

Autumn Term		Spring Term		Summer Term			
Marvellous Me	Lights, Camera, Action	Tell Me A Story	Animals in Art	Growing Gardens	Ready, Steady, Go		
Explore different materials, using all their senses to investigate them. (Cornflour, shaving foam for example) Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.	..To be able to begin to use representation to communicate, e.g., drawing a line and saying, 'That's me'.	To be able to manipulate and play with different materials using various tools like scissors, cutters, hammers.	Make marks intentionally. (in flour, sand, pens, crayons, paint etc) Explore colour and colour-mixing	Freely explores paint, using fingers and other parts of their bodies as well as brushes and other tools	Begin to make simple models which express their ideas Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.		
Drawing / line	Sculpting/3D	Painting	Colour / pattern / texture / shape	Tools and fixings	Artists / Wider concepts	Range of materials	Discussion and evaluation
Start to make marks intentionally using a range of media e.g. chalk, paint, water, sand. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.	Begin to sculpt using playdough (link to fine motor). Talk about what they have made with playdough using simple language, e.g. cake, sausages.	Explore paint, using fingers and other parts of their bodies as well as brushes, sponges and rollers. Explore primary paint colours and how these colours can be changed.	Recognise and name the primary colours, black and white and some secondary colours . Begin to be interested in and describe the texture of things.	Begin to use scissors and Sellotape cutters accurately. Use basic fixings, e.g. PVA glue, Pritt stick, masking tape, Sellotape (but may still get tangled).	Know what an artist is. Express simple likes and dislikes about different paintings / designs / sculptures. Talk about colours in different pieces of art.	Explore different materials, using all of their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Use block play to begin to build and design.	Say what they have made. Use key words to assign meaning to their creations, e.g. dog, mummy, head, tail, face. Begin to talk about the colours they have used and why. Begin to name what they have used to create, e.g. box, paper, tape.
Prompting Questions for deeper thinking							
Tell me about your drawing / picture. / Can you tell me about what you have done? What did you use to draw xxx? Can you show me how to do that?	Can you make an xxx with the dough? What shape will it be? What will it have on it? What have you made? I like the way you have xxx. How did you do this? What does the dough feel like?	What picture can you make by just using your fingers to paint? What different marks can you make with your fingers? Can you name all of the colours you have used?	What colour is that? Can you name the different colours in the picture / pattern? What does it feel like? Show me something hard / soft / sticky ...	Can you explain / show me how to use the scissors? How can we stop the tape from getting tangled? How can we stick them together? What shall we use?	What do you like about this painting / design / model? Why? What is an artist? What do they do? Tell me, which colours do you like in this painting?	What does it feel like? / What can you see? What shall we make? Which block might fit on top of that one? Why?	What have you made? Can you tell me about it? Why did you choose those colours? What did you use to make your chair? (Link to Goldilocks.) Can you name the different things you used?
Key Vocabulary							
draw, pencil, chalk,	dough / playdough,	brushes, sponges,	feel, hard, soft, sticky,	scissors, tape, glue,	like, don't like, artist,	make, hard, soft, small,	y made, used, paper,

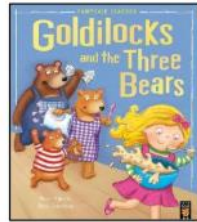
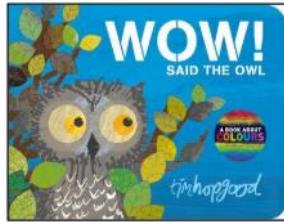


EYFS – YN – Ducklings

Being Imaginative and Expressive - Art and DT focus LTP

line, felt tip	roll, ball, pat	rollers, red, blue, yellow	primary colours, black and white	together, safe	colour (know the primary colours, black and white and some others)	big	box, tape / glue (plus colour language see painting section)
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Stories that could unlock this learning include:



Five ideas for enhancements

- Construct a home for Owl or build the Three Bears house.
- Print with hands, feet, leaves, cones to create an owl, tree, bear, etc.
- Sculpt and make marks in playdough, e.g. feathers, bear prints, porridge bowls.
- Match items to colours.
- Order items from smallest to biggest.

CASTLE PARK SCHOOL

Learning For Life