowledge of what you see at the seaside
Sand pictures	To explore different textures Application of glue and sand	Knowing how to use most simple tools to join different materials together
Pirates hats	To join different materials together and explore different textures	Knowing how to use most simple tools to join different materials together
Telescope's and Binoculars	To join different materials together and explore different textures	Knowing how to use most simple tools to join different materials together
Pirate bunting	To join different materials together and explore different textures	Knowing how to use most simple tools to join different materials together
Dancing octopuses	To join different materials together To count out and join eight tentacles to create an octopus	Knowing what an octopus looks like
3D Crabs	Explore different materials freely develop their ideas how to use them and what to make	Knowing what a crab looks like
Playdough frogs	To explore different materials using all their senses to investigate them and develop their modelling skills To create a model of a frog	Knowing how to use simple tools
Seaside song and shanties A sailor went to sea, sea, sea, One little, two little, pirates. Music 'Under the sea'	Being able to join in singing with nursery rhymes. Playing instruments in time with a song. Performing the actions along with the nursery rhymes. Playing different classroom instruments correctly. Listen to different music To clap or tap to the pulse of songs and music	Understanding how to use instruments safely. Knowing what the different instruments are. Knowing the words to the different nursery rhymes. Knowing the actions that accompany the nursery rhymes.
The Seaside role play area	To take part in pretend play with their peers and develop their Imagination	To start initiating their own ideas in pretend play

	To negotiate roles and take part in group-created rules	
The beach café role play area	To take part in pretend play with their peers and develop their Imagination To negotiate roles and take part in group-created rules	To start initiating their own ideas in pretend play
Under the sea role play area	To take part in pretend play with their peers and develop their Imagination To negotiate roles and take part in group-created rules	To start initiating their own ideas in pretend play
The Ice-cream parlor roleplay area	To take part in pretend play with their peers and develop their Imagination To negotiate roles and take part in group-created rules	To start initiating their own ideas in pretend play
The Pirate ship	To take part in pretend play with their peers and develop their Imagination To negotiate roles and take part in group-created rules	To start initiating their own ideas in pretend play

Reception

Subject: Expressive Arts and Design

Year: Reception

Topic: Autumn 1 – Imaginative story telling linked to the Three Little Pigs

Autumn 2 – Wolves and environments

Term: Autumn

N & R Key Vocabulary

Names of colours
Light, dark, thick, thin, line, big, small

**Equipment Vocabulary
(to be used by Teacher)**

Paint, crayon, chalk, pen, pencil, brush, camera, tablet, computer, glue stick

Activity vocabulary (to be used by Teacher)	soft fluffy hard rounded flat sharp spiky long short nature shiny dull shape mark-making zig-zag wavy straight rounded pattern wood wool stone fabric plastic metal	
Activity	Skills	Knowledge
Self portraits	To be able to identify different facial features. To be able to colour mix to create a required colour. To be able to use paintbrushes skillfully.	Knowledge of different colours. Knowledge of colour mixing.
Drawing seasonal changes of a tree. (autumn, winter, spring, summer)	To observe and draw a tree on the school grounds using different media.	Knowing which colours to use and how to use different tools and equipment to create different effects.
Overlap tissue paper to create an autumn tree.	To be able to overlap pieces of tissue paper to create autumnal colours of the leaves of a tree. To discuss signs of autumn they have seen from their observations.	Knowing what to look for when searching for signs of autumn. Knowing how to overlap pieces of tissue paper.
As a group acting out the story of the Three Little Pigs in the Enchanted Garden.	To be able to follow the story sequence. Being able to join in with the repetitive phrases. Being able to work as part of a group.	Knowing the sequence of the story and the key phrases. Knowing the characters and their characteristics.
Making stick puppets of traditional tales characters.		
Constructing a house using junk box modelling to label.	Being able to use different resources to construct a house with the correct components.	Knowing what components make up a house. Knowing how to join pieces together to stick and build.
Making a biscuit house.	Manipulating and applying the icing cement to join the biscuits together to create a stable structure. Perseverance to keep trying if it does not work the first time.	Knowing how to construct a house using their knowledge of what a house looks like. Knowing the features of a house.

