

Amazing Athletes



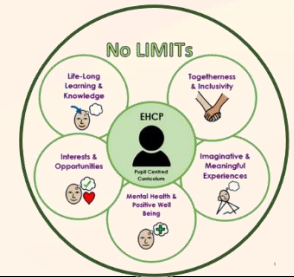
Summer Term 2024

A Science (Human Bodies), Music (Tempo), Art (3D) focussed theme.

Amazing Athletes Theme Intent

The intent for the **Summer Term** Theme '**Amazing Athletes**' is to support the pupils to gain the Life-long Learning knowledge and skills regarding *The Human Body* through **Science**, *Sculpture* through **Art** and *Tempo & Pitch* through **Music**. Through consistent routines and structures in Art & DT sessions pupils will develop their Independence skills (EHCPs) and be provided with knowledge and skills of the wider world through Imaginative & Meaningful Experiences and develop the ability to collaborate with peers through Togetherness & Inclusivity. Theme sessions will have a specific focus linked to Science, Art or Music with clear learning intentions where the accumulative knowledge through the term and beyond will work towards the pathway end points.

The Olympics should be used to carry the theme to ensure lessons are Interesting & provide real-life Opportunities for cross curricular links. Through their understanding of sports & healthy lifestyles pupils will develop strategies to support better Mental Health & Wellbeing



Happy Centred Schools Driver: *Coping & Positive Relationships*

Book Suggestions	Informal & Semi-Formal Pathways		Formal Pathway	
	Summer 1	Summer 2	Summer 1	Summer 2
Meadow	<ul style="list-style-type: none"> • From Head to Toe By Eric Carle. • My First Body Book By Matthew Oldham 	<ul style="list-style-type: none"> • I don't want to be Small By Laura Ellen Anderson • What happened to you? By James Catchpole 		
Woodlands	<ul style="list-style-type: none"> • Ready, Steady, Mo! By Mo Farrah & Kes Grey. • Funnybones By Janet & Allan Albergh 	<ul style="list-style-type: none"> • Give me Back my Bones! By Kim Norman • Splash! By Claire Cashmore 	<ul style="list-style-type: none"> • The Fastest Boy in the World By Elizabeth Laird 	<ul style="list-style-type: none"> • Flying Fergus By Sir Chris Hoy. • On Your Marks Get Set GOLD! By Scott Allen.
Upper	<ul style="list-style-type: none"> • Bodies are Cool By Tyler Feder • The Frog Olympics By Brian Moses 	<ul style="list-style-type: none"> • I really want to win By Simon Philip. • Little People Big Dreams – Usain Bolt By Maria Isabel Sanchez Vegara 	<ul style="list-style-type: none"> • Pig Heart Boy – By Malorie Blackman 	<ul style="list-style-type: none"> • Women in sport: Fifty Fearless Athletes who played to win By Rachel Ignatofsky.

