

## WHOLE SCHOOL LONG TERM SUBJECT OVERVIEW

### EYFS

<b>Programme of Study</b>	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>EI values</b>	<b>Be respectful</b>	<b>Be understanding</b>	<b>Be compassionate</b>	<b>Be responsible</b>	<b>Be patient</b>	<b>Be positive</b>
<b>EYFS Theme</b>	<b>All About Us (Diversity)</b>	<b>Celebrations and Festivals (Values and Perception)</b>	<b>Friendship and Fairness (Social Justice)</b>	<b>Caring for our Environment (Sustainable development)</b>	<b>People who Help Us (Interdependence)</b>	<b>Changes (Aspirations)</b>
<b>Ongoing Nursery</b>	<ul style="list-style-type: none"> <li>Explore different materials freely, to develop their ideas about how to use them and what to make.</li> </ul>					
<b>Termly Objectives Breakdown Nursery</b>	<p><b>Explore different materials freely, to develop their ideas about how to use them and what to make.</b></p> <p>Modelling how to use Junk Modelling materials, including cutting and sticking.</p>	<p><i>Baking gingerbread men and talk about the changes they see (link with Literacy)</i></p>	<p><b>Join different materials and explore different textures.</b></p> <p>Use hole punch and cutting skills to create animals (link with Literacy)</p>	<p><b>Develop their own ideas and then decide which materials to use to express them.</b></p> <p>Construct Jack's house/giant's castle using building blocks.</p>		<p><b>Develop their own ideas and then decide which materials to use to express them.</b></p> <p><b>Join different materials and explore different textures.</b></p> <p>Construct the three little pigs houses using and joining a variety of materials.</p>
<b>Ongoing Reception</b>	<ul style="list-style-type: none"> <li>Create collaboratively, sharing ideas, resources and skills.</li> </ul>					

<b>Termly Objectives Breakdown Reception</b>	<p><b>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</b></p>	<p><b>Create collaboratively, sharing ideas, resources and skills.</b></p> <p>Loose parts and junk modelling based on celebrations. Thanksgiving cards. Sita's chariot. Direct teach/challenge/technique of the week.</p>	<p><b>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</b></p> <p>Design vehicles. Makedo international. Sustainability. Boats-Oliver Jeffers.  Chinese lamps- Lunar New Year.</p>	<p><b>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</b></p> <p>TOTW: Poppies. Spring flowers. Tidy.</p>	<p><b>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</b></p> <p>TBD</p>	<p><b>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</b></p> <p><b>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</b></p> <p>3D tree with textures. Girl who planted trees. Recap all skills in the creative area. Edit and Improve.</p>
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**KS1/2**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EI values</b>	<b>Be respectful</b>	<b>Be understanding</b>	<b>Be compassionate</b>	<b>Be responsible</b>	<b>Be patient</b>	<b>Be positive</b>
<b>Whole School Theme</b>	<b>Diversity</b>	<b>Values &amp; Perceptions</b>	<b>Social Justice</b>	<b>Sustainable Development</b>	<b>Interdependence</b>	<b>Aspirations</b>
<b>Year 1</b>	<p><b>Cooking and Nutrition</b></p> <p><b>Design, make, evaluate and use technical knowledge to make fruit kebabs.</b></p> <p>(Celebrating seasonal fruit, healthy lifestyle and the places food comes from)</p> <p><b>Alice Waters</b></p>			<p><b>Structures</b></p> <p><b>Design, make, evaluate and use technical knowledge to make a free-standing house.</b></p> <p>(Exploring the properties and suitability of different materials via free-standing structures)</p> <p><b>Norman Foster</b></p>		<p><b>Mechanisms</b></p> <p><b>Design, make, evaluate and use technical knowledge to make a moving picture book.</b></p> <p><i>(Exploring moving mechanisms: sliders and levers)</i></p> <p><b>Mathew Reinhart</b></p>

