*St. Mary's Catholic Federation (infant school) Long Term Plan – ART & DT – 2024-2025

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year 2	**Muck, Mess and Mixtures** Art: NC: To use a range of materials creatively to design and make products. To use drawings 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 learn about the work of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Activities: • Self portraits (Pablo Picasso) • Carl Warner, making own artwork in his style. • Clay model of a cake based on "The Rascally Cake" book. • Using observational skills to explore how a range of substances	**Street Detectives** ART: NC: To use a range of materials creatively to design and make products. To use drawings 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 learn about the work of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Activities: • Street Art (looking at Banksy, LS Lowry, Stephen Wiltshire, Setowski) • Looking at different types of paint • LS Lowry – drawing	**Towers, Tunnels and Turrets** DT: NC: Design purposeful, functional, appealing products for themselves and other users based on design criteria. Build structures, exploring how they can be made stronger, stiffer and more stable. Evaluate their ideas and products against design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication. Explore and use mechanism in their products. Activities: • Making models of bridges - Building structures exploring strength and function • Making catapults • Sowing shields- inspired by Bayeux Tapestry	**The Scented Garden** Art: NC: To use a range of materials creatively to design and make products. To use drawings 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 learn about the work of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Activities: • Developing sketching skills using line, tone, shape, form and space in the style of Van Gogh the sunflower. Suggestion: Mexican Amate bark art	**Land Ahoy!** DT: NC: Build structures, exploring how they can be made stronger, stiffer and more stable. Evaluate their ideas and products against design criteria. Design purposeful, functional, appealing products for themselves and other users based on design criteria. Activities: • Design, make and evaluate an island	**Beat Band Boogie** Art: NC: To use a range of materials creatively to design and make products. To use drawings 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 learn about the work of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. DT: Explore and evaluate a range of existing products. Activities: Making Percussion Instruments

	look, smell and feel. Exploring substances such as shaving foam, bubble bath, toothpaste, jelly, flour, porridge, food colouring and many more **Suggestion: Mulga is Joel Moore, Australian street artist** www.mulgatheartist.com.au Students chose a fruit or vegetable as a character, sketch it out in pencil, with Mulga style glasses, nose, moustache/ beard and mouth. They then coloured with coloured markers. DT: Select from and use a wide range of materials and components, including ingredients, according to their characteristics.	Carshalton in his style. • Sketching features around school and local area • Winter themed pictures inspired by Asia.	ART: To use drawings 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. Activities: • Developing sketching skills using line, tone, shape, form and space. Sketch castles. • Create artwork using charcoal.	DT: Explore and evaluate a range of existing products. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Activities: • Making fragrant product (using herbs, fruit…) • 3D flowers • Card with moving parts		

	Activities: ● Food Tasting; ● Origins of Food; ● Healthy Meals; ● Following Recipes;					

Year 1	Enchanted Woodland	Superheroes	Bright Lights Big City	Moon Zoom	Paws, Claws and Whiskers	Rio De Vida
	Art: NC: To use a range of materials creatively to design and make products. To use drawings 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 learn about the work of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Activities: • Self portrait (Henri Matisse) • Andy Goldsworthy - look at his work. Children create sculptures using natural resources in his style. Suggestion: Koru: Maori Art from New Zealand **DT:** Select from and use a range of tools and equipment to perform practical tasks (for	**Art:** NC: To use a range of materials creatively to design and make products. To use drawings 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 learn about the work of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Activities: • Pop Art printing (Roy Lichtenstein) • Making a Christmas Card • Winter themed pictures inspired by South America **DT:** NC: Evaluate their ideas and products against design criteria.	**Art:** NC: To use a range of materials creatively to design and make products. To use drawings 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 learn about the work of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Activities: • Painting Landscape of London • Carol Nelson's techniques. • Collage of the Great Fire of London **DT:** NC: Explore and use mechanisms (for example: levers, sliders, wheels and axles) in their product.	**DT:** NC: Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Build structures, exploring how they can be made stronger, stiffer and more stable. Activities: • Building moon buggies.	**Art:** NC: To use a range of materials creatively to design and make products. To use drawings 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 learn about the work of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Activities: • Use a range of print-making and collage materials to make patterns based on the natural markings of a range of animal skins and furs. • Use layering, tearing, cutting, rolling, printing and glueing techniques to make their collages and prints	**Art:** NC: To use a range of materials creatively to design and make products. To use drawings 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 learn about the work of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Activities: • Design a carnival mask based on a theme **DT:** NC: Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Select from and use a range of tools and