Long Term Overview Summer 2024

Whole School Foundation Subjects	Science (Human Body) Music (Pitch & Tempo) Art (3D)							
Additional Formal Pathway Layer	Formal 1	Geography (Maps, Travel and Location – The Wider World)						
	Formal 2	Geography (Maps, Travel and Location – The Wider World) History (The Greeks)						
Independence (EHCP Targets)	Two lesson of Design Technology (Food and Hygiene) All Pathways: Dressing and Undressing - PE/Swimming & Personal Hygiene <i>See DT Medium Term Overview (Next Page)</i>							
	Summer 1				Summer 2			
Happy Centred School Driver	Coping				Positive Relationships			
Core Books	Meadow – The Gruffalo Woodlands – The Colour Monster Upper – The Reason I Jump				Meadow – Mixed Woodlands – Stig of the Dump Upper – Romeo & Juliet			
RSE	Informal: Safety and the Changing Body Semi-Formal: Safety and the Changing Body & Keeping Safe Formal 1: Safety and the Changing Body & Keeping Safe Formal 2: Safety and the Changing Body & Keeping Safe				Informal: Relationships Semi-Formal: Relationships – Friendships & Sharing Formal 1: Relationships - Friendships Formal 2: Relationships - Friendships			
My World PSHE	Informal: Health & Well Being Semi-Formal: Health & Well Being and Keeping Safe & Well. Formal 1: Health & Well Being, Keeping Well Formal 2: Health & Well Being, Keeping Well -Medicine, Drugs and Tobacco.				Informal: Citizenship Semi-Formal: Citizenship - Belonging to a Community. Formal 1: Citizenship - Economic Wellbeing. Formal 2: Citizenship - Economic Wellbeing.			
RE	Hope and Freedom				Kindness			
Primary PE	Striking and Fielding				OAA (Amended from PE LTP)			
Secondary PE	Invasion Games: Tag Rugby				Striking & Fielding: Cricket			
Maths	Semi-Formal		Formal		Semi-Formal		Formal	
	<i>Number & Measure</i>		<i>Number, Geometry, Measure</i>		<i>Data Handling</i>		<i>Data Handling</i>	
English (focussed lessons) <i>Please see new English Long-Term Plan</i>	Communication	Listening & Attention weeks 1 & 2		Understanding Weeks 3 & 4		Communication Weeks 5, 6 & 7		
	Reading	Phonics & Decoding weeks 1 & 2		Vocabulary & Word Weeks 3 & 4		Comprehension Weeks 5, 6 & 7		
	Writing	Fine Motor weeks 1 & 2	Graphemes Weeks 3 & 4	Sentence Structure Weeks 5 & 6	Writing for a Purpose Weeks 7 (8)	Fine Motor weeks 1 & 2	Graphemes Weeks 3 & 4	Sentence Structure Weeks 5 & 6

DT – My Cooking – Summer 2024

Linking Document: EQUALS Curriculum 'My Cooking'

Please see full scheme of work for specific Pathway and Area information



DT My Cooking

Meadow		Woodland				Upper											
Following instructions during cooking activities page 8. Preparing oneself for a cooking activity page 8. Working safely with electrical equipment page 24. Making a smoothie page 25. Kapow – Designing a rainbow salad. Kapow – Making a rainbow Salad		Following instructions during cooking activities page 8. Preparing oneself for a cooking activity page 8. Working safely with electrical equipment page 24. Kapow – Making a smoothie.				Following instructions during cooking activities page 8. Preparing oneself for a cooking activity page 8. Kitchen equipment page 34. Dealing with accidents in the kitchen page 22. Chopping, cutting and dicing with a small sharp kitchen knife. Page 43 Using the oven page 47. Kapow – Making a tasty wrap. Use this as a guide to support making pizza – focus on the skills & knowledge											
Informal		Semi-Formal				Formal 1		Formal 2									
P-Levels 1-3 0-11 months Developmental Stage		P-Levels 4-5 8-20 Months 16-26 Months		P-Levels 5-6 22-36 Months FS1		P-Levels 6-8 FS2 ELG's		NC Year 1		NC Year 2 End of KS1		NC Year 3&4		Year 5&6 End of KS2			
Develop independence through collecting required and putting away resources, structures and routines. Develop independence through hand washing and dressing/undressing activities.																	
HYGIENE Ongoing Learning Intentions		I can tolerate an adult washing my hands and putting an apron.		I can accept hand washing and putting an apron on as part of my routine.		I can begin to independently wash my hands following instructions. I can begin to put my apron on with adult prompts and support.		I can independently wash my hands following instructions. I can find my apron and put it on independently.		I can identify why it is important to be safe and hygienic in the Kitchen. I can assist in cleaning up. Wash/dry my hands independently.		Identify three personal hygiene rules in a kitchen (e.g. clean surfaces, wash hands, wash equipment, wear apron etc.)		I can understand how to prepare and cook a variety of food safely and hygienically.		I can prepare food hygienically	
INDEPENDENCE Ongoing Learning Intentions <i>Taken from Communication, Reading, Computing, Maths & Geography Progression Maps.</i>		Begin to respond to pictures related to routine E.g. familiar fruits, vegetables and cooking equipment. Recognises familiar places. Begin to show understanding of objects of reference.		Responds to simple requests. E.g. chop, more or wash. Relates three pictures to three objects. Remembers where objects belong. Can press buttons, showing some awareness of cause & Effect.		Understands what familiar objects are used for e.g. knife, fork and spoon. Follow an instruction with 2 key words e.g. chop cucumber. Remember where equipment is located and puts objects away. Knows to wait once a button has been pressed.		Follow an instruction with 3 key words e.g. chop the cucumber. Fetch 3 objects on request with a visual cue. E.g. picture list Read simple words related to their phonics phase. E.g. label. Know what some shops sell. Identifies the correct button to press.		Read simple instruction text with pictures/ symbols. Use my own knowledge to suggest how a problem is solved. Listen to instructions with more than 1 point. Knows how to start up or shut down electronic device. Measure time in minutes.		Seek independent clarification when an instruction is not clear. Follow instructions in an unfamiliar situation. Ask & Answer questions to develop understanding. Know the purpose of different shops. Tell the time to 5 minutes.		Can follow multi step instructions without the need for repetition. With support, use a heat source to cook ingredients showing awareness of the need to control the temperature of the hob and/or oven. Measure and weigh ingredients to the nearest gram and millilitre. Start to independently follow a recipe. Read analogue & Digital time.		Follow complex directions / multi step instructions without the need for repetition. Alter methods, cooking times and/or temperatures. Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. Independently follow a recipe. Know how to turn on and use a range of cooking appliances to be able to griddle, grill, fry and boil.	
Previous Learning Intentions 		Show some recognition of a tool's purpose.		I can handle and explore cooking tools with adult support. I can explore mixing and pouring with physical support.		I can begin to mix and pour with some support.		I can mix and pour ingredients independently. I can chop.		I can use a combination of two skills to prepare food. E.g. peel and chop. I can identify a safety rule for using a knife.		I can identify two safety rules for using a knife. I can use three different skills to prepare food.		I can use four different skills to prepare food.		I can use a range of cooking skills to prepare a meal independently	

