

'Roots to grow - Wings to fly'

At Hambleton Church of England Primary School, we are committed to providing inspirational and innovative teaching and the highest quality learning experiences for all our pupils, based on clear Christian principles.

'... those who trust in the Lord for help will find their strength renewed. They will rise on wings like eagles; they will run and not get weary; they will walk and not grow weak. (Their) roots will grow down into God's love and keep them strong. [Isaiah 40:31](#), [Ephesians 3:17](#)

We aim to create an environment which promotes a love of learning and empowers our children to become independent, lifelong learners. Our core values are set out in our Christian Vision, developed in 2019.

Our Christian Vision:

We are respectful We are creative We are resilient We are truthful

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------|--------------|------------|--------------|-------------|------------|--------------|
| Year A 2024-25 | Thankfulness | Trust | Perseverance | Justice | Service | Truthfulness |
| Year B 2023-24 | Generosity | Compassion | Courage | Forgiveness | Friendship | Respect |

| | Adventures in Time | Let's Explore the World | Questions and Creativity |
|--------|--------------------|-------------------------|--------------------------|
| Launch | | Dance around the World | Sunflower seeds |
| Land | | Street food Festival | Science land |

We work as a team We are compassionate

| Whole school theme | Adventures in Time | | Let's Explore the World | | Questions and Creativity | |
|---|--|--|--|--|---|--|
| | A1 | A2 | Sp1 | Sp2 | S1 | S2 |
| English | | | | | | |
| Whole class text for reading | The Colour Monster | The Little Red Hen | | | | |
| Whole class text and outcomes for writing | The Little Red Hen - making bread | Owl Babies / Letters to Santa | The Gingerbread Man - Making gingerbread | Billy Goat's Gruff | The Tiny Seed / Plants information | The Hungry Caterpillar / caterpillar diaries |
| Poetry | | | | | | |
| Science | Our senses | Colour / light and dark | Healthy Eating | All around the world | Living things - animals | Living things - plants |
| RE | NYCC F2 | UC F2 (Incarnation) | NYCC F6 | UC F3 (Salvation) | NYCC F1 | NYCC F3 |
| | Which people are special and why? (C) | Why is Christmas special for Christians? (c) | What is special about our world? (C, I) | Why is Easter special to Christians? (c) | What stories are special and why? (C, I) | What places are special and why? (C, I) |
| PE | Movement within CP | Gymnastics | Ball Games | Gymnastics / games | Dance | Athletics / games |
| Geography | | | | | | |
| History | | | | | | |
| PSHE | Being Me in the World | Celebrating Differences | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Computing | | | | | | |
| Art / DT | Kandinsky- Explore primary colours / rainbow circles / shading and tinting | | Giuseppe Archimboldo - Explore printing with vegetables / assembling images using fruit and vegetables | | Carl Warner - Explore creativity with photos of fruits and vegetables | |
| Music | In CP | Celebration music | Exploring sound | Music and movement | Musical stories | Big band |
| Global | Shoebox appeal | | | Fairtrade | | ? |
| Local | Visit the Hough | | | Visit St. Mary's Church | | Harlow Carr |
| Outdoor | Farm to plate | | | Outdoor creativity | | Bear Grylls of Hambleton' (Den building, outdoor cooking, nature art etc.) |