	example cutting, shaping, joining and finishing). ● Making Gingerbread men ● Selecting, cutting and shaping using a range of tools	Select from and use a range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing). Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Activity: ● Superhero costume design.	Build structures, exploring how they can be made stronger, stiffer and more stable. Evaluate a range of existing products. Design purposeful, functional, appealing products for themselves and other users based on design criteria. Activities: ● Design, make and evaluate a 2D moving vehicle. ● Explore and use mechanisms in their products.		● Talk about patterns they can see using vocabulary such as spotty, spotted, speckled, scaly, stripy, stripes, dots, dotty and patchy. ● Henri Rousseau painting (Tiger in a Tropical Storm) **Suggestion: Kente (African art)**	equipment to perform practical tasks (for example cutting, shaping, joining and finishing). Activities: ● Introduce `The Carnival of the Animals´ and go on an incredible journey. Learn about the music, be inspired by the orchestra and explore making sounds. Discover how the individual pieces describe animal features. Making Musical Instruments. Headdresses. Carnival Masks. ● Making musical instruments - masks
Reception	**Colourful me** EYFS: 3-4 Begin to develop complex stories using small world equipment like animal sets, dolls and dolls' houses etc. 3 - 4 Explore colour and colour mixing. 3-4 Use drawing to represent ideas like movement or loud noises 3-4 Respond to what they have heard, expressing their thoughts and feelings. 3-4 Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. 3 - 4 Draw with increasing complexity and detail, such as representing a face with a circle and including details.	**My Adventures** EYFS: 3-4 Listen with increased attention to sounds. 3-4 Take part in simple pretend play, using an object to represent something else even though they are not similar. 3 - 4 Create closed shapes with continuous lines, and begin to use these shapes to represent objects. RE - Explore, use and refine a variety of artistic effects to express their ideas and feelings. RE - create collaboratively, sharing ideas, resources and skills.	**Earth and Beyond** EYFS: 3-4 Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. 3- 4 Create closed shapes with continuous lines, and begin to use these shapes to represent objects. 3-4 Draw with increasing complexity and detail, such as representing a face with a circle and including details 3 -4 Explore different materials freely, to develop their ideas about how to use them and what to make. 3-4 Join different materials and explore different textures.	**Fairytales** EYFS: 3-4 Join different materials and explore different textures. 3-4 Explore different materials freely, develop their ideas about how to use them and what to make 3-4 Develop their own ideas and then decide which materials to use to express them. RE - Explore and refine a variety of artistic effects to express their ideas and feelings. RE- Create collaboratively, sharing ideas, resources and skills RE - Return to and build on their previous learning,	**Minibeasts** EYFS: 3-4 Explore different materials freely, develop their ideas about how to use them and what to make. 3-4 Join different materials and explore different textures. RE - Explore and refine a variety of artistic effects to express their ideas and feelings. RE - Develop storylines in their pretended play. RE - Explore and engage in music making and dance, performing solo or in groups.	**Wonderful Water** EYFS: RE - Develop storylines in their pretended play. RE - Explore and engage in music making and dance, performing solo or in groups. RE - Explore, use and refine a variety of artistic effects to express their ideas and feelings. RE - Return to and build on their previous learning, refining ideas and developing their ability to represent them.

