

Evaluation should ensure that our curriculum is:

- is broad and balanced, complies with legislation and provides a wide range of subjects, preparing pupils for the opportunities, responsibilities and experiences of later life in modern Britain; inspectors should not expect to see a particular range of subjects but should be alert to any unexplained narrowness in the breadth of curriculum being offered by the school
- actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- focuses on the necessary priorities for ensuring that all pupils make excellent progress in reading, writing and mathematics
- promotes high levels of achievement and good behaviour
- links to the school's system of assessment and that together they set out what pupils are expected to know, understand and do, and when
- information about what is taught in the curriculum each year is shared with parents and carers, including by meeting the statutory requirement to make curriculum information available on the school's website
- promotes tolerance of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics⁴) through the effective spiritual, moral, social and cultural development of pupils, including through the extent to which schools engage their pupils in extra-curricular activity and volunteering within their local community

SUBJECT LEADER: Art			
SUBJECT: Science			
Year Group	Autumn	Spring	Summer
Preschool (Knowledge and understanding of the world)	22-36 months <ul style="list-style-type: none"> • Experiments with blocks, colours and marks. 36-50 months <ul style="list-style-type: none"> • Explores colour and how colours can be changed. • 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. 		
R (Knowledge and understanding of the world)	Development matters 40-60 m as starting point for ARE children <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. <ul style="list-style-type: none"> • Selects tools and techniques needed to shape, assemble and join materials they are using. Early Learning Goal <ul style="list-style-type: none"> • They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 		
1	Playful Making	Flora and Fauna	Spirals
	Working in 3 Dimensions	Collaborate and Community	Drawing and Sketchbooks
	<i>How can we transform the materials around us into sculpture?</i>	<i>How can we use shape, line and colour to make collages inspired by flora and fauna around us?</i>	<i>How can we use our whole bodies to make drawings?</i>
<ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • to know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 			
2	Explore and draw	Expressive painting	Be an architect
	Drawing and Sketchbooks	Paint, Texture, Colour	Working in 3 Dimensions
	<i>How can we become open, curious, explorers of the world, and use what we find to inspire us to make art?</i>	<i>How can we explore colour using a variety of mark-making tools?</i>	<i>How can we make our own architectural models and design structures which other people respond to?</i>
<ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • to know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 			

3	Working with Shape and Colour	Gestural Drawing with Charcoal	Telling Stories Through Drawing & Making
	Print, Colour, Collage	Drawing and Sketchbooks:	Working in Three Dimensions:
	How can we make our own creative response to an original artwork, using line, shape and colour?	How can we use gestural drawing with charcoal to make drawings full of energy and drama?	How can we create 3 dimensional characters inspired by characters in film and fiction?
	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <p>to know about great artists, architects and designers in history.</p>		
4	Exploring Pattern	Exploring Still Life	Festival Feasts
	Print, Collage, Colour	Paint, Surface, Texture	Collaboration and Community
	How can we work with pattern in a mindful way to create artwork which can be applied to many outcomes?	How can we use drawing, painting and collage skills to create still life images?	How can we use the skills we have learnt in drawing, painting, making and collage to create artwork which celebrates the food we eat?
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5	Making Monotypes	Typography and Maps	Architecture: Dream Big or Small?
	Print, Colour, Collage	Drawing and Sketchbooks	Making in 3d
	How can we use mono type to make a creative response to poetry or prose?	How can we use drawing and graphics skills to create typography? How can we use typography skills to create pictorial maps?	What is our responsibility as an architect? How can we make a better world?
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6	Activism	2d drawing to 3d making sculpture	Take a Seat
	Printing, Collaging, Drawing	Drawing and Sketchbooks	Design, Making, Drawing, Sketchbooks
	How can we, as artists, use our skills, vision and creativity to speak on behalf of communities, changing the world for the better?	How can we transform 2d drawings into 3d objects?	How can we design furniture which is full of personality and character?
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