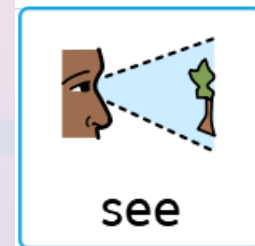
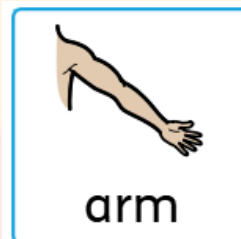
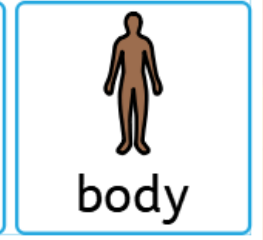
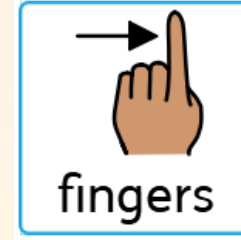
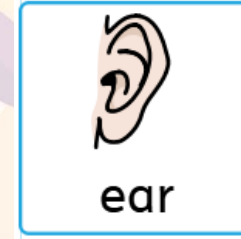
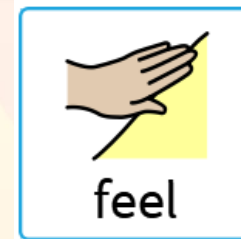
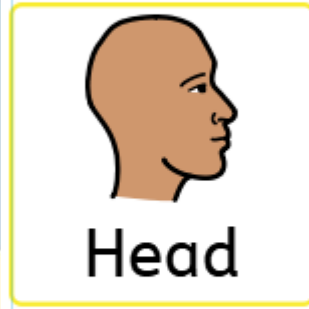
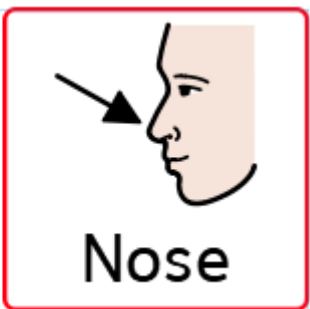
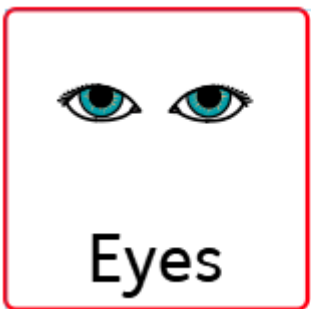
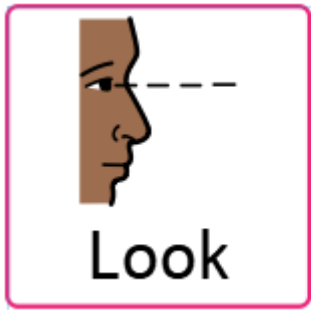
Science - Our Bodies