Year 2		<p align="center"><b>Mechanisms</b></p> <p><b>Design, make, evaluate and use technical knowledge to make a moving vehicle.</b></p> <p>(Exploring movement: wheels and axles)</p> <p align="center"><b>Henry Ford</b></p>	<p align="center"><b>Cooking and Nutrition</b></p> <p><b>Design, make, evaluate and use technical knowledge to make pitta pizzas</b></p> <p>(Celebrating seasonal vegetables, healthy lifestyle and the places food comes from)</p> <p align="center"><b>Jamie Oliver</b></p>		<p align="center"><b>Textiles</b></p> <p><b>Design, make, evaluate and use technical knowledge to make felt puppets</b></p> <p>(Exploring the properties and suitability of different materials using templates and joining techniques)</p> <p align="center"><b>Sun-Min Kim</b></p>	
Year 3		<p align="center"><b>Cooking and Nutrition</b></p> <p><b>Design, make, evaluate and use technical knowledge to make vegetable soup.</b></p> <p>(Celebrating seasonal vegetables, healthy lifestyle and how food is sourced)</p>		<p align="center"><b>Mechanical Systems</b></p> <p><b>Design, make, evaluate and use technical knowledge to make an Egyptian Shaduf</b></p> <p>(Exploring moving mechanisms: levers and linkages)</p>		<p align="center"><b>Shell Structures</b></p> <p><b>Design, make, evaluate and use technical knowledge to make a pencil tidy</b></p> <p>(Exploring the properties and suitability of different materials via shell structures)</p> <p>Using CAD (Tinkercad Ap)</p> <p align="center"><b>Jørn Utzon</b></p>
Year 4		<p align="center"><b>Cooking and Nutrition</b></p> <p><b>Design, make, evaluate and use technical knowledge to make pasta salad.</b></p> <p>(Celebrating seasonal vegetables, Healthy lifestyle and preserved food.)</p>	<p align="center"><b>Electrical Systems</b></p> <p><b>Design, make, evaluate and use technical knowledge to make a night light.</b></p> <p>(Using knowledge of electrical systems from science to create a functional product.)</p> <p align="center"><b>Thomas Edison</b></p>			<p align="center"><b>Textiles</b></p> <p><b>Design, make, evaluate and use technical knowledge to make a recycled fabric pencil case.</b></p> <p>(Exploring the properties and suitability of different materials to create a 3D product.)</p> <p align="center"><b>Vivienne Weswood</b></p>
Year 5		<p align="center"><b>Mechanical Systems</b></p> <p><b>Design, make, evaluate and use technical knowledge to make a Viking Rowboat.</b></p>	<p align="center"><b>Textiles</b></p> <p><b>Design, make, evaluate and use technical knowledge to make an animal cushion.</b></p>			<p align="center"><b>Cooking and Nutrition</b></p> <p><b>Design, make, evaluate and use technical knowledge to make fruit muffins.</b></p>

		<i>(Exploring moving mechanisms: pulleys and gears.)</i>	<i>(Exploring the properties and suitability of different materials using CAD: MA paint.)</i>			<p>(Celebrating seasonal foods via a healthy and varied diet)</p> <p><b>Bryant Terry</b></p>
<b>Year 6</b>	<p><b>Cooking and Nutrition</b></p> <p><b>Design, make, evaluate and use technical knowledge to make cultural breads.</b></p> <p>(Celebrating cultural foods via a healthy and varied diet)</p> <p><b>Preeti Mystery</b></p>			<p><b>Electrical Systems</b></p> <p><b>Design, make, evaluate and use technical knowledge to make a buzzer game.</b></p> <p>(Using knowledge of electrical systems from science to create a functional product)</p> <p><b>Caroline Haslett</b></p>	<p><b>Structures</b></p> <p><b>Design, make, evaluate and use technical knowledge to make a bird hideaway.</b></p> <p>(Exploring the properties and suitability of different materials via frame structures)</p> <p>Using CAD (Tinkercad Ap)</p> <p><b>Zaha Hadid</b></p>	