

YEAR C AUT 1	EY There and Back Again - Journeys & Explorers	Y1 There and Back Again - Journeys & Explorers ART & DT	Y2 There and Back Again - Journeys & Explorers ART & DT
Artist / Style/ Media	<p>EYFS 30-50 months Being Imaginative <i>The Learner:</i> <i>Develops preferences for forms of expression. •Uses available resources to create props to support role-play.</i> <i>•Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</i></p> <p>EYFS 30-50 months Exploring and using Media and Materials <i>The Learner:</i> <i>•Explores colour and how colours can be changed.</i> <i>•Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. •Beginning to be interested in and describe the texture of things.</i> <i>•Uses various construction materials. •Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance.</i> <i>•Realises tools can be used for a purpose.</i></p>	<p><u>ABORIGINAL ART PAINTINGS</u></p> <p>Their experience – thinking about their own journeys and representing these as drawings.</p> <p>Practical Focus. Aboriginal art looking at dreamtime journeys and how to use symbols and patterns to represent different features in art.</p> <p>Children make their own aboriginal art dreamtime picture – individual and groups.</p> <p>Focus Artists – Paul Klee</p>	<p>Damien Hurst Hot Air Balloons 3d baskets/nets Van Gogh Sunflowers for Harvest Kandinsky trees Klimt Tree of Life Pirate maps and treasure chests Display Trees for science Harvest Art Giuseppe Archimboldo collages</p>
DT	<p>Junk modelling – vehicles for travelling to and from school Painting portraits of ourselves, families, and class friends as explorers Tissue paper windows – what would you see out of the window on a journey? Track painting – different forms of transport The journey of an apple as it grows – making apple sauce</p>		<p>TEXTILES</p> <p>Look at different bags – how many handles do they have? How big are they? What are they made of? How are they strengthened? Investigate fastenings, length and type of handle(s) Design and make a bag for exploring – eg binocular bag or water bottle. Evaluate</p>

YEAR C AUT 2	EY Toy Story	Y1 Toy Story ART & DT	Y2 Toy Story ART & DT
Artist / Style/ Media	<p>EYFS 30-50 months Being Imaginative The Learner: <i>Develops preferences for forms of expression.</i></p> <ul style="list-style-type: none"> • <i>Uses available resources to create props to support role-play.</i> • <i>Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</i> 		
DT	<p>EYFS 30-50 months Exploring and using Media and Materials The Learner:</p> <ul style="list-style-type: none"> • <i>Explores colour and how colours can be changed.</i> • <i>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</i> • <i>Beginning to be interested in and describe the texture of things.</i> • <i>Uses various construction materials.</i> • <i>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</i> • <i>Joins construction pieces together to build and balance.</i> • <i>Realises tools can be used for a purpose.</i> <p>Making toy cars Sewing Christmas stockings Designing and creating split pin puppets Toy Day – making dolls</p>	<p>Make own toys using paper – rolling dogs, snails, pecking parrots and spinners.</p> <p>Making roly poly toys- thinking of the best ways to attach card board rolls to card and the best shape for the rollovers, Deciding who the product will be for and making appropriate design choices.</p> <p>Evaluate designs.</p>	<p>TECHNICAL KNOWLEDGE</p> <p>Look at different moving toys – wind up, battery operated, pull along. How do they work? Investigate using cotton reels, pegs, axles to make a winding mechanism. Design and make a wind up toy – inspiration from a nursery rhyme (Incy Wincy Spider, Little Miss Muffet, Hickory Dickory Dock) Evaluate</p>

YEAR C SPR 1	EY Take One Picture Y1	Y1 Take One Picture ART & DT	Y2 Take One Picture ART & DT
Artist / Style/ Media	<p>EYFS 40-60 months Being Imaginative <i>The Learner:</i> Create simple representations of events, people and objects. •Chooses particular colours to use for a purpose.</p> <p>EYFS 40-60 months Exploring and using Media and Materials <i>The Learner:</i> •Explores what happens when they mix colours. •Experiments to create different textures. •Understands that different media can be combined to create new effects. •Manipulates materials to achieve a planned effect. •Constructs with a purpose in mind, using a variety of resources. •Uses simple tools and techniques competently and appropriately. •Selects appropriate resources and adapts work where necessary. •Selects tools and techniques needed to shape, assemble and join materials they are using.</p>	<p>Wet weather art – Design own wellies and recreate in paint.</p> <p>Drawing winter trees – variety of paper and media, chalk, pencil, pastels. Looking at line and shape.</p>	<p>Water colour observational art – birds (for RSPB Schools Garden Bird Watch) Water colour – Japanese cherry blossom The Great Wave Japanese peg dolls – pegs & paper clothes Clay chopstick rests</p>
DT	<p>Make Samurai helmets and armour Create Japanese junks for floating Class cherry blossom tree on the wall Look at Origami – make cranes Armoured animals – turtle bottle tops Koi fish painting – colour mixing Papier mache volcanoes – working together to create a large volcano</p>	<p>Making Japanese food – Dumplings and noodle soup.</p> <p>Clay – ogre tiles.</p>	<p>Samurai - Samurai masks Japanese carp kite Japanese woodblock printing on paper , repeated using woodblocks on canvas bags for Mother’s day gifts</p>