Developing a greater understanding about the physical anatomy of their bodies, developing knowledge of how sports can contribute towards keeping healthy and the changes that take place in our bodies. Diversity Link – everyone is different. Links to prior learning Spring Term PSHE.

Progression Overview								
	Informal Pathway	Semi-Formal			Formal			
					Formal 1		Formal 2	
	P-Levels 1-3 0-11 Months Developmental Stage	P-Levels 4-5 8-20 Months 16-26 Months	P-Levels 5-6 22-36 Months FS1	P-Levels 6-8 FS2 ELG's	NC Year 1	NC Year 2 End of KS1	NC Year 3&4	Year 5&6 End of KS2
Ongoing Expectations	Supporting independent handwashing, toothbrushing and self-care hygiene routines.				Daily hygiene routines, supporting choice for food, noticing differences in body through exercise.			
Termly End Points <i>(Taken from Progression Maps)</i> Copy and Paste onto 'Termly End Points' on Medium Term Plan	Use face and body to react spontaneously to lights and patterns	Find own nose, eyes and tummy as part of a naming game.	Points to more complex body parts e.g. facial features, knees, toes and fingers.	Accurately point to/ identify the main parts of the human body.	Draw and label the basic parts of the human body.	Describe the importance of exercise and hygiene for humans	Explain the role of the skeleton and recognise the main bones in the body.	Explain the similarities of the organs that both humans and animals share.
	Explore all body parts and senses through exposure to physical activity and sensory exploration	Tries a range of food consistency and texture.	Experience and explore senses - foods, smells, textures	Can name the five senses and point to the appropriate body part.	Can name and locate parts of the human body including those related to senses.	Describe the basic needs for a human and the changes as they grow to an adult.	Name the main muscles, where they are and know exercises to strengthen them.	Explain a balanced diet and the need for it.
	To explore sensory or objects of interest.	Experience and explore senses - foods, smells, textures	Experience and explore senses - foods, smells, textures, sigh – light/dark and begin to make preference – like/dislike.	Name some of the bones in the human body e.g. leg bone, skull. <i>Observes the effects of activity on their bodies.</i>	Look closely at our bodies and collect information about eye and hair colour, foot size etc.	Describe the importance of a balanced diet for humans.	Identify the main nutrient groups, their simple function and what makes balance diet.	Explain the importance of hygiene and what measure we can take too protect the body.
						Understand how the human body reproduces with knowledge of the internal reproductive features.	Record results, create data table and label diagrams or drawings	Explain the similarities of the organs that both humans and animals share.
						Explain food is an essential source of energy.		Record results, create data table and label diagrams or drawings
Key Knowledge	To know; That they can use parts of their body to explore the world around them.	To know; That there are different parts of their bodies. That there are different tastes.	To know; Where their heads, shoulder, knees and toes are in the context of a song. That there are different tastes and smells.	To know; That we have bones inside our bodies. Where their legs, arms, heads, hands, feet and facial features are. That there are body	To know; The key parts of the human body (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth and teeth). The five main senses: sight, smell, hearing, taste and touch.	To know: That baby, toddler, child, teenager and adult are human life cycle stages. There are differences in the life cycles of different animals. Humans grow as they age.	To know; That animals can be grouped based on the presence of a skeleton. To know that the skeleton in humans and some animals is used for movement,	Published April 2024