| Whole school theme | Adventures in Time | | Let's Explore the World | | Questions and Creativity | |
|---|---|--|---|---|---|---|
| | A1 | A2 | Sp1 | Sp2 | S1 | S2 |
| English | | | Paddington Visits | | Secret Story Garden | |
| Class Novel | The Three Little Pigs and the Big Bad Wolf / Clever Polly and the Stupid Wolf | | Gin for Anna, Market Day in India / The Boy who Grew a Forest / Poles Apart / Antarctica Usborne Beginners / Antarctica a Continent of Wonders / The Odd Egg (LT) | | Jack and the Beanstalk / Little People Big Dreams Women in science (Mare Curie, Amelia Earhart, Ada Lovelace) | |
| Whole class text for reading | The Clockwork Dragon (LS) / Dogger / Traction Man / Pig the Pug (LS) | | Lost and Found (LT) - <i>own version narratives</i> | | Magic Bed (LT) - <i>Own version fantasy narrative</i> | |
| Whole class text and outcomes for writing | Sidney, Stella and the Moon - <i>narrative</i> | The Naughty Bus - <i>non-chronological report</i> | Lost and Found (LT) - <i>own version narratives</i> | Magic Bed (LT) - <i>Own version fantasy narrative</i> | Iggy Peck Architect - <i>fact files</i> | Leo and the Octopus - <i>fact file recount</i> |
| Poetry | Spaghetti Spaghetti by Jack Prelutsky, Feasts by Shirley Hughes, Perfectly Peculiar Pets by E Woollard and A Boretzki, A First Book of the Sea by N Davies and E Sutton | | | | | |
| Science | Everyday materials (Charles Mackintosh) | | Seasonal changes | Animals (George Saul Mottershead) | Plants | Ourselves |
| RE | NYCC 1.2 Who is a Muslim and what do they believe. (PT 1) (I) | UC KS1 1.3 (Incarnation) Why does Christmas matter to Christians? Core Unit © | NYCC 1.5 What makes some places sacred? (C, I, J) | UC KS1 1.5 (Salvation) Why does Easter matter to Christians? Core Unit (c) | NYCC 1.7 What does it mean to belong to a faith community? (C, I, J) | NYCC 1.3 Who is Jewish and what do they believe? (Pt1) (J) |
| PE | Gym | Gym | Dance | Games | Running, throwing and jumping | Games |
| Geography | | | Hot and cold countries, seasons and weather | Continents and oceans focus on India | Mapping, human features, compass | |
| History | Homes in the past | History of toys | | | Significant individuals from the past (Neil Armstrong & Christopher Columbus) | Significant individuals from the past (Neil Armstrong & Christopher Columbus) |
| PSHE | Being Me in the World | Celebrating Differences | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Computing | Computing systems and networks – Technology around us | Creating media – Digital painting | Creating media – Digital Writing | Data and information – Grouping data | Programming A – moving a robot | Programming B – Introduction to animation |
| Art / DT | Van Gogh Sunflowers (acrylic and oil pastel) | Toys with moving parts (Henry Ford) | Sew a pencil case / Indian patterns (Anish Kapoor) tie dye | Food around the world | Windchime / recycled sculpture art | Graphics (Garima Dharwan / Alma Thomas) |
| Music | Musical Vocabulary (Under the Sea) | Timbre and Rhythmic patterns (Fairytale) | Pitch and tempo (superheroes) | Classical music dynamics and tempo (animals) | Pitch and tempo (superheroes) | Vocal and body sounds (By the Sea) |
| Global | Shoebbox | | Fairtrade (chocolate) | | | |
| Local | Trip to Castle Museum | | Local farmer links | | Yorkshire Sculpture Park | |
| Outdoor | Outdoor creativity | | farm to plate | | Bear Grylls of Hambleton | |

| Whole school theme | Adventures in Time | | Let's Explore the World | | Questions and Creativity | |
|---|---|---|--|--|---|---|
| | A1 | A2 | Sp1 | Sp2 | S1 | S2 |
| English | | | | | | |
| Class Novel | by Tom Fletcher / Toby and the GFL (LS) / Vlad and the GFL/ Vlad and the Florence Night | | The Boy Who Grew Dragons by Andy Shepherd / Tell me a Dragon / There's No Dragon in this Story / The Great Dragon Rescue / Castles | | Nim's Island / Sally and the Limpet / Flotsam | |
| Whole class text for reading | Supertato - Books are Rubbish / Eliot Jones, Midnight Superhero (LS) | | Ugly Five by Julia Donaldson / Bringing the Rain to Kapiti Plain / Sleep Well Sib and Saba | | | |
| Whole class text and outcomes for writing | Jim and the Beanstalk - <i>narrative - character descriptions</i> | Rosie Revere, Engineer - <i>information text</i> | The Dragon Machine (LT) - <i>narrative</i> | Lilia and the Secret of Rain (LS) - <i>narrative - setting descriptions</i> | The Magic and Mystery of Trees/House Held up by Trees - <i>information text</i> | Ocean Meets Sky (LT) - <i>fantasy narrative</i> |
| Poetry | Footprints in the Sand by B Williams / A Tiny Burning Flame / Owl and the Pussycat by E Lear / My Lonely Garden from Take Off your Brave / Cobwebs / Tiger Tiger Burning Bright / Midnight Feasts | | | | | |
| Science | Materials (Louis Pasteur) | | Animals | | Plants (Jane Colden) | Animals |
| RE | NYCC 1.4 What can we learn from sacred books? (C,I,J,) | UC KS1 1.3 (Incarnation) Why does Christmas matter to Christians? Digging Deeper © | NYCC 1.3 Who is Jewish and what do they believe? (Pt 2) (J) | UC KS1 1.5 (Salvation) Why does Easter matter to Christians? (Digging Deeper) (C) | NYCC 1.2 Who is a Muslim and what do they believe? (Pt 2) (I) | NYCC 1.8 How should we care for others and the world, and why does it matter? (C, I, NR) |
| PE | Games | Gym | Gym | Games | Running throwing and jumping | Dance |
| Geography | | | We Are Britain - the UK | The World oceans and continents - Kenya | | |
| History | Florence Nightingale 1820-1910, Edith Cavell 1865-1915, Mary Seacole 1805 - 1881 | | Great Fire of London | | | Grace Darling and RNLI |
| PSHE | Being Me in the World | | Celebrating Differences | Dreams and Goals | Healthy Me | Relationships |
| Computing | Computing systems and networks – IT around us | | Creating media – Digital photography | Creating media – Making music | Data and information – Pictograms | Programming A – Robot algorithms |
| Art / DT | Keith Haring (watercolours) Rita Greer | | Moving vehicles | Sculpture (clay) | Castles (pulleys) | Sketching shells / Orla Kiely printin |
| Music | Orchestral instruments (Theme: Traditional Western stories) | | Musical Me | Vaughan Williams Lark Ascending | West African Call and Response (animals) | Myths and Legends |
| Global | Shoebox | | Fairtrade (chocolate) | | | |
| Local | Warburtons | | WYP | | Harlow Carr / The Deep | |
| Outdoor | Outdoor creativity | | farm to plate | | Bear Grylls of Hambleton | |

