



NUTFIELD CHURCH CE PRIMARY SCHOOL
ARTS CURRICULUM OVERVIEW 2019/2020

Year 1						
	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
Art:	Painting Begin sketching skills, observational work: draw objects or from memory/ imagination. Apply paint in a range of different ways, experimenting with texture and colours.	Collage Further explore textures, using specific textures for a reason. Representing something for example: faces, landscape, animals.	Textiles Using a needle and thread. Sewing with simple running stitch with pre-made holes. Adding detail with felt and hot glue gun.	Sculpture Further exploring moulding and modelling different materials. Using a range of tools to sculpt or make impressions.	Printing Printing by pressing, rolling. Explore man-made and natural objects. Overlapping and repeating patterns. Using stamping techniques.	Drawing Begin sketching skills, observational work: draw objects or from memory/ imagination. Junk modelling: Children to use a range of materials and a variety of methods to attach objects (pva glue, double sided sticky tape).
Famous artist:	Amazing Africa – John Maima (Africa) 		Under the Sea, Over the Sea – Turner (Europe) 		Transport – Piet Mondrian (Europe) 	
Music:	Hey You!	Rhythm in the way we walk The Banana Rap	In the Groove	Round and Round	Your Imagination	Revise
<p>Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music.</p> <ul style="list-style-type: none"> ● Games - begin to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. ● Singing - start to sing, learn about singing and vocal health. Begin to learn about working in a group/band/ensemble. ● Playing - start to play a classroom instrument in a group/band/ensemble. ● Improvisation - begin to explore and create your own responses, melodies and rhythms. ● Composition - begin to create your own responses, melodies and rhythms and record them in some way. <p>Perform/Share - begin to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.</p>						

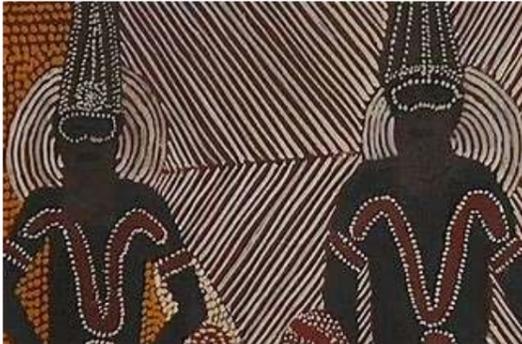


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<p>French:</p>	<p>Listening / Speaking</p> <p>Basic Greetings:</p> <p>Bonjour ! (Hello) Salut ! (Hi) Bonsoir (Good evening) Bonne nuit (Good night) Au revoir (Goodbye) À bientôt (See you soon)</p> <p>Name:</p> <p>Comment tu t'appelles ? (What's your name?) Je m'appelle.. (My name is..) Il / Elle s'appelle (He / she is called..)</p> <p>How are you ? Ça va ? (How are you?) Ça va très bien ? (Very well) Ça va bien? (well) Ça va mal? (bad) Comme ci, comme ça (o.k) Bof (o.k)</p>	<p>Listening / Speaking</p> <p>Colours:</p> <p>jaune (yellow) rose (pink) vert (green) blanc (white) gris (grey) bleu (blue) noir (black) orange (orange) rouge (red)</p> <p>Numbers 1-10:</p> <p>un deux trois quatre cinq six sept huit neuf dix</p> <p>Age</p> <p>Quel âge as-tu ? (How old are you?) J'ai..... ans (I am...,years old)</p> <p>Christmas in France: Similarities and differences between how Christmas is celebrated in France and in England.</p>	<p>Listening / speaking</p> <p>Days of the week:</p> <p>Lundi (Monday) Mardi (Tuesday) Mercredi (Wednesday) Jeudi (Thursday) Vendredi (Friday) Samedi (Saturday) Dimanche (Sunday)</p>	<p>Listening:</p> <p>Animals:</p> <p>As-tu un animal ? (Do you have a pet?) J'ai..... (I have..) un chat (a cat) une souris (a mouse) un lapin (a rabbit) un chien (a dog) un poisson (a fish) un hamster (a hamster) un oiseau (a bird)</p> <p>Je n'ai pas d'animal (I don't have a pet)</p> <p>Easter in France: Similarities and differences between how Christmas is celebrated in France and in England.</p>	<p>Listening:</p> <p>Family:</p> <p>As- tu des frères ou des sœurs? (do you have brothers or sisters?)</p> <p>J'ai .. (I have..) un frère (a brother) une soeur (a sister) deux frères (two brothers) deux sœurs (two sisters)</p> <p>Je n'ai pas de.. (I don't have..)</p> <p>Qui est-ce? [Who's this?], moi [me], ma (f)/ mon (m)/mes (pl) mon frère [brother], ma soeur [sister], ma mère [mother], mon père [father], mes parents [parents], ma grand-mère [grandmother], mon grand-père [grandfather], ma tante [aunt], mon oncle [uncle],</p>	<p>Listening:</p> <p>Countries:</p> <p>La France (France) L'Angleterre (England) L'Italie (Italy) L'Espagne (Spain) L'Allemand (Germany)</p> <p>Where do you live?:</p> <p>Où habites-tu ? (Where do you live?) J'habite à...(I live in..)</p>