				parts that help us to use our senses.	The skin is used for touch, the tongue is used for taste, the nose is used for smell, the eyes are used for sight and the ears are used for hearing.	The basic survival needs of animals are air, water and food. Personal hygiene prevents the spread of germs. Washing our hands and changing our clothes are ways to keep clean. Exercise can improve performance and well-being. The five food groups are carbohydrates, fruits and vegetables, dairy and alternatives, protein and oils and spreads. Humans require a balanced diet to stay healthy.	protection and support. To know that the muscular system in humans and some animals works with the skeleton for movement. To know the main bones in the body. To know that animals, including humans, need the right types and amount of nutrition. To understand that humans cannot make their own food and therefore eat to get the nutrition needed. To know the main food groups (carbohydrates, protein, fats, fibre, vitamins, minerals and water) and their simple functions. To know that a balanced diet should include all food groups. To describe the diets of different animals.	
Statutory Pathway End Point	<p><i>By the end of the Informal Pathway Pupil's should be able to:</i></p> <ul style="list-style-type: none"> Show awareness of cause and effect with their own body, use body to communicate <p>Summary statement taken from Development Matters Stage 1</p>	<p><i>By the end of Semi-Formal Pathway Pupils should be able to:</i></p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of themselves. Know and describe processes, changes around them by noticing differences and similarities. Show understanding of changes in the environment. Make comments and ask questions to clarify their understanding. <p>Taken from Early Learning Goals – end of Foundation 2 expectations.</p>	<p><i>By the end of Formal 1 Pathway Pupils should be able to:</i></p> <ul style="list-style-type: none"> The human life cycle, Identify, name and label the basic body parts. Match body parts to senses. Describe the basic needs of humans for survival (water, food and air). Describe the importance for humans of exercise, hygiene and eating healthy food. <p>Taken from National Curriculum End of key stage 1 Expectations.</p>	<p><i>By the end of Formal Pathway 2 should be able to:</i></p> <ul style="list-style-type: none"> Explain why humans need nutrition and where can it be found. Know the types of teeth and their functions. describe the functions of Digestive system. Identify that humans have skeletons and muscles for support, protection and movement. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. <p>Taken from National Curriculum End of Key Stage 2 Expectations.</p>				

Science Core Vocabulary – PINK → RED → YELLOW → BLUE



Science Core Vocabulary

FORMAL 1		FORMAL 2	
GREEN	ORANGE	TURQUOISE	PURPLE
Action	Adult	Balanced diet	Circulatory System
Bitter	Air	Bone	Heart
Blind	Baby	Carbohydrate	Blood Vessels
Body	Basic needs	Endoskeleton	Oxygenated Blood
Compare	Child	Exoskeleton	Deoxygenated Blood
Data	Carbohydrates	Fat	
Direction	Dairy	Fibre	
Distance	Exercise	Invertebrate	
Feeling	Fitness	Joint	
Group	Food	Mineral	
Hearing		Movement	
Investigation		Muscle	
Loud		Nutrient	
Obstacle		Protection	

Music – Tempo



Developing an understanding of changes in tempo in music and how this can be linked to the movement of people to show different types/speeds of movement, emotions and to tell parts of stories. Links to Prior Learning Spring Term Lower school 'Dance' in PE.