	RE - Explore, use and refine a variety of artistic effects to express their ideas and feelings. Activities: Create self-portraits. Explore creating using a variety of media and materials including clay, salt-dough, playdough, cornflour, sand, water and mud. Vocabulary: soft, hard, rough, smooth, mould, clay, play-dough, roll, squeeze, pinch, pull, self portrait, mirror, sketch, features – hair, eyes, nose, mouth, eyebrows. ● Self portraits - Paul Klee ● Mark making materials, tools and resources as part of continuous provision in the Art, writing & Workshop areas. ● Junk Modelling ● Messy Day: Colour mixing ● Handprints ● Masks for the Elmer Parade	RE - sing in a group of their own, increasingly matching the pitch and following the melody. Activities: Art linked to cultural and seasonal events: ● Autumn – creating pictures using natural materials ● Winter – painting with ice blocks. Creating winter scenery using materials such as tissue paper and cotton wool. ● Bonfire Night – creating firework scenes using a range of painting techniques. ● Diwali – making divas using clay and salt-dough. Vocabulary: colours, texture, tone, line, clay, mould, roll, pattern. ● Firework crafts and Art ● Autumn tree pictures ● Bear Hunt activities (collage story maps) ● Remembrance Day - poppies ● Mark making materials, tools and resources as part of continuous provision in the Art, writing & Workshop areas. ● Foil /chalk Art ● Arctic - Polar bear pictures / igloos etc.	RE - Explore and refine a variety of artistic effects to express their ideas and feelings. RE- Create collaboratively, sharing ideas, resources and skills RE - Watch and talk about dance and performance art, expressing their feelings and responses. Activities: Skills - folding paper and using scissors to create slits. Outcomes - making paper lanterns and dragon puppets. Vocabulary: fold, snip, slit, join, cut, stick, curl, staple, glue, sellotape. ● Junk Modelling – Space ● Junk Modelling - Chinese Dragon ● Mark making materials, tools and resources as part of continuous provision in the Art, writing & Workshop areas. ● Chinese lanterns	refining ideas and developing their ability to represent them. RE - Develop storylines in their pretend play. Activities: Observational drawing of plants using oil pastels, charcoal, chalk and water colours. Observe changes in colour using coloured beans and drops of water. Vocabulary: sketch, light, dark, straight line, wavy line, sharp line, smooth line, thick line, thin line, smudged line. ● Design and make a fairy tale related junk model ● Setting up fairytale theme roleplay area ● Fairy tale puppets / masks ● Mark making materials, tools and resources as part of continuous provision in the Art, writing & Workshop areas. ● Mother's Day cards (observational drawings/paintings) ● Easter cards and crafts ● World Book Day (Dressed up as Fairy Tale Character) ● Creativity Day	Activities: Children create patterns and art taking inspiration from Islamic art. Discuss the repeated patterns seen in mosques. Vocabulary: mosque, pattern, curvy, straight, same, next. Sculpt clay a minibeast (CC Science). Vocabulary: soft, squeeze, create, mould, roll, join. ● Setting up minibeast roleplay area ● Clay minibeasts and leaves ● Minibeast related crafts and art work ● Mark making materials, tools and resources as part of continuous provision in the Art, writing & Workshop areas. ● Dressed up as mini beast for Bug Ball (with Nursery) ● Eric Carle - Minibeast Art	RE - Listen attentively, move to and talk about music, expressing their feelings and responses. Activities: Skills – different ways of joining materials without using glue or stick tape using materials such as string and paper fasteners. ● End of year gifts ● Sea life crafts ● Pictures to take to year 1 / memories of reception ● Pirate Day (dressed up) ● Make art based on Eric Carle – Mr Seahorse and House for Hermit Crab ● Pirate props, eg. Hats, telescopes, maps, treasure chests ● Creativity Day ● Mark making materials, tools and resources as part of continuous provision in the Art, writing ● Our World: Create Paper Plate World ● 3D Creation Story sequence ● watercolours