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Year 2						
	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
Art:	<p>Painting</p> <p>Look at Artists work- Van Gogh, Matisse, Piet Mondrian. How colour is applied. Mix colours- Primary/ Secondary, mix brow, add black/ white. Objects/ people/ places Memory and imagination.</p> <p>Project: Create a painting inspired by the style of Clarice Cliff.</p>	<p>Sculpture</p> <p>Use modelling tools to add detail to a project (clay tile impressions).</p> <p>Project: Create a clay tile image inspired by the seaside.</p> 	<p>Collage</p> <p>Making a desired pattern using a range of textures. Creating something from another culture.</p> <p>Project: Create a collage inspired by the work of Clifford Possum Tjapaltjarri.</p>	<p>Textiles</p> <p>Begin to explore patchwork. Discuss textures/ colours. Changing fabric (bleach, dye, fabric paint).</p> <p>Project: Create patchwork hot air balloons</p>	<p>Printing</p> <p>Printing by pressing, rolling, rubbing, stamping. Explore man-made and natural objects.</p> <p>Overlapping and repeating patterns. Using stamping techniques. Build on last year's skills.</p> <p>Project: Create a repeated pattern print inspired by the work of Andy Warhol.</p>	<p>Drawing</p> <p>To continue sketching skills using still life objects for inspiration (Modes of transport)</p>
Famous artist:	<p>Clarice Cliff (Europe)</p> 		<p>Clifford Possum Tjapaltjarri (Australia)</p> 		<p>Andy Warhol (North America)</p> 	
Music:	Hands, feet, heart	Ho Ho Ho / NATIVITY	I wanna play in a band	Zootime	Friendship song	Reflect, Rewind and Replay
	<ul style="list-style-type: none"> • Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music. • Games – continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. • Singing - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. • Playing - continue to play a classroom instrument in a group/band/ensemble. • Improvisation - continue to explore and create your own responses, melodies and rhythms. • Composition - continue to create your own responses, melodies and rhythms and record them in some way. • Perform/Share - continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together. 					



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Year 3						
	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
Art:	Painting Mixing colours- create a colour wheel. Mixing strips (DIY stores). Tertiary colours. Water colours. Hiroshige and Hokusai. Colour to create mood. Abstract use of colour. Project: Painting inspired by Kandinsky.	Collage Paper quilling (small and large spirals) to create a picture or pattern. Use repeated colours Project: quilled flowers.	Drawing Pencil drawings line drawings, shading and depth of lines for effect. (Inspired by Da Vinci) Project: portraits (self or of a partner).	Sculpture Explore clay techniques in greater detail (using water and a range of tools to create a pattern or effect). Using papier mache. Project: Design their own vase (with detail).	Printing Make own printing block-string, texture, card, masking tape. Make 2 colour print. Using press prints. Polystyrene mono-printing. Project: Using card templates to make a pattern.	Textiles Use a range of string/ thread/ wool to stitch. Learn a range of stitches. Sew buttons/ other fabrics and textures to create a project. Project: making their own 3D animal.