Progression Overview								
	Informal Pathway	Semi-Formal			Formal			
					Formal 1		Formal 2	
	P-Levels 1-3 0-11 Months Developmental Stage	P-Levels 4-5 8-20 Months 16-26 Months	P-Levels 5-6 22-36 Months FS1	P-Levels 6-8 FS2 ELG's	NC Year 1	NC Year 2 End of KS1	NC Year 3&4	Year 5&6 End of KS2
Ongoing Expectations	Collect own resources. Take care of resources and put them away correctly and carefully. Share resources with peers, taking turns and waiting when needed.							
Termly End Points <i>(Taken from Progression Maps)</i> Copy and Paste onto 'Termly End Points' on Medium Term Plan	Explore instruments by looking, touching and mouthing. Follow moving pictures, sounds and lights and show preference.	Explore different instruments with adult support. Begin to move to music, listen to or join in rhymes or songs.	Explore different instruments appropriately and purposefully (e.g. shaking, banging.) Explore and experiment with a range of media through sensory exploration, and using whole body. Move my whole body to sounds I enjoy, (e.g. music or a regular beat.)	Explore the different sounds of instruments. Show an awareness of the difference between loud/quiet sounds. Explore and investigate how sounds can be changed (tempo). Create movement in response to music.	Experiment with and explore different sounds. Using our voices and bodies. Play fast and slow by following signals. Respond to mood changes when dancing.	Respond appropriately to 2 instructions (e.g. play faster and louder) Act as a conductor to a small group using musical language. Move to music/sounds using different movements for different sounds/instruments.	Make my own actions to songs which match the tempo. Use standard musical terms to describe levels and speed of sounds. Create a composition to tell part of a story.	Create contrasting musical ideas based on a brief. Conduct a group. Control the performance if something goes wrong.
Key Knowledge & Skills	<i>To Know;</i> That there are different sounds. That sounds come from different directions.	<i>To know:</i> That instruments make sounds. A selection of songs and rhymes (see English Long-Term Plan)	<i>To Know:</i> Some actions to familiar songs. Instruments make different sounds.	<i>To Know:</i> That the sounds of instruments can be changed. That we can move in time to music.	<i>To know:</i> That sound can help tell a story. That an instrument or voice can be played at different speeds. That pulse can be fast and slow.	<i>To know:</i> That musical instruments can be used to create 'real life' sound effects. To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece. To know that stringed instruments, like violins, make a sound when their strings vibrate.	<i>To Know:</i> That the timbre of instruments played affect the mood and style of a piece of music. To know that an ensemble is a group of musicians who perform together. To know that to perform well, it is important to listen to the other members of your ensemble.	<i>To know;</i> That a film soundtrack includes the background music and any songs in a film. To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. To understand that 'minor' key signatures use note pitches that can suggest sadness and tension.



					<p>To know that a brass instrument is played by vibrating your lips against the mouthpiece.</p> <p>To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.</p>	<p>To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'</p>
Pathway End Point for	<p><i>By the End of the Informal Pathway pupils should be able to:</i></p> <ul style="list-style-type: none"> Reacts and responds to different sounds, showing preferences. Recognises and remembers some familiar songs and actions linked to songs/rhymes. <p>Summary statement taken from Development Matters Stage 1</p>	<p>By the end of the Semi Formal Pathway pupils should be able to;</p> <ul style="list-style-type: none"> Sing (if possible or hum/ recognise) a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. <p>Taken from Early Learning Goals – end of Foundation 2 expectations</p>	<p>By the end of Formal 1 Pathway pupils should be able to:</p> <ul style="list-style-type: none"> Use their voices (if possible) expressively and creatively by singing songs and speaking (if possible) chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music. <p>Taken from National Curriculum End of key stage 1 Expectations.</p>	<p>By the end of Formal Pathway 2 pupils should be able to:</p> <ul style="list-style-type: none"> Develop an understanding of the history of music. Play and perform in solo and ensemble, using their voices (if possible) and playing musical instruments with increasing accuracy, fluency control & expression. Improvise and compose music for a range of purposes using the building blocks of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notation. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. <p>Taken from National Curriculum End of Key Stage 2 Expectations.</p>		







Music Core Vocabulary – PINK → RED → YELLOW → BLUE



	
Listen	Look

	
high	low



	
loud	quiet



	
fast	slow

	
fast	slow

	
Listen	sound

	
sound	music

	
high	low

	
music	fast

		
tempo	musical	story

Music Core Vocabulary

FORMAL 1		FORMAL 2	
GREEN	ORANGE	TURQUOISE	PURPLE
Beat	Orchestra	Listen	Body-percussion
Contrast	Instruments	Dynamics	Brass
Expressive	Strings	Timbre	Characteristics
Fast	Woodwind	Pitch	Chords
Singing voice	Brass	Repeated Rhythm	Clashing
Slow	Percussion	Pattern	Composition
Speaking voice	Vocals	Notation	Convey
Warm up	Sound effect	Ensemble	Crescendo
	Timbre	Compose	Descending
	Dynamics		Dynamics
	Tempo		Emotion
			Imagery
			Improvise