Responding to Bhangra music	Coordinating movements and moving arms across the body.	Knowing what Bhangra dancing is and the basic Bhangra moves.
Painting a detailed painting of a wild animal.	To be able to colour mix. To select a specific colour. Using simple tools and techniques competently and appropriately.	Structure of the wolf's face. Knowing what colours to mix. Knowing what a shade is.
Making a 2D shape wolf.	To be able to use the shapes to create a picture. To be able to use mathematical language to name and describe the properties of 2D shapes.	Beginning to use mathematical names to describe 2d shapes. Using the language of shape through describing their properties.
Using the programme 'Sketchbook' on the iPad to draw a picture of a character from a traditional tale.	Using the painting programme and the tools.	Knowing how to use the programme and the different tools within the programme. Knowing which colours to use. Knowing how to use shape to draw a picture.
Naming 2D shapes and describing their properties.	Being able to place shapes within an enclosed space. Describing the properties of shapes.	Knowing the shapes. Using the mathematical vocabulary to describe the properties of the shapes.
Making a Christmas card.	Colouring in enclosed lines. Printing shapes in the correct place. Application of glue and sticking glitter and cotton wool. Adding the details of the characters features.	Knowing that a line means an enclosed space. Knowledge of colours. Knowledge of what glue is used for. Knowledge of the features of an animal.

Reception

Subject: Expressive Arts and Design

Year: Reception

Topic: Spring 1 – Food technology and science investigations linked to The Gingerbread Man

Spring 2 – Safe Journeys

Term: Spring

N & R Key Vocabulary	Names of colours Light, dark, thick, thin, line, big, small	
Equipment Vocabulary (to be used by Teacher)	Paint, crayon, chalk, pen, pencil, brush, camera, tablet, computer, glue stick	
Activity vocabulary (to be used by Teacher)	soft fluffy hard rounded flat sharp spiky long short nature shiny dull shape mark-making zig-zag wavy straight rounded pattern wood wool stone fabric plastic metal	
Activity	Skills	Knowledge
Drawing seasonal changes of a tree. (Autumn, Winter, Spring, Summer)	To observe and draw a tree on the school grounds using different media.	Knowing which colours to use and how to use different tools and equipment to create different effects.
To re-enact a wedding ceremony	Identity and Belonging. Role-play	Knowing the promises a couple make during a wedding ceremony.

	<p>Speaking</p> <p>Recalling of prior knowing about weddings and promises.</p> <p>Responding to music</p> <p>Listening to a bible reading.</p>	
Celebrating Chinese New Year.	<p>Beliefs and Practices.</p> <p>Sources of Wisdom.</p> <p>Retelling the story in their own words using wooden figures.</p> <p>Manipulation of materials to make dragons, lucky envelopes, blossom cards, using chopsticks to pick up pom-poms, wool, crepe paper.</p> <p>Cutting and sticking.</p> <p>Working within an enclosed space to make a pattern or picture.</p>	<p>Knowing why Chinese communities around the world celebrate Chinese New Year.</p> <p>Knowing the ways that Chinese New Year celebrated by their peers, local community and around the world.</p> <p>Knowing the story of Chinese New Year and the characters.</p>
Celebrating Pagan festival. (Valentines Day)	<p>Retelling the story in their own words using puppets.</p> <p>Manipulation of paper to make cards.</p> <p>Cutting and sticking.</p> <p>Working within an enclosed space to make a pattern or picture.</p> <p>Colouring in enclosed lines.</p>	<p>Knowing why this festival is celebrated.</p> <p>Knowing the ways that this festival is celebrated by their peers, local community and around the world.</p> <p>Knowing the story of St. Valentine and the characters.</p>
Making a clay Gingerbread Man.	<p>Manipulating materials to achieve a planned effect.</p> <p>Using simple tools to effect changes to materials.</p>	<p>Knowing what a Gingerbread Man and what one looks like.</p> <p>Knowledge of pattern.</p>
Building a bridge using recycled materials.	<p>To be able to construct a standing bridge.</p> <p>To be able to use different resources to join materials together.</p>	<p>Knowledge of how a bridge looks.</p> <p>Knowledge of how to create a standing bridge that can be safely crossed.</p>
Constructing a boat that will float.	<p>To be able to construct a floating boat.</p>	<p>Knowledge of how a boat looks.</p>