| Whole school theme | Adventures in Time | | Let's Explore the World | | Questions and Creativity | |
|---|--|---|---|--|---|---|
| English | A1 | A2 | Sp1 | Sp2 | S1 | S2 |
| Class Novel | The Bolds | | ?The Boy at the Back of the Class / The BFG | | George's Marvellous Medicine / Roman Boy | |
| Whole class text for reading | Stone Age Boy / Firework Makers Daughter | | I Am the Seed that Grew the Tree (poetry) / The Great Kapok Tree | | George's Marvellous Medicine / Roman Diary The Journey of Iliona by Richard Platt | |
| Whole class text and outcomes for writing | Stone Age Boy - <i>historical narrative</i> | Firework Makers Daughter - <i>diary entry</i> | My Name is Refugee - Diary recount | Dear Earth - letter | River Stories - non-chronological report | Roman Soldiers by Tegan Evans and Tom Froese Persuasion to join the Roman Army |
| Poetry | | | Trap - recount | The Great Kapok Tree - Narrative | George's Marvellous Medicine - recount witness statements | Escape to Pompeii - narrative |
| Science | Rocks (Inge Lehmann) | Light (Lewis Latimer) | Animals (Marie Curie) | Plants | Forces | |
| RE | NYCC L2.7 What does it mean to be a Christian in Britain today? (C, I, H) | UC LKS2 2A.3 (Incarnation) What is the 'Trinity' and why is it important for Christians? Core Unit (C) | NYCC L2.5 Why are festivals important to religious communities? (C, H, I, J) | UC LKS2 2A.5 (Salvation) Why do Christians call the day Jesus died 'Good Friday'? Core Unit (C) | UC LKS2 2A.6 (Kingdom of God) For Christians, when Jesus left, what was the impact of Pentecost? Core Unit (C) | NYCC L2.1 What do different people believe about God? (C, I, H) |
| PE | Net and Wall | Invasion games | Gymnastics | OAA | Dance | Athletics |
| Geography | Stone Age to Iron Age | | The world: Europe focus | Rainforests | Rivers (the journey) | |
| History | | | | | Romans | Romans |
| PSHE | Being Me in the World | Celebrating Differences | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Computing | Computing systems and networks – Connecting computers | Creating media – Animation | Creating media – Desktop publishing | Data and information – Branching Databases | Programming A – Sequencing in music | Programming B – Events and action |
| Art / DT | Makoto Nakamura / Escher | stone age tools | Pop Art (Andy Warhol / Mikeda Bizuneh) | cooking food festival | Nature (Andy Goldsworthy) | Make a Roman purse |
| Music | Creating compositions in response to an animation (Theme: Mountains) | 'Winter' from 'The Four Seasons', Allegro non molto (1st mvt) by Antonio Vivaldi | Ballads | Pentatonic melodies and composition (Theme: Chinese New Year) | Jazz | Traditional instruments and improvisation (Theme: India) |
| Global | Shoebox | | Fairtrade (chocolate) | | | |
| Local | Trip to Castle Museum | | Local farmer links | | Yorkshire Sculpture Park | |
| Outdoor | Outdoor creativity | | farm to plate | | Bear Grylls of Hambleton | |