Art -3D

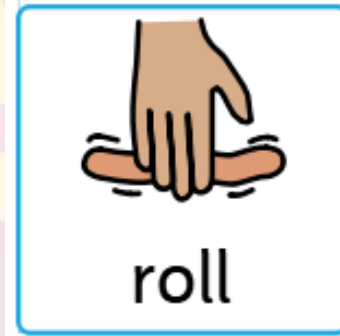
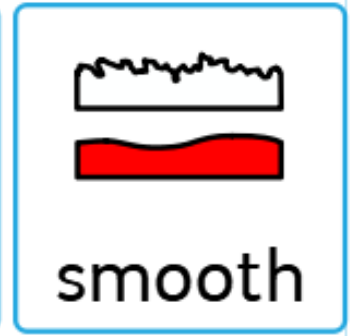
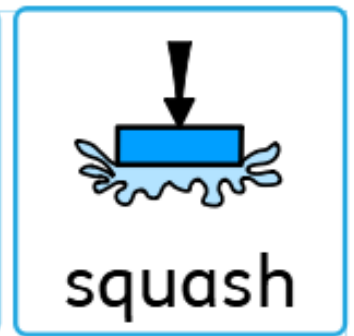
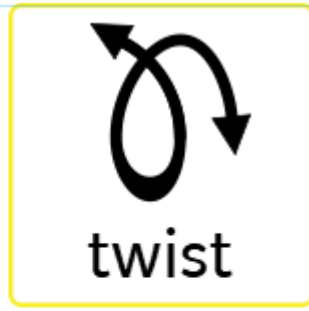
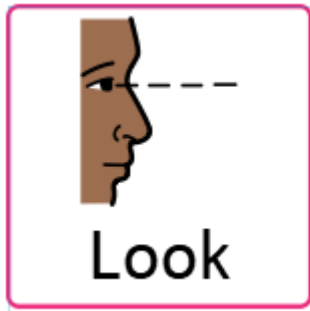
Use of malleable and non-malleable materials to develop skills to create 3D sculptures, linked to people, sports and denote movements.

Progression Overview								
	Informal Pathway	Semi-Formal			Formal			
					Formal 1		Formal 2	
	P-Levels 1-3 0-11 Months Developmental Stage	P-Levels 4-5 8-20 Months 16-26 Months	P-Levels 5-6 22-36 Months FS1	P-Levels 6-8 FS2 ELG's	NC Year 1	NC Year 2 End of KS1	NC Year 3&4	Year 5&6 End of KS2
Ongoing Expectations	Begin to find the resources they need from a choice. Take part in tidying/cleaning activities.				Find and collect their own resources from either a list or instructions from an adult. Clean resources used and put away.			
Termly End Points <i>(Taken from Progression Maps)</i> Copy and Paste onto 'Termly End Points' on Medium Term Plan	Manipulate objects in different ways. Hold malleable/ modelling material, manipulate with tools and press objects into it. Show an awareness of the purpose of some objects and tools.	Combine objects for an effect (e.g. structure, collage.) Manipulate malleable media using simple methods.	Make simple structures with adult support. Remember and carry out an action for an effect (e.g. squeeze wet paper.) Use 'junk' to build a model.	Construct with a purpose and with resources in mind. Use simple tools to effect change on materials. Use simple tools and techniques appropriately.	Use a variety of materials to sculpt. Make a copy of a simple model as accurately as possible. Safely use and explore a variety of materials, tools and techniques. Make a copy of a simple model as accurately as possible.	Identify materials that can be used in sculpture. Build groups of objects. Identify some techniques for using common art tools and materials.	Become proficient in sculpting techniques. Use a variety of tools to carry out techniques that add detail to my sculpture. Add materials to create detail to my sculpture.	Experiment with a range of media (e.g. overlapping, layering) to create texture, effect and colour, to a piece of sculpture or 3D work.
Key Knowledge	To Know; That there are different textures. Some familiar objects	To Know; That malleable materials can be poked, rolled and squeezed. That some objects can change the effect of other objects by joining them.	To Know; That malleable materials can be rolled, squeezed, cut, twisted etc. That objects can be joined / added to other objects.	To Know; That objects/tools can be used to make marks in malleable materials. That malleable materials can be used to make objects/people/animals etc.	To Know; That paper can change from 2D to 3D by folding, rolling and scrunching it. That three-dimensional art is called sculpture. That paper can be shaped by cutting and folding it.	To Know; That pieces of clay can be joined using the 'scratch and slip' technique. That clay surface can be decorated by pressing into it or by joining pieces on. That patterns can be made using shapes.	To Know; That using light and dark colours next to each other creates contrast. That three-dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). That organic forms can be abstract. That negative shapes show the space around and between	To know; That colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. That the surface textures created by different materials can help suggest form in two-dimensional art work. How an understanding of shape and space can support creating effective composition.