	To be able to use different resources to join materials together.	Knowledge of how to create a boat that successfully floats.
Making a Mother's Day card.	Beliefs and Practices. Discussing the role of a mother or another significant female person in the child's life. Discussing what makes them special. Hand printing in the correct place. Printing shapes in the correct place. Writing own name.	Knowing that a line means an enclosed space. Knowledge of colours. Knowledge of how to write own name. Understanding why we celebrate Mother's Day.
Drawing seasonal changes of a tree. (Autumn, Winter, Spring, Summer)	To observe and draw a tree on the school grounds using different media.	Knowing which colours to use and how to use different tools and equipment to create different effects.
The Creation story linked to a piece of music	Ultimate Questions. Symbols and actions. Sources of Wisdom. Listening to and discussing aspects of the piece of music. Sharing of feelings and emotions. Sequencing of the story. Explaining what objects are alive/appear dead but are alive/dead.	Knowing about the sequence of the Creation story. Knowing how to recognise their emotions.
The Creation story linked to a poem and artwork created by different artists	Ultimate Questions. Symbols and actions. Sources of Wisdom. Listening to and discussing aspects of the poem. Sharing of feelings and emotions. Sequencing of the story. Explaining what objects are alive/appear dead but are alive/dead.	Knowing about the sequence of the Creation story. Knowing how artists link their work to stories/music etc.

<p>The Palm Story and looking at a painting 'Our Lord's Entry into Jerusalem' by Christopher Gosey.</p>	<p>Ultimate Questions. Symbols and actions. Sources of Wisdom. Listening to and discussing aspects of the story. Sequencing of the story. Discussing aspects of the painting, e.g. the curvature of the shapes within the painting. Linking to personal experiences.</p>	<p>Knowing the story of Jesus riding into Jerusalem. Knowing how Christians celebrate Palm Sunday. Knowing the palm cross is a significant symbol with Christians.</p>
<p>Making an Easter card with an observational painting of a tulip.</p>	<p>Beliefs and Practices. Symbols and actions. Sources of Wisdom. Creating a pattern using lines and shapes. Sticking the chick in the correct place. Adding the details of the features of an animal. Writing own name.</p>	<p>Knowing that a line means an enclosed space. Knowledge of how to create a pattern. Knowledge of colours. Knowledge of how to write own name. Understanding why we celebrate Easter.</p>
<p>Music – objectives continue throughout all lessons within the half term. Listening and responding to different styles of music. Embedding foundations of interrelated styles of music. Learning to sing or sing along with nursery rhymes and action songs. Improvising leading to playing classroom instruments. Singing and learning to play instruments within a song. Sharing and performing the songs learnt.</p>	<p>Being able to join in singing with nursery rhymes. Being able to listen to different types of music. Responding to different types of music. Using the musical vocabulary – pulse, rhythm, lyrics, beat. Playing instruments in time with a song. Performing the actions along with the nursery rhymes. Playing different classroom instruments correctly. Beginning to name different types of music.</p>	<p>Understanding how to use instruments safely. Knowing what the different instruments are. Knowing the words to the different nursery rhymes. Knowing the actions that accompany the nursery rhymes. Knowing the different types of music. Knowing and understanding the musical vocabulary. Knowing how to play instruments. Knowing how best to hold your body when singing and performing.</p>

Reception

Subject: Expressive Arts and Design

Topic: Summer 1 – Life cycles linked to The Little Red Hen

Summer 2 – Growing

Term: Summer

N & R Key Vocabulary	Names of colours Light, dark, thick, thin, line, big, small	
Equipment Vocabulary (to be used by Teacher)	Paint, crayon, chalk, pen, pencil, brush, camera, tablet, computer, glue stick	
Activity vocabulary (to be used by Teacher)	soft fluffy hard rounded flat sharp spiky long short nature shiny dull shape mark-making zig-zag wavy straight rounded pattern wood wool stone fabric plastic metal	
Activity	Skills	Knowledge
The role of the vicar in a church	Discussion. Recalling personal experiences. Acting out aspects of the story.	Knowing what a vicar is. Knowing who can help/support the vicar in church.
Creating a life cycle of a chick.	Being able to create a representation of a life cycle of a chick.	Knowing the life cycle of a chick.

