

FABULOUS FRIDAY Long Term Overview	Autumn 1 All About Me	Autumn 2 Once Upon a Time	Spring 1 People Who Help Us	Spring 2 Ready, Steady Grow!	Summer 1 Ticket to Ride	Summer 2 Sun, Sea and Sand
Development of art knowledge and skills						
Intent	Learning how to grip a pencil and making marks through a range of shapes e.g. lines and circles. Children are giving meaning to marks they have made.	Observational drawings linked to the current topic (e.g. Autumn). Begin to understand how to use shapes to represent objects.	Convey emotions in their pictures/ drawing e.g. happiness, sadness. Draw with increasing complexity and detail e.g. adding eyes, nose, mouth to pictures.	Continue with the development with observational drawing e.g. linked to Spring.	Continue with the development of observational drawing linked to the theme. Continue to develop the accuracy and detail in their drawing.	Children discussing their work and the details used on their illustrations and showing lots of detail on these.
Implementation	Mark making area and creative areas, modelling how to use equipment safely.	Mark making area and creative areas, modelling how to use equipment safely, Pumpkins, leaves on Creative table, modelling observational skills.	Mark making area and creative areas, modelling how to use equipment safely.	Mark making area and creative areas, modelling how to use equipment safely, Modelling observational skills and the use of colour.	Mark making area and creative areas, modelling how to use equipment safely, Modelling observational skills, the use of colour and taking care and time.	Mark making area and creative areas, modelling how to use equipment safely, Modelling observational skills, the use of colour, adding finer detail and explaining your artwork, questioning children about their work.
Artist study progression	Children will explore, use and refine a variety of artistic effects to express their ideas and feelings. Children will be able to recognise the work of famous artists and take inspiration from their work. Children will be able to express how they feel about the work of the artist they are studying. Children will work to create collaboratively, sharing ideas, resources and skills, as well as independently. Children will learn the skill of returning to and building on their work, refining ideas and developing their ability to represent them.					
Artist	Jackson Pollock (Collaborative work)	Yayoi Kusama Piet Mondrian, Wassily Kandinsky	Joan Miro	Andy Goldsworthy Eric Carle	Henri Rousseau	John Dyer Alfred Wallis, Barbara Hepworth
Vocabulary	Jackson Pollock, abstract, colour, work, drink, together, collaborate, splatter, flick. Exploration of Jackson Pollock through texts, videos, discussions and teacher demonstrations, children to recreate their artwork.	Artists names, primary colours, bold, squares, rectangles, thick lines, thin lines, shapes, circles Exploration of the artists through texts, videos, discussions and teacher demonstrations, children to recreate their artwork.	Shapes, drawing, squiggles, thin lines, pen, pencils, colours, doodles, symbols. Exploration of Joan Miro through texts, videos, discussions and teacher demonstrations, children to recreate their artwork.	English, photographer, sculpture, nature, natural, leaves, sand, ice, stone, tissue paper, colours, caterpillar, animals, minibeasts. Exploration of artists through texts, videos, discussions and teacher demonstrations, children to recreate their artwork.	Colour, paint, rainforests, cut, collage, tear, card, paper, pattern, glue, observe, explain, interpret. Exploration of artists through texts, videos, discussions and teacher demonstrations, children to recreate their artwork	Flowers, sea, coast, people, animals, copy, colours, observe, shape, bright, bold ,unrealistic unusual, Cornwall, sculpture Exploration of artists through texts, videos, discussions and teacher demonstrations, children to recreate their artwork.