							<p>objects.</p> <p>That artists can focus on shapes when making abstract art.</p>	<p>How line is used beyond drawing and can be applied to other art forms.</p> <p>That pattern can be created in many different ways, eg. in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.</p>
<p>Pathway End Point for</p>	<p><i>By the end of the Informal Pathway pupils should be able to:</i></p> <ul style="list-style-type: none"> Show awareness of cause and effect in materials and media. <p>Summary statement taken from Development Matters Stage 1</p>	<p>By the end of the Semi Formal Pathway pupils should be able to;</p> <ul style="list-style-type: none"> 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. <p>Taken from Early Learning Goals – end of Foundation 2 expectations.</p>	<p>By the end of Formal 1 Pathway pupils should be able to;</p> <ul style="list-style-type: none"> Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Begin to know about a range of artists describing similarities and differences. <p>Taken from National Curriculum End of key stage 1 Expectations.</p>	<p>By the end of Formal Pathway 2 pupils should be able to;</p> <ul style="list-style-type: none"> Create a sketch book to record their observations and use them to review and revisit their ideas. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. Know about great artists, architects and designers in history. <p>Taken from National Curriculum End of Key Stage 2 Expectations</p>				



Art Core Vocabulary – PINK → RED → YELLOW → BLUE



Art Core Vocabulary

FORMAL 1		FORMAL 2	
GREEN	ORANGE	TURQUOISE	PURPLE
Artist	Ceramic	Abstract	Assemblage
Carving	Cut	Found objects	Attribute
Concertina	Detail	Negative-space	Collection
Curve	Flatten	Positive-space	Composition
Cylinder	Glaze	Sculptor	Embedded
Imagine	Impressing	Sculpture	Expression
Loop	In relief	Structure	Identity
Mosaic	Join	Three-dimensional (3D)	Juxtaposition
Overlap	Pinch pot	Two-Dimensional (2D)	Literal
Sculpture	Plaster		Manipulate
Spiral	Roll		Originality
Three dimensional (3D)	Score		Pitfall
Tube	Sculptor		Relief
Zig-zag	Sculpture		Representation
	Shape		Sculpture
	Slip		Self
	Smooth		Symbolic
	Surface		Tradition
	Three dimensional		
	Thumb pot		

Supporting Documents/Schemes of work & Lesson Plans

	Science (<i>Our Bodies</i>)	Music (<i>Tempo</i>)	Art (<i>3D-Sculpture</i>)
Pink	<i>Equals – Informal Curriculum</i>		
Red	Equals <ul style="list-style-type: none"> • My Physical Wellbeing 'Healthy Eating & Lifestyle' • My Citizenship 'My relationships & Sex Education' – Pg. 30-33 (Section 1 Knowing my body) • My Independence 'My Dressing & Undressing' 	Equals <ul style="list-style-type: none"> • My Music 'Tempo' Pg 5-11 	Equals <ul style="list-style-type: none"> • My Art 'Sculpture' Pg36-43
Yellow			
Blue		Kapow – Music & Movement	Kapow – Sculpture & 3D – Creation Station
Green	Kapow – Sensitive Bodies	Kapow – Musical Stories	Kapow – Sculpture & 3D Paper Play
Orange	Kapow – Animals including Humans – Life Cycles & Health	Kapow – Snail & Mouse	Kapow – Sculpture & 3D Clay Houses <i>Use the learning intentions – but link to sports/people rather than houses.</i>
Turquoise	Kapow – animals Movement & Nutrition	Kapow – Orchestral Instruments	Kapow – Sculpture & 3D Abstract Shape
Purple	Kapow – Circulation & Health – (Published April 2024)	Kapow – Creating compositions for an animation	Kapow – Sculpture & 3D Making Memories
		Kapow – Film Music	

Guidance on how to include music within your regular classroom provision - [EYFS early years teach guidance music classroom - Kapow Primary](#)

Kapow

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