	Putting the life cycle in the correct order.	
Creating a collage hen.	Uses simple tools to effect changes to materials. Able to stick material within the enclosed space. Can describe the textures of the different materials.	Knowledge of vocabulary to describe materials and their properties. To understand how to follow instructions. Understands what an enclosed space means. Knowledge of how to combine materials. Knowledge of how to use simple tools.
To use the iPad app 'Sketchbook' to recreate the painting 'Haystacks' by Claude Monet	Using the painting programme and the tools.	Knowing how to use the programme and the different tools within the programme. Knowing which colours to use. Knowing how to use shape to draw a picture.
Creating 2D artwork in the style of an artist (Paul Klee)	Application of art skills. Naming and describing properties of 2D shapes. Recalling facts about the artist.	Knowledge of 2D shapes Knowledge of art skills.
Labelling a plant.	Being able to put the labels in the right place. Being able to create a picture of a flower using different resources. Being able to cut and stick accurately.	Knowing the different parts of a flower and what they are used for. Knowing how to use scissors effectively. Knowing how to label something.
Making a Father's Day card.	Beliefs and Practices. Discussing the role of a father or another significant male person in the child's life. What makes them special. Printing shapes in the correct place. Hand printing in the correct place. Adding the details of the features of a shirt. Writing own name.	Knowing that a line means an enclosed space. Knowledge of colours. Knowledge of how to write own name. Understanding why we celebrate Father's Day.
Drawing seasonal changes of a tree. (Autumn, Winter, Spring, Summer)	To observe and draw a tree on the school grounds using different media.	Knowing which colours to use and how to different tools and equipment to create different effects.
Clay sculpting.	To manipulate the clay into a leaf shape.	How to use the tools.

	To use tools to score the clay.	What a leaf looks like.
Music – objectives achieved across the term. Listening and appraising Funk music. Embedding foundations of the interrelated dimensions of music using voices and instruments. Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs. Playing instruments within the song. Improvisation using voices and instruments. Riff-based composition.	To be able to recognise Funk music. To be able to listen to music. To be able to appraise music. To be able to use instruments. To be able to join in singing songs and familiar nursery rhymes. To be able to improvise using instruments and voices. To be able to compose music.	To understand what compose means in terms of music. To understand how to appraise music. To know what appraise means. To know the lyrics to the familiar songs. To understand how to use instruments. To understand how to compose music.

Year 1

Subject: Art

Topic: Healthy bodies/Natural World/ Animals

Term: Autumn

Y1 Key Vocabulary including those from EYFS

Names of colours
Light, dark, thick, thin, line, big, small
primary colours, red, yellow, blue, secondary colours, orange, green, purple, mix
cut, stick, paper
clay, pinch, roll

Equipment Vocabulary

Paint, crayon, chalk, pen, pencil, brush, camera, tablet, computer, glue stick, clay tools

(to be used by Teacher)		
Activity	Skills	Knowledge
Ourselves tissue paper faces Using a mirror look carefully at your face and start to mark on key features on paper first. Using a variety of materials add hair, glasses, eyebrows etc.	Cut, tear, fold paper	Continue to develop language and vocabulary related to texture.
Model skeletons and represent using art straws.	-assemble a range of materials to make real or imagine forms.	
Study artist - Giuseppe Arcimboldo Fruit faces		Be able to observe and talk about other artist's work in three dimensions.
Andy Goldsworthy – natural art – spiral pictures using natural materials.	-assemble a range of materials to make real or imagine forms. -use a range of objects, grouping to make patterns.	Be able to observe and talk about other artist's work in three dimensions.
Clay hedgehogs	-Pinch and pull clay to make real or imagined forms.	
Colour mixing- Exploring secondary colours by mixing primary	-Mix colours using the double primary system	Know that, by mixing primary colours, many new colours including secondary ones can be created.
Observational animal paintings	-Continue to use colour and tone to create images of things observed, imagined or remembered	Be able to show more control in making marks, lines and patterns