		• Christmas crafts Creativity Day • Winter themed pictures inspired by North America				
Nursery	**Magical Me** EYFS: 0-3 Joins in with songs and rhymes, making some sounds. 0-3 Start to make marks intentionally. 0-3 Notice patterns with strong contrast and be attracted by patterns resembling the human face. 0-3 Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. 0-3 Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. 0-3 Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretend it's a phone. Activities: Sensory exploration of new textures and sounds, e.g. playdough, mud, sand etc.	**Amazing Animals** EYFS: 3-4 Create closed shapes with continuous lines, and begin to use these shapes to represent objects. 3-4 Draw with increasing complexity and detail, such as representing a face with a circle and including details. 3-4 Listen with increased attention to sounds. 3-4 Remember to sing entire song. 3-4 Explore colour and colour-mixing. Activities: Explore different textures, such as feathers and fur, when creating representations of animals. Explore how colours change when mixed with different colours. Look at animal prints and recreate them using stencils and stamps. Discuss patterns and lines on animals. Vocabulary: stripes, zig-zag, spotty,	**Terrific Tales** EYFS: 3-4 Play instruments with increasing control to express their feelings and ideas. 3-4 Create their own songs or improvise a song around one they know. 3-4 Responds to what they have heard, expressing their thoughts and feelings. 3-4 Draw with increasing complexity and detail, such as representing a face with a circle and including details. Activities: Continue with sensory exploration of new textures and sounds, e.g. playdough, mud, sand etc. Make choices about the types of media and materials used to create. Talk about how textures are different. Vocabulary: smooth, slimy, sticky, crinkly. • Drawing and Painting Using Different	**Come outside** EYFS: 3-4 Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with blocks and construction kits, such as a city with different buildings and a park. 3-4 Sing melodic shape (moving melody, such as up and down, down and up) of familiar songs. 3-4 Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. 3-4 Responds to what they have heard, expressing their thoughts and feelings. Activities: Use different shapes to create parts of a chick and chicken's body. Make patterns and marks linking to footprints. Vocabulary: chick, yellow, triangle, body, round, pointy, eyes. • Mother's Day & Easter Cards	**Ticket to ride** EYFS: 3-4 Explore colour and colour-mixing. 3-4 Develop different materials freely, to develop their ideas about how to use them and what to make. 3-4 Develop their own ideas and then decide which materials to use to express them. 3-4 Join different materials and explore different textures. Activities: Use junk modelling to create small and large scale vehicles. Use different shapes to create children's own vehicles. Vocabulary: window, door, big, small, rectangle, roof, square, triangle. • Materials - Collage/Texture • Minibeasts in the Style of Matisse • Line Drawing • Collage	**Fun at the seaside** EYFS: 3-4 Use drawing to represent ideas like movement or loud noises. 3-4 Show different emotions in their drawings and paintings , like happiness, sadness, fear etc. 3-4 Join different materials and explore different textures. 3-4 Develop different materials freely, to develop their ideas about how to use them and what to make. 3-4 Develop their own ideas and then decide which materials to use to express them. RE: Create collaboratively, sharing ideas, resources and skills. Activities: Using junk modelling materials of varying sizes to create boats (CC Science).

	Exploring different media and materials to create pictures and paintings. Vocabulary: squishy, squeezy, soft, smooth, slimy, sticky, hard, rough, shiny, crinkly. • Self portraits • Colour recognition • Daily provision • Using glitter/ sequins/ jewels • Splatter painting • Vegetable printing • Make 'Magical Collection' of Autumn artefacts	furry, soft, change, scaly, soft, hard, rough, shiny. • Christmas cards • Printing snow • Ice in different colours • Limit pallet to winter colours • Daily provision • Winter in Europe pictures	Media and Art Tools (Linked to *Goldilocks and the Three Bears and to The three little pigs*) • Playdough flowers - inspired by Georgia O'Koffee • Chinese writing	• Exploring Different Media • Observational Drawings • Make seeds/ beans/lentils/ straw in our collage	• Exploring different Media • Form • Movement to Music • Quiet & Loud Sounds (Senses)	• Materials - Collage/Texture • Pictures inspired by Piet Mondrian. • Line Drawing • Exploring different Media • Form