| Whole school theme | Adventures in Time | | Let's Explore the World | | Questions and Creativity | |
|---|---|--|---|---|---|--|
| English | A1 | A2 | Sp1 | Sp2 | S1 | S2 |
| Class Novel | Why the Whales Came / Tilly and the Time Machine | | Variak Paw | | Freelance and the Lake of Rivers | |
| Whole class text for reading | The Empire's End by Leila Rasheed / Why the Whales Came by Michael Morpurgo / James and the Giant Peach by Roald Dahl / Anglo Saxon Boy | | Freedom for Bron - The Boy Who Saved the Kingdom, The Queen's Token | | Journey to the River Sea / Charlotte's Web/Viking Boy | |
| Whole class text and outcomes for writing | The Mermaid of Zenor - Narrative - fantasy The Matchbox Diary - biography | The Everchanging Earth - narrative The Boy, the Mole, the Fox and the Horse - narrative | Shackleton's Journey - non-fiction - recount | The Baker by the Sea - Persuasion | Odd and the Frost Giants - narrative - different perspective | Until I met Dudley - Explanation |
| Poetry | | | | | | |
| Science | Sound (Tom Lalampaa, Vanessa Nakate) | Habitats | Electricity (Garrett Augustus Morgan) | | Animals (Washington Wentworth) | States of matter |
| RE | NYCC L2.9 What can we learn from religions about deciding what is right and wrong? (C, J, I, NR) | UC LKS2 2A.3 (Incarnation) What is the 'Trinity' and why is it important for Christians? Digging Deeper (C) | NYCC L2.6 Why do some people think that life is like a journey and what significant experiences mark | UC LKS2 2A.5 (Salvation) Why do Christians call the day Jesus died 'Good Friday'? Digging Deeper (C) | NYCC L2.8 What does it mean to be a Hindu in Britain today? 12 week unit (H) | |
| PE | Games | Dance | Gymnastics | Ball Skills | OAA | Athletics |
| Geography | | | Settlements | UK physical geography | Coasts | |
| History | Anglosaxons | | | | Vikings | Vikings |
| PSHE | Being Me in the World | Celebrating Differences | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Computing | Computing systems and networks – The Internet | Creating media – Audio editing | Creating media – Photo editing | Data and information – Data logging | Programming A – Repetition in shapes | Programming B – repetition in games |
| Art / DT | Food (Ainsley Harriot) | Impressionism (Monet / Matisse and Cezanne) (watercolour) | Moving toys | Antonio Gaudi (oil pastels and charcoals) | Musical Instruments | Human abstract images (clay) |
| Music | Adapting and transposing motifs (Theme: Romans) | Body and tuned percussion (Theme: Rainforests) | Haiku, music and performance (Theme: Hanami festival) | Samba and carnival sounds and instruments (Theme: South America) | Changes in pitch, tempo and dynamics (Theme: Rivers) | Changes in pitch, tempo and dynamics (Theme: Rivers) |
| Global | Shoebox | | Fairtrade (chocolate) | | | |
| Local | Trip to Castle Museum | | Local farmer links | | Yorkshire Sculpture Park | |
| Outdoor | Outdoor creativity | | farm to plate | | Bear Grylls of Hambleton | |