Hand print wreaths	-Use a variety of objects to print with, or tools to draw with, grouping and repeating the marks to make patterns.	
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Year 1

Subject: Art
Topic: Winter
Term: Spring

Y1 Key Vocabulary including those from EYFS

Names of colours
Light, dark, thick, thin, line, big, small
cool colours, tints, white
, thick, thin (consolidate), soft, line, straight, curved

Equipment Vocabulary (to be used by Teacher)

Paint, crayon, chalk, pen, pencil, brush, camera, tablet, computer, glue stick, clay tools, pencils H and B

Activity

Colour mixing: cool blues

Children to experiment with different paints, brushes and techniques. Children given pallets and instructed to mix own colours with some instruction. The focus for the exercise is to mix white with blue to create tints using a range of paints and brushes.

Look at Starry Night by Vincent Van Gogh – recreate a picture in this style.

Skills

HES: Continue to use colour and tone to create images of things observed, imagined or remembered.

Make colour strips of tints by adding white.

National Curriculum: Pupils should be taught: about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Knowledge

HES: Know how to manage paint to mix colours.

Be able to observe and talk about other artists' work in three dimensions.

	<p>to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>	
<p>Winter art in the style of an artist Show children artwork by an artist of a winter scene of trees. Demonstrate the technique of using masking tape to create the tree outlines. Use a cool colour wash and white paint flicks to create a wintry scene. Peel off the masking tape when dry to show the tree outline.</p>	<p>HES: Cut, fold and tear paper, and apply to a surface. Assemble a range of materials to make real or imagined forms.</p> <p>HES: Continue to use colour and tone to create images of things observed, imagined or remembered.</p> <p>Make colour strips of tints by adding white.</p> <p>National Curriculum: Pupils should be taught: to use a range of materials creatively to design and make products</p> <p>-to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space -to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>	<p>HES: Be able to observe and talk about other artists' work in three dimensions.</p>

<p>Sketching pencils skills lesson Shading/Line To prepare for the observational drawings lesson. Children are shown the ways of using pencils and the effects they can make with them. Show children how to hold the pencil differently when shading. Show them the amount of pressure given changes the effect and colour the pencil makes.</p>	<p>HES: Explore a range of pencils: H to 6B, for example, to make as many tones as possible.</p> <p>National Curriculum: to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	
<p>Spring time flowers Children to complete observational drawings of spring time flowers. Children to observe the detail of shape and shading and try to show this in their pictures using H to 6B pencils.</p>	<p>HES: Explore a range of pencils: H to 6B, for example, to make as many tones as possible.</p> <p>Be able to show more control in making marks, lines and patterns.</p> <p>National Curriculum: to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	

<h1>Year 1</h1>	
<p>Subject: Art Topic: Plants and Seaside Term: Summer</p>	
<p>Y1 Key Vocabulary including those from EYFS</p>	<p>Names of colours Light, dark, thick, thin, line, big, small warm colours, warm, primary colours, secondary colours, red, yellow, blue, green, orange, purple (recap) fabric, sew, felt, wool cut, stick, tear</p>
<p>Equipment Vocabulary</p>	<p>Paint, crayon, chalk, pen, pencil, brush, camera, tablet, computer, glue stick, clay tools, pencils H and B, needle</p>

