

YEAR A AUT 1	EY OWLS	Y1 OWLS ART & DT	Y2 OWLS ART & DT
Artist / Style/ Media	<p><b>EYFS 30-50 months Being Imaginative</b>  <b>The Learner:</b>  <i>Develops preferences for forms of expression.</i></p> <ul style="list-style-type: none"> <li>•Uses available resources to create props to support role-play.</li> <li>•Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul>		<p>Owl and the pussy cat collage  Watercolour feathers and owls  Snowy Owls in Birch trees  Poppy Art and firework art</p>
DT	<p><b>EYFS 30-50 months Exploring and using Media and Materials</b>  <b>The Learner:</b></p> <ul style="list-style-type: none"> <li>•Explores colour and how colours can be changed.</li> <li>•Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>•Beginning to be interested in and describe the texture of things.</li> <li>•Uses various construction materials.</li> <li>•Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>•Joins construction pieces together to build and balance.</li> <li>•Realises tools can be used for a purpose.</li> </ul> <p>Create fabric owls using collage  Painting of ourselves  Owl puppets – split pin  Owl masks - feathers</p>	<p><b>TEXTILES</b></p> <p>Look at selection of hand puppets – what decorations do they have and how are they attached?  Practice making and attaching different fabric decorations.</p> <p>Design and make an owl hand puppet.  Evaluate</p> <p>Whole class clay owl.</p>	<p><b>TEXTILES</b></p> <p>Look at selection of stuffed toys – what is the filling like, what decorations do they have and how are they attached?  Practice making and attaching different fabric decorations.  Design and make an owl stuffed toy.  Evaluate</p>

YEAR A AUT 2	EY VICTORIANS	Y1 VICTORIANS ART & DT	Y2 VICTORIANS ART & DT
Artist / Style/ Media	<p><b>EYFS 30-50 months Being Imaginative</b>  <b>The Learner:</b>  <i>Develops preferences for forms of expression.</i></p> <ul style="list-style-type: none"> <li>•Uses available resources to create props to support role-play.</li> <li>•Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul>	<p>Make Victorian Christmas Cards using collage.            Make cornucopia filled with sweets.</p>	<p><b>William Morris</b> designs            Clay fireplace tiles            Silhouettes for Christmas cards</p>
DT	<p><b>EYFS 30-50 months Exploring and using Media and Materials</b>  <b>The Learner:</b></p> <ul style="list-style-type: none"> <li>•Explores colour and how colours can be changed.</li> <li>•Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>•Beginning to be interested in and describe the texture of things.</li> <li>•Uses various construction materials.</li> <li>•Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>• Joins construction pieces together to build and balance.</li> <li>•Realises tools can be used for a purpose.</li> </ul> <p>Create a Victorian school child – scraps of fabric            Design a Victorian toy and create; paired work</p>	<p>Make homemade sweets-peppermint creams, stuffed apricots, mince pies.</p>	<p><u>Collaborative task</u> - set design</p> <p>Make a Victorian fireplace as a set for the Christmas play, make decorations for the set, cornucopias, paper chains, Victorian tree decorations.</p>

YEAR A SPR 1	EY SPACE	Y1 SPACE ART & DT	Y2 SPACE ART & DT
Artist / Style/ Media	<p><b>EYFS 40-60 months Being Imaginative</b> <b>The Learner:</b> <i>Create simple representations of events, people and objects.</i></p> <ul style="list-style-type: none"> <li>•Chooses particular colours to use for a purpose.</li> </ul> <p><b>EYFS 40-60 months Exploring and using Media and Materials</b> <b>The Learner:</b></p> <ul style="list-style-type: none"> <li>•Explores what happens when they mix colours.</li> <li>•Experiments to create different textures.</li> <li>•Understands that different media can be combined to create new effects.</li> </ul>		<p>Correspondence with space artist Peter Thorpe Blowing and spatter paint sky with rockets - dialogue with an artist Recycled art space rockets Soft pastel planets Making the solar system <b>Van Gogh</b> Starry Night with shaving foam sky iPad app Starry Night interactive App</p>
DT	<ul style="list-style-type: none"> <li>•Manipulates materials to achieve a planned effect.</li> <li>•Constructs with a purpose in mind, using a variety of resources.</li> <li>•Uses simple tools and techniques competently and appropriately.</li> <li>•Selects appropriate resources and adapts work where necessary.</li> <li>•Selects tools and techniques needed to shape, assemble and join materials they are using.</li> </ul> <p>Black paper and chalk space pictures 3D spacemen models Textured planets using different materials Designing ad making space food</p>	<p>Make moving alien pictures/models for own picture books based on story of Beegu.</p>	