| Whole school theme | Adventures in Time | | Let's Explore the World | | Questions and Creativity | |
|---|--|---|--|---|--|---|
| English | A1 | A2 | Sp1 | Sp2 | S1 | S2 |
| Class Novel | Secrets of a Sun King | | The Explorers | | War Horse | |
| Whole class text for reading | Egyptian Myths / The Egyptian Cinderella / Street Child | | River Boy | | Private Peaceful / Oranges in No Man's Land | |
| Whole class text and outcomes for writing | <i>The Story of Isis and Osiris - narrative</i> <i>Curiosity: the Story of a Mars Rover - explanation</i> | Kaspar, Prince of Cats - Newspaper recount | The Sleeper and the Spindle - narrative & newspaper article | Beowulf - narrative - legends | Anne Frank - Diary Entry | Alte Zachan - Analytical narrative |
| Poetry | Performance | Haiku | | Blackout | Performance | |
| Science | Earth and Space (Mae Jemison) | Forces (Felix Baumgartner) | Properties and materials | | Living things and their habitats (George Washington Carver) | Animals and humans |
| RE | <u>NYCC U2.1</u> Why do some people believe God exists? (C, NR) | <u>U.C UKS2 2B.4 (Incarnation)</u> Why do Christians believe Jesus was the Messiah? Core unit (C) | <u>NYCC U2.3</u> If God is everywhere why go to a place of worship? (C, I, J) | <u>U.C UKS2 2B.6 (Salvation)</u> What did Jesus do to save Human beings? Core Unit (C) | <u>NYCC U2.6</u> What does it mean to be a Muslim in Britain today? 12 week unit (I) | |
| PE | Net and Wall | Invasion games | Gymnastics | Athletics | Strike and field | Dance / OAA |
| Geography | | | The Water cycle and rivers | Maps | Compare the UK to other places | |
| History | Ancient Egyptians | Victorians | | | World War Two | |
| PSHE | Being Me in my World | Celebrating Differences | Dreams and Goals | Healthy Me | Relationships | Changing me |
| Computing | Computing systems and networks – Sharing Information | Creating media – Vector drawing | Creating media – Video editing | Data and information – Flat-file databases | Programming A – Selection in physical computing | |
| Art / DT | Op art - Victor Vasarely & Brigit Riley Drawing (architecture) Zaha Hadid & Sir David Adjaye (Sketch and coloured pencils) | Christmas lunch (food) Sat Bains (Satwant Singh) | Art Deco - Erte Frida Kahlo - Nature paintings (printing graphics) | Bags fashion or function | Edgar Degas - Little Dancer sculpture as inspiration Sculpture: Wire figure (dancer or sportsperson) Magdalene Odondo (clay sculpture) Bernard Palissy | Electrical circuit lighthouse or vehicle |
| Music | Blues | Composition notation | Composition to represent the festival of Holi | South and West Africa | Looping and mixing | Musical Theatre |
| Local | Archaeologist visit? | Visit to Yorkshire Water. Berts Barrow Local Farm Shop visit or talk from Charlotte Wells-Thompson on local produce/seasonality, linked to DT work | 'Selby Floods' visit from Ian Chilvers (local historian) – River Ouse, River Aire and 2020 | Trail/Duke of Edinburgh style expedition around Hambleton, orienteering around Hambleton | Stockbridge Technology Centre (Cawood) 3 x growing visits Visits from local historians/members of local community with WW1/2 artefacts | Archaeologist visit |
| Global | | | | | | |
| Outdoor | Outdoor creativity | | farm to plate | | Bear Grylls of Hambleton | |

| Whole school theme | Adventures in Time | | Let's Explore the World | | Questions and Creativity | |
|---|--|--|---|--|---|---|
| English | A1 | A2 | Sp1 | Sp2 | S1 | S2 |
| Class Novel | Percy Jackson Lightening Thief | | Holes | | Macbeth | |
| Whole class text for reading | Caged bird (2 poems (Lit Tr) - migration / Adventures of Odysseus by Hugh Lipton (Lit Shed) / Windrush generation - Benjamin Zephaniah | | The White Horses of Zennor / Darwin's the Voyage of Discovery (Lit Tree) / The Tiger rising (Lit Tree) | | Trash / Middle World (Jaguar Stones) / Incredible Journeys - Levison Wood / On the Move: Poemas about migration | |
| Whole class text and outcomes for writing | Kidnapped - narrative / Inventions of Hugo Cabret - biography | Percy Jackson and the lightening thief - atmosphere dialogue / The Canal - narrative | Holes - explanation / The Last Bear - Newspaper | The Last Wild - dystopian narrative / White Horse of Zennor - report | Rain Player - analytical essay / Leila and the Blue Fox - extended blog diary | Windrush Children - Persuasive / Can we Save the Tiger? - Discussion text |
| Poetry | Performance | | Spoken word | | Narrative | |
| Science | Electricity | Light (Arthur James Wilson) | Evolution (Charles Darwin) | Animals (Charles Richard Drew) | Living Things and their Habitats | |
| RE | <u>NYCC U2.7</u> What matters most to Humanists and Christians? (C, NR, I, J) | The Jewish faith (KS2) Short course (J) | <u>U.C UKS 2B.4</u> incarnation why do Christians believe Jesus was the Messiah? 3 weeks Digging deeper © | <u>NYCC U 2.8</u> what difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God and Ummah (community)? (C, I, H) | <u>U.C UKS2 2B.6 (Salvation)</u> What did Jesus do to save Human beings? Digging deeper © | <u>U.C UKS2 2B.8</u> Kingdom of God: What kind of King is Jesus? Core (C) |
| PE | Athletics indoor | Invasion games / OAA | Gymnastics | Net and Wall | Striking and Fielding | Dance |
| Geography | Trade and Economics | | Mountains, volcanoes and earthquakes | | Our changing world / comparing people and places | |
| History | Ancient Greece | | | | Mayan Civilisations | |
| PSHE | Being Me in the World | Celebrating Differences | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Computing | Computing systems and networks – Communication | Creating media – 3D modelling | Creating media – Web page creation | Data and information – Spreadsheets | Programming A – variables in games | Programming B – sensing |
| Art / DT | Cubism - Joan (pron. Juan) Miro, Picasso & Michaela Yearwood-Dan (Mood) (2D 3D) | Fariground ride | Collage: Njideka Akunyili Crosby (Pencils/pastels/chalk/charcoal) Georgia O'Keefe (sketching pencils observational and technical drawing) | Building bridges | Modelling: Henry Moore (natural sculptures) Anthony Gormley Sue Ryder (clay) | Food and nutrition (Chef: Sanjeev Kapoor (Indian Mater chef) |
| Music | Baroque | Film Music | Hall of the Mountain King Peer Gynt | Dynamics pitch and texture | Theme and variations | Composing and performing leaver's song |
| Local | Drax Power station/Skylark Nature Reserve | | Bridge: Humber Bridge, Boothferry Bridge, Selby Toll Bridge, Bypass Bridge | | William Wilberforce | |
| Global | Rev Burr Christian spokeswoman | | | | Slavery | |
| | | | | | Black Lives Matter | |
| Outdoor | Outdoor creativity | | farm to plate | | Bear Grylls of Hambleton | |