(to be used by Teacher)		
Activity	Skills	Knowledge
<p>Sunflowers Van Gogh:</p> <p>Colour mixing Drawing sunflowers in the style of Vincent Van Gogh</p>	<p>HES: Continue to use colour and tone to create images of things observed, imagined or remembered.</p> <p>National Curriculum: to learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>	<p>HES: Know how to manage paint to mix colours.</p> <p>Be able to observe and talk about other artists' work in three dimensions.</p>
<p>Life size Gruffalo - printing</p>	<p>HES: Use a variety of objects to print with, grouping and repeating the marks to make patterns.</p> <p>National Curriculum: to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	
<p>Seascape Picture Half and half picture blue and green washes of paint in top half of page. Bottom is made with sand. Make tiny boat to stick on the sea.</p>	<p>HES: Develop textured surfaces with different media.</p> <p>Assemble a range of materials to make real or imagined forms.</p> <p>Continue to use colour and tone to create images of things observed, imagined or remembered.</p> <p>National Curriculum: To use a range of materials creatively to design and make products.</p>	

	<p>- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>-to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	
Felt sea creatures	<p>HES: Assemble a range of materials to make real or imagined forms.</p> <p>Wrap and free stitch fabric, wools and other threads to make surfaces.</p> <p>National Curriculum: To use a range of materials creatively to design and make products.</p> <p>- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>-to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	
<p>Money week – Kandinsky Circles</p> <p>Tear paper in to various size circles and stick in different colours on to top of each other to make a picture.</p>	<p>HES: Cut, fold and tear paper, and apply to a surface.</p> <p>Assemble a range of materials to make real or imagined forms.</p> <p>National Curriculum: to learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>HES: Be able to observe and talk about other artists' work in three dimensions</p>

	-to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	
One World Week – African Sunset Pictures Learn to identify warm colours. Use colour-mixing to make warm colours. Apply knowledge to paint a sunset sky.	HES: Continue to use colour and tone to create images of things observed, imagined or remembered. Be able to show more control in making marks, lines and patterns. National Curriculum: to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	HES: Make colour strips showing shades of one colour by mixing two primaries, or tints by adding white.

Year 2

Subject: Art

Topic: Healthy Me / An Island Home/Life Now and Then

Term: Autumn

Y1 Key Vocabulary including those from EYFS	Names of colours Light, dark, thick, thin, line, big, small primary colours, red, yellow, blue, secondary colours, orange, green, purple, mix cut, stick, paper clay, pinch, roll	
Y2 Key Vocabulary	Pattern, fabric, texture, layer, collage, detail, fine, thick, curved, straight, shade, still life, portrait	
Equipment Vocabulary (to be used by Teacher)	Paint, crayon, chalk, pen, pencil, brush, camera, tablet, computer, glue stick, clay tools, pencils H and B, needle, thread, pastel	
Activity	Skills	Knowledge

<p>Colour & Tone</p> <p>Shading – Guy Fawkes portrait</p>	<p>Be able to make and use colours and tones that match natural and man-made objects, using paint, crayon, pencil, pastel, textiles, and paper.</p>	<p>NC To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>HES To be able to observe more closely, and talk more knowledgeable about colour and tone.</p> <p>-look at and talk about, colour and tone on other artist' work.</p> <p>-begin to evaluate colour and tone in their own work.</p>
<p>Pattern & Line</p> <p>Pattern making – fruit cross-sectional drawings</p>	<p>Use previously gained knowledge to develop skills in drawing observed, imagined or remembered pictures.</p> <p>Find different ways to create textures using 2D pencils.</p>	<p>NC To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>HES Be able to use marks, lines, and patterns in a more informed way.</p>
<p>Texture</p> <p>Card and shape collage – crocodiles</p> <p>Silhouettes, quilling and collage – 3D firework pictures</p>	<p>How to roll, wrap and fold paper.</p> <p>Use wool and other fabrics to create textures.</p>	<p>NC To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>HES Know how to use certain techniques for making textures.</p>
<p>Shape, Form & Space</p> <p>Still life painting / observational drawing based on the work of Cezanne</p> <p>Fabric collage – Katie Morag portrait</p> <p>Folding paper – Christmas snow globes</p>	<p>Use paint to create pictures of objects.</p> <p>Cut, fold and tear paper. Apply to a surface.</p> <p>Assembly a range of materials to make real or imagined formed.</p> <p>Use wool and other fabrics to create textures.</p>	<p>NC Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>

Tissue paper collage – Christmas trees	Apply wools and threads to a surface.	HES Be able to use techniques in three-dimensional work. Work in both small and large scales.
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Year 2