Famous artist:	Wassily Kandinsky (Asia) 		Leonardo da Vinci (Europe) 		Jen Hewett (American) 	
Music:	Let your spirit fly	Glockenspiel stage 1	Three little birds	The Dragon song	Bringing us together	Reflect, Rewind and Replay
	<ul style="list-style-type: none"> • Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, discuss, listen, discuss other dimensions of music. • Games - continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Eventually, explore the link between sound and symbol. • Singing - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. • Playing - continue to play a classroom/band instrument in a group/band/ensemble. Eventually explore the link between sound and symbol. • Improvisation - continue to explore and create your own responses, melodies and rhythms. • Composition - continue to create your own responses, melodies and rhythms and record them in some way. Eventually explore the link between sound and symbol. • Perform/Share - continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together. 					
French:	Core Unit 1 New content: Greeting each other. Introducing themselves. Counting up to 10. Introducing the immediate family. Lesson 1 – Hello! (Bonjour!)	Core Unit 2 New content: Saying the days of the week. Naming the colours. Counting between 11 and 20. Naming countries. Expressing likes and dislikes. Lesson 1 – Hello Mrs Monday (Bonjour. Madame Lundi)	Core Unit 3 New content: Identifying body parts. Counting up to 31. Lesson 1: Heads, shoulders, knees and feet (Tête, épaules, genoux, et pieds)	Core Unit 3 New content: Identifying items of clothing. Naming the months of the year. Talking about birthdays. Lesson 4: Clothes (Les vêtements)	Main Unit A: Animals New content: Saying animal vocabulary. Asking about pets. Describing animals using adjectives. Using prepositions. Naming animal homes.	Main Unit B: Food New content: Naming common foods. Expressing likes and dislikes. Saying what they are eating. Naming cutlery. Saying what they would like to have. Understanding cooking instructions.

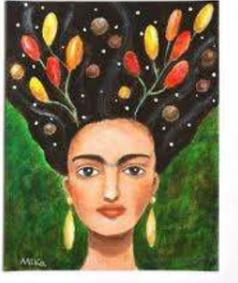


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	<p>Lesson 2 – How are you ?(ça va ?) Lesson 3 – What is your name? (Comment tu t’appelles?) Lesson 4 – How old are you ? (Quel âge as-tu?) Lesson 5 – My family (Ma famille) Lesson 6 – My fantastic family (Ma famille fantastique) Reading: Recognise numbers 1 – 10. Recognise some basic French greetings. Recognise key vocabulary in its written form. Recognise basic family vocabulary.</p> <p>Writing: Write numbers 1 – 10 from memory.</p> <p>Speaking: Respond to simple classroom instructions. Be able to greet each other confidently. Introduce themselves and their family. Say how old they are.</p> <p>Listening: Recognise numbers 1 – 10. Recognise some basic French greetings. Recognise key vocabulary in its written form. Recognise basic family vocabulary.</p>	<p>Lesson 2 - Colours (Les couleurs) Lesson 3 – Let’s count up to 20 (Comptons jusqu’à 20) Lesson 4 – countries (Les pays) Lesson 5 – I like (J’aime) Lesson 6 – Nicolas the monster (Nicolas le monstre) Reading: Recognise the days of the week. Recognise negative responses to a question Understand that the way French colours are spelt change if they describe a feminine noun.</p> <p>Writing: Be able to express simple likes and dislikes using the first person, from memory. Use most or all numbers up to 20.</p> <p>Speaking: Respond to questions about likes and dislikes using the first person. Name a variety of colours, Say what day it is.</p> <p>Listening: Understand most of the colours. Understand numbers up to 20. Recognise a negative sentence when they hear it.</p>	<p>Lesson 2: Parts of the body (Les parties du corps) Lesson 3: Let’s count up to 31 (comptons jusqu’à 31) Reading: Read numbers 11 – 20 aloud.</p> <p>Writing: Label the body parts Write down the date of your birthday.