Take One Picture – will develop as the picture or object is chosen

YEAR C SPRING 2	EY Gorillas	Y1 Gorillas ART & DT	Y2 Gorillas ART & DT
Artist / Style/ Media	<p>EYFS 40-60 months Being Imaginative The Learner: <i>Create simple representations of events, people and objects.</i></p> <ul style="list-style-type: none"> •Chooses particular colours to use for a purpose. <p>EYFS 40-60 months Exploring and using Media and Materials The Learner:</p> <ul style="list-style-type: none"> •Explores what happens when they mix colours. •Experiments to create different textures. •Understands that different media can be combined to create new effects. •Manipulates materials to achieve a planned effect. •Constructs with a purpose in mind, using a variety of resources. •Uses simple tools and techniques competently and appropriately. •Selects appropriate resources and adapts work where necessary. •Selects tools and techniques needed to shape, assemble and join materials they are using. <p>Gorilla puppets Easter egg nest making Create banana splits Construct bunny baskets for Easter Paired work – design and create a mini jungle in a shoebox Create an Easter garden</p>	<p>Water colours – spring flowers. 3-D flowers sculptures using paper, pipe cleaners etc. Whole class collage.</p>	<p>Koko the gorilla African art- patterns, patterns Kente cloth Sketching and labelling gorillas</p>
DT		<p>Moving pictures – rainforest theme.</p>	

YEAR C SUM 1	EY Under the Sea	Y1 Under the Sea ART & DT	Y2 Under the Sea ART & DT
Artist / Style/ Media	<p>EYFS ELG Being Imaginative <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>EYFS ELG Exploring and using Media and Materials <i>Children ...safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></p>		<p>Salt Sea creatures made from plastic bottles, paper plates, packaging nets Nomura jellyfish - soft pastels Foil turtles with sea salt water</p>
DT	<p>Use bubblewrap and other materials to create texture of waves for scenery Paired work – design and create an aquarium in a jar Construct an edible seascape using biscuits and blue yoghurt Rainbow fish using CDs and gems – own designs Share ideas to create Beach Hut scenery – giant surfboards and sealife</p>	<p>TEXTILES</p> <p>Design and evaluate - sewing under sea creatures for a whole class picture.</p>	<p>Design a simple game, painted fish pebbles as counters die using nets, box and board packaging for game Recycled water bottle fish mobiles Paper plate seahorses and patterned fish Paper plate aquariums with clown fish</p>

YEAR C SUM 2	EY Triathlon (Sport)	Y1 Triathlon (Sport) ART & DT	Y2 Triathlon (Sport) ART & DT
Artist / Style/ Media	<p>EYFS ELG Being Imaginative <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>EYFS ELG Exploring and using Media and Materials <i>Children ...safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></p> <p>Bicycle tyre tracks and printing Designing medals and split bin bikes, using own ideas Creating a new flag for a country of their choice Arcimbolo – making vegetable faces and photographing them Healthy eating plates – using plasticene to create own favourite fruit, using detail for effect</p>	<p>Drawing people- Looking at line and form. Use a variety of media.</p>	<p>Figure Drawing - how to draw moving figures/sports people, foil sculptures of moving figures David Hockney swimming pool oil resists, Paralympic sports Work of Matisse who was in a wheelchair Disabled athletes, blind, autistic, foot painters, we tried foot painting Monet's work before and after cataract op difference in colours of works.</p>
DT		<p>COOKING & NUTRITION</p> <p>Create a balanced menu Group work to cook the menu Eat & evaluate menu</p>	<p>COOKING & NUTRITION</p> <p>Create a balanced menu G&T - Create a menu for an athlete (consider calories & food groups) Group work to cook the menu Eat & evaluate menu</p>