Subject: Art

Topic: A Land Far, Far Away (Antarctica and Native Americans)

Term: Spring

Y1 Key Vocabulary including those from EYFS	Names of colours Light, dark, thick, thin, line, big, small cool colours, tints, white , thick, thin (consolidate), soft, line, straight, curved	
Y2 Key Vocabulary	Perspective, print, pattern, colour wash, landscape, photograph, edit	
Equipment Vocabulary (to be used by Teacher)	Paint, crayon, chalk, pen, pencil, brush, camera, tablet, computer, glue stick, clay tools, pencils H and B, needle, thread, pastel	
Activity	Skills	Knowledge
Colour & Tone Bruegel skating scenes (also perspective)	Make and use colours and tones that match natural and man-made objects, using paint, crayon, pencil, pastel, textiles and paper. Understand perspective in 2D artwork.	NC To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination HES To be able to observe more closely, and talk more knowledgeable about colour and tone . -look at and talk about, colour and tone on other artist' work.

		-begin to evaluate colour and tone in their own work.
<p>Pattern & Line</p> <p>Print with objects to make spring flowers</p> <p>Pattern and wax resist umbrellas</p>	<p>Make repeat pattern prints, using string or press-print blocks based on observed or drawn lines.</p>	<p>NC To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>HES Be able to use marks, lines, and patterns in a more informed way.</p>
<p>Texture</p> <p>Clay tiles – printing with natural objects, flowers leaves, grasses</p>	<p>Use found, natural and recycled materials to create Spring flower tiles.</p>	<p>NC To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>HES Know how to use certain techniques for making textures.</p>
<p>Shape, Form & Space</p> <p>Inuit faces</p> <p>Native American landscapes</p> <p>Scene creation – Traction Man photography</p> <p>Spring photography and editing (Mother's Day / Easter cards)</p>	<p>Be able to make and use colours and tones that match natural and man-made objects, using paint, crayon, pencil, pastel, textiles, and paper.</p> <p>Use previously gained knowledge to develop skills in drawing observed, imagined or remembered pictures.</p> <p>Use ICT to take and edit photographs</p>	<p>NC Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>HES Be able to use techniques in three-dimensional work.</p>

Year 2

Subject: Art

Topic: Nature Detectives (Habitats and Life Cycles)

Term: Summer

Y1 Key Vocabulary including those from EYFS	Names of colours Light, dark, thick, thin, line, big, small warm colours, warm, primary colours, secondary colours, red, yellow, blue, green, orange, purple (recap) fabric, sew, felt, wool cut, stick, tear	
Y2 Key Vocabulary	Tone, secondary colours, fine, thick, curved, straight, shade, observational, digital image, sculpture, form	
Equipment Vocabulary (to be used by Teacher)	Paint, crayon, chalk, pen, pencil, brush, camera, tablet, computer, glue stick, clay tools, pencils H and B, needle, thread, pastel	
Activity	Skills	Knowledge
Colour & Tone Monet – tissue paper, watercolour mixing and pastel collage Draw a pond creature.	Make and use colours and tones that match natural and man-made objects, using paint, crayon, pencil, pastel, textiles and paper. Observational drawing and painting.	NC To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination HES To be able to observe more closely, and talk more knowledgeably about colour and tone . -look at and talk about, colour and tone on other artist' work. -begin to evaluate colour and tone in their own work.
Pattern & Line		NC To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

<p>William Morris – repeating patterns from nature / digital images using RM paint</p> <p>Press print mini beasts</p>	<p>Use a viewfinder to observe and recreate marks, lines and patterns in natural and man-made objects, and in the work of other artists.</p> <p>Use an ICT program to create own repeating patterns using objects from nature.</p>	<p>HES Be able to use marks, lines, and patterns in a more informed way.</p>
<p>Shape, Form & Space</p> <p>Form dough mini beasts</p> <p>Sculpture</p>	<p>Use malleable materials to mix colours and mould into shapes.</p>	<p>NC To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>HES Be able to use techniques in three-dimensional work. Work in both small and large scales.</p>