| | Theme | | Artist | Medium | |
|---|-------|------------------------------------|---|--|--|
| 1 | EYFS | | Kandinsky | Drawing & painting | |
| | | Autumn | | | |
| | | Spring | | Giuseppe Arcimboldo Printing Collage | |
| | | Summer | | Carl Warner Images/Photography Sculpture | |
| | | Autumn | Impressionism / post-impressionism | Van Gogh -Sunflowers & Wawiriya Burton Paint & oil pastels | |
| | | Spring | Pattern | Anish Kapoor (Indian patterns) Willow patterns (pottery) | Drawing & Fabric (tie dye - colour block ink printing) |
| | | Summer | Sculpture | Recycled art - Veronika | Sculpture: Recycled materials Collage |
| 2 | S | Contemporary vs historical | Keith Haring, Rita Greer Ladi Kwali / Kate Malone / Barbara Hepworth | Paint Paint: Water colour and acrylic/chalk Clay (dragon eyes) | |
| | | Nature drawing contemporary artist | Marianne North Yayoi Kusama -Japanese contemporary artist | Drawing: sketch and colour pencils | |
| | | Modernism | Orla Kiely | Printing | |

| | | | | | |
|---|-----|-----------------------------------|--|--|------------------------------------|
| | A | Collage | Makoto Nakamura / M C Escher | Paper | |
| 3 | Spr | Pop art | Andy Warhol / Roy Lichtenstein /Mikeda Bizuneh | Paint: acrylic | |
| | S | Nature | Anthony Goldsworthy | Sculpture: natural materials | |
| | A | Impressionism / post-impresionism | Monet, Matisse and Cezanne | Watercolour | |
| | Sp | Modernism | Antonio Gaudi, Lakwena Maciver | Oil pastels and printing | |
| | 4 | S | Human abstract images | Terracotta army, Easter Island, the Lewis Chessman | Sculpture: clay |
| | | A | Op Art Drawing | Victor Vasarely & Brigit Riley Zaha Hadid & Sir David Adjaye (Archite | Drawing: sketch and colour pencils |
| | | Sp | Art Deco Nature painting | Erte Frida Kahlo | Paint: printing / graphics |
| | | S | Sculpture | Edgar Degas Magdalene Odondu & Bernard Palissy | Wire Clay |
| | 5 | A | | Joan (pron. Juan) Miro, Picasso | |

| | | | |
|----|--|--|--|
| | Cubism / surrealism | & Michaela Yearwood-Dan (Mood) | Paint: watercolour |
| | Modern Art 2D/3D perspective | David Hockney | Paint: acrylic |
| Sp | Collage Mixed media observational drawing | Njideka Akunyili Crosby Georgia O'Keefe | Paper pencils, chalk, paint, pastels |
| S | Textiles Modelling 3D | Duro Olowu Henry Moore, Anthony Gormley, Sue Ryder | Fabric Clay |