YEAR A SPR 2	EY FOOD & FARMING	Y1 FOOD & FARMING ART & DT	Y2 FOOD & FARMING ART & DT
Artist / Style/ Media	<p><b>EYFS 40-60 months Being Imaginative</b> <i>The Learner:</i> Create simple representations of events, people and objects. •Chooses particular colours to use for a purpose.</p> <p><b>EYFS 40-60 months Exploring and using Media and Materials</b> <i>The Learner:</i></p>		<p><b>Picasso</b> cockerel oil pastels Surreal animals swap heads and bodies to make own animals Printing fields ploughed, corn, grass etc. <b>Giuseppe Arcimboldo</b> 3D art with real vegetables Healthy eating pyramids and plates</p>
DT	<ul style="list-style-type: none"> <li>•Explores what happens when they mix colours.</li> <li>•Experiments to create different textures.</li> <li>•Understands that different media can be combined to create new effects.</li> <li>•Manipulates materials to achieve a planned effect.</li> <li>•Constructs with a purpose in mind, using a variety of resources.</li> <li>•Uses simple tools and techniques competently and appropriately.</li> <li>•Selects appropriate resources and adapts work where necessary.</li> <li>•Selects tools and techniques needed to shape, assemble and join materials they are using.</li> </ul> <p>Making models of farm animals – lambs, cows, pigs Designing a plate of food – look at healthy eating Animal masks – combine materials Create a mini farm in a shoebox</p>	<p><b>COOKING &amp; NUTRITION</b></p> <p>Taste different breads. Make bread and design a loaf (Little Red Hen story). Choose any flavourings Evaluate</p>	<p><b>COOKING &amp; NUTRITION</b></p> <p>Design and make a pizza, including packaging. Make pizza base from flour and yeast. Evaluate</p>

YEAR A SUM 1	EY HOMES	Y1 HOMES ART & DT	Y2 HOMES ART & DT
<b>Artist / Style/ Media</b>	<p><b>EYFS ELG Being Imaginative</b> <i>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</i></p> <p><b>EYFS ELG Exploring and using Media and Materials</b> <i>Children ...safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></p>	<p>Looking at artists paintings of a variety of homes. Children use a variety of materials including chinks, pastels, pencils to draw houses and homes from around the world.</p> <p>Whole class city scape collage.</p>	<p>Design and make a dolls house <b>LS Lowry</b> sketches and watercolours Tudor 3D houses <b>Gaudi</b> homes using milk cartons and sharpies <b>Hundertwasser</b> homes <b>Van Gogh</b>, The Yellow House, bedroom with 3D pop up chair,  Visit to Windsor Castle for the Queen's birthday - <b>Andy Warhol</b> queen portraits to take to the Castle.</p>
<b>DT</b>	<p>Design a new home – junk modelling materials Animals and their homes – sketching and painting different homes Colour-mixing to paint homes around the world Building homes for the 3 little pigs</p>		<p>Map of Burchetts Green for display with 3d houses</p>

<b>YEAR A SUM 2</b>	<b>EY CIRCUS</b>	<b>Y1 CIRCUS ART &amp; DT</b>	<b>Y2 CIRCUS ART &amp; DT</b>
<b>Artist / Style/ Media</b>	<p><b>EYFS ELG Being Imaginative</b> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>		<p>Figure drawing making people move, circus characters and collaged costumes Chinese acrobats hanging from straw trapezes Clown face painting 3D Big Top with stand up circus characters Pierrot and Pierret</p>
<b>DT</b>	<p><b>EYFS ELG Exploring and using Media and Materials</b> Children ...safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Designing and creating a Big Top; junk modelling Making juggling balls Creating circus bunting Split pin unicycles Circus animal puppets</p>	<p><b>TECHNICAL KNOWLEDGE</b></p> <p>Design and build a Big Top or circus structure. How can you make it stronger / more stable? Design, make, evaluate</p>	<p><b>TECHNICAL KNOWLEDGE</b></p> <p>Design and build a circus act eg high wire, trapeze with winding mechanism or wheels and axle. Design, make, evaluate</p>