</p> <p>Speaking: Sing along and do the actions to a French song. Pronounce numbers 11-20 accurately, from memory. Confidently form sentences about birthdays.</p> <p>Listening: Recognise most of the French body parts when spoken.</p>	<p>Lesson 5: Months (Les mois) Lesson 6: Geneviève’s birthday (L’anniversaire de Geneviève) Reading: Read numbers 11 – 20 aloud.</p> <p>Writing: Label the body parts Write down the date of your birthday.</p> <p>Speaking: Sing along and do the actions to a French song. Pronounce numbers 11-20 accurately, from memory. Confidently form sentences about birthdays.</p> <p>Listening: Recognise most of the French body parts when spoken.</p>	<p>Lesson 1: On the farm (Dans la ferme) Lesson 2: Pets (les animaux domestiques) Lesson 3: What’s your dog like? (Ton chien est comment?) Lesson 4 : Where is the cat? (Où est le chat?) Lesson 5: Where is the elephant? (Où est l’éléphant?) Lesson 6: Henri looks for his mother (Henri cherche sa mère) Reading: Read a short rhyme with clear and accurate pronunciation. Recognise some basic French adjectives. Recognise some farmyard animals and household pets as well as using the correct article.</p> <p>Writing: Write a short, simple sentences in response to a written sentence. Spell some animals accurately with the correct article.</p> <p>Speaking: Be able to respond to questions. Repeat simple sentence and questions to ask for help. Repeat simple sentences from memory. Say what pets you have.</p> <p>Listening: Recognise some animals in a song. Recognise some French adjectives, when heard.</p>	<p>Lesson 1: Food (La nourriture) Lesson 2: I like to eat (J’aime manger...) Lesson 3: What are you eating? (Qu’est-ce que tu manges?) Lesson 4: Cutlery (Les couverts) Lesson 5: Ingredients (Les ingrédients) Lesson 6: French toast (Le pain perdu) Reading: Identify common foods and items of cutlery. Understand and follow cooking instructions.</p> <p>Writing: Give an opinion on foods they like and dislike. Copy the main vocabulary accurately. Write the main vocabulary from memory.</p> <p>Speaking: Express likes and dislikes. Ask and answer questions. Name items of cutlery and some common foods. Say what food they would like to have. Pronounce some common letter strings correctly.</p> <p>Listening: Identify common foods and cutlery. Follow cooking instructions.</p>
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Year 4						
	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
Art:	<p>Painting</p> <p>Making marks with different kinds of paint. Discuss painting marks, colours and visual elements. Using visual elements to make images. Artists: Cezanne, Picasso, Gauguin. Emotional use of colour.</p> <p>Project: Create masks and use specific colours to enhance.</p>	<p>Collage</p> <p>Explore paper and other materials. Curling, pleating, scrumpling, overlapping, etc. Develop cutting skills to make repeated images, railings, windows, etc.</p> <p>Develop work on limited colour to create pattern.</p> <p>Project: Use a range of techniques to create a detailed piece of art.</p>	<p>Drawing</p> <p>Self-portrait and portrait drawings.</p>	<p>Sculpture</p> <p>Modelling in response to drawing.</p> <p>Observe artefacts/ projects (coiling, pinching, joining, impressing).</p> <p>Using other objects to create a different effect on clay.</p> <p>Project: Create a sculpture based on your portrait or self-portrait drawings.</p>	<p>Printing</p> <p>Design and make T-shirts, Carrier bags, wrapping paper. Look at pattern in past times- Greek, Roman, etc. Continue mono-printing techniques.</p> <p>Project: Greek/ roman vases.</p>	<p>Textiles</p> <p>Look at different materials and explore different effects and textures when put together.</p> <p>Project: patterned beadwork</p>
Famous artist:	<p>Picasso (Europe)</p> 		<p>Frida Kahlo (North America)</p> 		<p>Laduma Ngxokolo (Africa)</p> 	