| Skills progression |
|--|
| <p>Explore primary colours</p> <p>Rainbow circles</p> <p>Shading and tinting</p> |
| <p>Explore printing with vegetables</p> <p>Assembling images using fruit and vegetables</p> |
| <p>Explore creativity with photography of fruits and vegetables</p> <p>Modelling</p> |
| <p>I name the primary and secondary colours.</p> <p>I know how to show how people feel in paintings and drawings.</p> <p>I know how to create moods in artwork.</p> <p>I ask questions about artwork.</p> |
| <p>I know how to use pencils to create lines of different thickness in drawings.</p> <p>I know how to create a repeating pattern in print.</p> |
| <p>I know how to cut, roll and coil materials.</p> <p>I know how to use IT to create a picture.</p> <p>I describe what I can see and give an opinion about the work of an artist.</p> |
| <p>I know how to mix paint to create all the secondary colours.</p> <p>I know how to create brown with paint.</p> <p>I know how to create tints with paint by adding white.</p> <p>I know how to create tones with paint by adding black.</p> <p>I suggest how artists have used colour, pattern and shape.</p> <p>I know how to create a printed piece of art by pressing, rolling, rubbing and stamping.</p> <p>I know how to make a clay pot.</p> <p>I know how to join two clay finger pots together.</p> <p>I know how to create a piece of art in response to the work of another artist.</p> <p>I choose and use three different grades of pencil when drawing.</p> <p>I know how to use charcoal, pencil and pastels to create art.</p> <p>I know how to use a viewfinder to focus on a specific part of an artefact before drawing it.</p> <p>I know how to use different effects within an IT paint package.</p> <p>I can press print.</p> <p>I can overprint.</p> <p>I can make a simple repeated printed pattern</p> |

I know how to use sketches to produce a final piece of art.

I know how to compare the work of different artists.

I know how to show facial expressions in my art.

I know how to create a background using a wash.

I know how to use a range of brushes to create different effects in painting.

I recognise when art is from different historical periods.

I know how to identify the techniques used by different artists.

I know how to use different grades of pencil to shade and to show different tones and textures.

I know how to use digital images and combine with other media in my art.

I know how to use IT to create art which includes my own work and that of others.

I know how to show facial expressions and body language in sketches and paintings.

I know how to use line, tone, shape and colour to represent figures and forms in movement.

I know how to show reflections in my art

Drawing: oil pastels & charcoal. Printing/collage.

I know how to use marks and lines to show texture in my art.

I know how to print onto different materials using at least four colours.

I experiment with the styles used by other artists.

I explain some of the features of art from historical periods.

I know how to sculpt clay and other mouldable materials.

I know how to integrate my digital images into my art.

I experiment with the styles used by other artists.

I identify and draw objects and use marks and lines, to produce texture.

I know how to successfully use shading to create mood and feeling.

I know how to organise line, tone, shape and colour to represent figures and forms in movement.

I know how to express emotion in my art.

I know how to create an accurate print design following criteria.

I know how to overprint to create different patterns.

I know how to use images, which I have created, scanned and found; altering them where necessary to create art.

I research the work of an artist and use their work to replicate a style.

I explain why I have used different tools to create art.

I know how to use images, which I have created, scanned and found; altering them where necessary to create art.

I know how to use feedback to make amendments and improvements to my art.

I explain why I have chosen specific techniques to create my art.

I explain the style of my work and how it has been influenced by a famous artist.

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I know how to use a range of e-resources to create art. (Sue Ryder)

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| | Theme | | Focus |
|------|--------|------------------|--|
| EYFS | Autumn | | |
| | | | |
| | Spring | | |
| | | | |
| | Summer | | |
| | | | |
| 1 | Autumn | Home | Henry Ford Toys- moving parts/wheels/levers |
| | Spring | School | Sewing Sew a simple flap and button pencil case (like an envelope) – li |
| | | Home and culture | Food and utensils |
| | Summer | Garden | Wind chime |
| | Autumn | Industry | Moving vehicles – wheels and axles- fire engines/trains |
| | | Leisure | Christmas card – levers - Sewing – calendars |

| | | | |
|---|-----|-------------------|--|
| | Spr | Wider environment | Modelling: Castles |
| | | Home | Cooking skills and meal planning |
| 2 | S | | |
| | A | Wider Environment | Light – linked to Science Stone age house |
| | | Culture/home | Linked to Brazil/European country |
| | Spr | | |
| | S | Home | Cushions - make a prototype first out of paper then out of material. |
| 3 | | | |
| | | Culture | Cuisine from a different country |
| | A | | |
| | Sp | Industry | Moving Toys (Cams) |

| | | | |
|---|----|-------------------|--|
| 4 | | | |
| | S | Leisure | Musical Instruments |
| 5 | A | Home | Christmas Lunch |
| | Sp | Wider Environment | Fashion or Function? |
| | S | Leisure | Electrical circuit lighthouse or Controllable vehicle |
| 6 | A | Industry /Leisure | Fairground ride: roundabout or Ferris wheel |
| | Sp | Industry | Building bridges |
| | S | Culture / home | Food and nutrition (Culture) Chef: Sanjeev Kapoor (Indian Mater chef) |