Two adult led music lessons every half term.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Development of Music						
Intent	Singing simple well-known songs and rhymes, introducing new daily rhymes. Describing the sounds I can hear	Nativity Performance – joining in with the words to sings and using actions.	Exploring musical instruments including body percussions. Playing instruments in time and I n a simple composition.	Experimenting with changing my voice with different tempo, pitch and dynamics. Describing instrument sounds.	Singing a range of familiar nursery rhymes and songs – singing sometimes in tune. Talk about how music makes me feel.	Performing songs, rhymes, poems and stories and moving in time with the music. Composing and adapting my own music using my voice and with instruments.
Implementation	Introduction to new songs, rhymes. Phase 1 phonics lessons focusing on tuning in.	Listening to music. Daily singing of learnt songs, rhymes or poems, listening to music together as a class, rehearsing to then perform the school Nativity production.	Being shown a range of instruments and having these in provision, music lessons on body percussion and creating repeating patterns and compositions using instruments with picture cues and verbal cues.	Music lessons based on adapting and changing voices using a range of methods, picture cues in provision, instruments in provision, exploring instruments to describe their sound in comparison to others and using new musical vocabulary.	Daily singing of a range of songs and learnt rhymes, discussions around music and emotions – exploring a wide range of appropriate songs.	Both singing and performing learnt songs, rhymes or poems, listening to music together as a class, Instruments in class to allow children to make their own music (including singing).
Composers and music	Camille Saint-Saëns – <i>Carnival of the Animals</i> Move like lions; explore loud/quiet and fast/slow; create lion sounds using voices and instruments	Pyotr Tchaikovsky – <i>The Nutcracker</i> March to the steady beat; play percussion instruments along with the music; explore fast/slow and loud/quiet	Antonio Vivaldi – <i>The Four Seasons</i> Leroy Anderson – The Typewriter Listen for changes; move like flowers, insects and animals; create repeating patterns inspired by spring. Listen for repeated sounds; copy rhythms using percussion; discuss what the children think they can hear.	Edvard Grieg – <i>In the Hall of the Mountain King</i> Sergei Prokofiev – Peter and the Wolf. Gradually get faster and louder; move dramatically; explore tempo and dynamics Listen to character themes; identify instruments; create sounds for different characters.	Gustav Holst – <i>The Planets</i> Claude Debussy – Clair de Lune Move to the music; discuss how it makes us feel; explore contrasting sections Listen quietly; use scarves/ribbons to make gentle movements; discuss feelings and imagery	John Williams – <i>Star Wars</i> Camille Saint-Saëns – <i>Aquarium</i> from <i>Carnival of the Animals</i> Create a dramatic space composition; explore strong beats, dynamics and tempo. Create an underwater soundscape using voices, instruments and movement

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cooking Activities						
Intent	Exploring ingredients and developing confidence – exploring different foods using our senses. Developing independence when preparing food and learning basic hygiene routines.	Following instructions and making simple food – learning to follow a simple recipe and sequence. Developing confidence using cooking tools safely.	Measuring and combining ingredients – exploring quantity and beginning to use simple measuring equipment. Observing how ingredients change when mixed or cooked.	Exploring healthy foods and tastes – developing an understanding of healthy choices and exploring different tastes, textures and ingredients.	Food from around the world – exploring foods, ingredients and recipes from different cultures. Developing curiosity and respect for different food traditions.	Independence and creativity – using skills developed throughout the year to make choices, adapt recipes and create simple food independently and collaboratively.
Implementation	Hand washing and food hygiene. Explore fruits, vegetables and other ingredients through sight, smell, touch and taste . Introduce safe use of simple utensils such as knives with a rounded edge, graters and peeler. Describe ingredients using sensory vocabulary.	Model a simple recipe using visual instructions . Children follow steps in order and practise preparing ingredients. Encourage children to count ingredients and talk about what they are doing. Introduce concepts such as mix, stir, spread, cut and pour .	Provide opportunities to measure using cups, spoons and scales. Count and compare quantities. Encourage children to predict what will happen when ingredients are mixed. Observe changes in texture, colour and consistency.	Talk about foods that help keep our bodies healthy. Explore a variety of fruit and vegetables. Taste unfamiliar foods and describe them. Discuss sweet, sour, crunchy, smooth, soft and juicy . Make healthy snacks together.	Explore recipes from different countries and cultures. Look at ingredients and discuss where food comes from. Encourage children to compare foods and flavours. Use maps, photographs and stories to provide context.	Revisit previously taught skills. Children work in pairs or small groups to follow a recipe. Begin to adapt recipes and invent simple combinations. Children talk about and evaluate what they have made.
Cooking Activity	Easy Pizza	Shortbread Christmas Biscuits	Flapjack	Easter Nests	Rainbow Fruit Skewers	Carrot Muffins