Media

Paper, Card, Stencils, plastic wheels, wood

Material (cotton/felt) buttons and thread
Clare Beaton (Fabric artist)

Cooking from around the world e.g. Fruit kebabs
Food and using utensils – India / Food Festival
Jamie Oliver

Fabric, metal, wood, plastic

Graphics

Garima Dharwan / Alma Thomas

Wood, plastic wheels, material, thread and dowel

thread, felt/hessian, cardboard

Pulleys – make a drawbridge / bridge structure

Straws, tape, string, dowel, wood, fabric, thread

healthy pizza/healthy salad

Food and cooking utensils

Nadiya Hussain

Cardboard, wood, wire, straws, dowel, tape

Clay, straw , cardboards

Food and cooking utensils

Linked to European country / or Brazil

Selin Kiazim / Helena Rizzo

Material, thread, paper, cotton, string.

Food and cooking utensils

Ainsley Harriott

Cardboard, tape, wood, dowel, string, wheels, wire

Wire, mod roc, cardboard, card, paper mache,

Textiles

Mrios Tuu'luq

Food and cooking utensils

Sat Bains (Satwant Singh)

Material, plastic bags, tape, string, wire

Metal wire, wire circuits, bulbs, crocodile clips, batteries, wood, mod roc

CAD software, wood, dowel, lollipop sticks, glue gun, tape

Tomatoes challenge (Levers and Pulleys) – Nepal – Action Aid

CAD software, wood, dowel, lollipop sticks, glue gun, tape

Food and cooking utensils

Skills progression

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Share their creations, explaining the process they have used.

Use a range of small tools, including scissors, paintbrushes and cutlery.

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I describe how something works.

I use my own ideas to make something.

I make a product which moves.

I make my model stronger.

I can plan.

I can design.

I cut food safely.

I make a simple plan before making.

I explain to someone else how I want to make my product.

I make a simple plan before making.

I choose appropriate resources and tools.

We can object print.

We can create a simple repeated pattern.

We can use a paint package.

I think of an idea and plan what to do next.

I explain why I have chosen specific textiles.

I measure materials to use in a model or structure.

I choose tools and materials and explain why I have chosen them.

I join materials and components in different ways.

I explain what went well with my work.

I measure materials to use in a model or structure.

I describe the ingredients I am using.

I think of an idea and plan what to do next.

I make a product which uses both electrical and mechanical components.

I work accurately to measure, make cuts and holes.

I choose a material for both its suitability and its appearance.

I select the most appropriate tools and techniques for a given task.

I describe how food ingredients come together.

I design a product and make sure that it looks attractive.

I prove that my design meets some set criteria.

I follow a step-by-step plan, choosing the right equipment and materials.

I design a product and make sure that it looks attractive.

I know how to be both hygienic and safe when using food.

I measure accurately.

I use ideas from other people when I am designing.

I present a product in an interesting way.

I produce a plan and explain it.

I use ideas from other people when I am designing.

I evaluate and suggest improvements for my designs.

I persevere and adapt my work when my original ideas do not work.

I persevere and adapt my work when my original ideas do not work.

I explain how I have improved my original design.

I evaluate products for both their purpose and appearance

I show that I can be both hygienic and safe in the kitchen.

I use a range of tools and equipment competently.

I produce a detailed step-by-step plan.

I make a prototype before I make a final version.

I evaluate appearance and function against original criteria.

I come up with a range of ideas after collecting information from different sources.

I explain how a product will appeal to a specific audience.

I use a range of tools and equipment competently.

I evaluate appearance and function against original criteria.

I suggest alternative plans; outlining the positive features and draw backs.

I evaluate my product against clear criteria.

I show that I can test and evaluate my products.

I follow and refine my plans.

I use market research to inform my plans and ideas.

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I follow and refine my plans.

I justify my plans in a convincing way.

I work within a budget.

I evaluate my product against clear criteria.

I explain how products should be stored and give reasons.

I show I consider culture and society in my plans and designs.