Music:	Mamma Mia	Glockenspiel stage 2	Stop!	Lean on me	Blackbird	Reflect, Rewind and Replay
	<ul style="list-style-type: none"> Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, discuss, listen, discuss other dimensions of music. Games - continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Start to explore the link between sound and symbol. Singing - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. Playing - continue to play a classroom/band instrument in a group/band/ensemble. Start to explore the link between sound and symbol. Improvisation - continue to explore and create your own responses melodies and rhythms. Composition - continue to create your own responses, melodies and rhythms and record them in some way. Start to explore the link between sound and symbol. Perform/Share - continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together 					



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French:	Main Unit: At school	Main Unit: My Home	Main Unit: My Town	Main Unit: Describing people	Main Unit: The Body	Main Unit: Sport
	<p>New language content: Saying how they travel to school. Naming places in school. Listing the contents of their pencil case. Telling the time. Naming the school subjects.</p> <p>Lesson 1: How do you go to school? (Comment vas-tu à l'école?) Lesson 2: Rooms (La salle) Lesson 3: In your pencil case (Dans ta trousse)</p> <p>Lesson 4: What time is it? (Quelle heure est-il) Lesson 5: Subjects (les matières) Lesson 6: The magic bag (Le sac magique)</p> <p>Reading: Tell the time. Understand school subjects. Recognise if nouns are singular or plural. Read along with the text of a French story. Read aloud a French story.</p> <p>Writing: List the contents of their pencil case. Be able to use plural nouns. Regularly include the correct article when writing down pieces of vocabulary.</p> <p>Speaking: Say how they travel to school. Name school subjects. Use numbers in a sentence to tell the time. Ask simple questions. Pronounce vocabulary accurately</p>	<p>New language content: Saying where they live. Identifying a variety of rooms and types of furniture. Saying what there is in the kitchen. Describing their daily routine.</p> <p>Lesson 1: Where do you live? (Où habites-tu?) Lesson 2: Your home. (Chez toi) Lesson 3: Your bedroom (Ta chambre) Lesson 4: The kitchen (La cuisine) Lesson 5: Daily routine (La routine quotidienne) Lesson 6: Garon the giant (Garon le géant)</p> <p>Reading: Be able to give the gender of a noun from its article.</p> <p>Writing: Use colours and numbers in descriptions. Write several sentences from memory about where they live and their daily routine. Respond to a spoken question with a written answer in a full sentence.</p> <p>Speaking: Say several sentences from memory about where they live and their daily routine with good pronunciation. Confidently say sentences where the word order differs to the English.</p> <p>Listening:</p>	<p>New language content: Saying colours that are useful for describing hair and eyes. Describing physical features. Describing a person's personality. Saying what they are wearing. Using 'il' and 'elle' with 'être' and 'avoir.'</p> <p>Lesson 1: How much does it cost? (ça coûte combien?) Lesson 2: In your town (Dans ta ville) Lesson 3: Where is.... (Où est...?) Lesson 4: Shops (Les magasins) Lesson 5: At the shop (Au magasin) Lesson 6: Éric goes shopping (Éric fait du shopping)</p> <p>Reading: Be able to recognise French prices. Read part of a story aloud, with some support. Play French word games.</p> <p>Writing: Write from memory a few sentences about where they live. Complete and record sentences correctly.</p> <p>Speaking: Give simple directions to town buildings. Say from memory a few sentences about where they live.</p> <p>Listening: Understand simple directions to town buildings.</p>	<p>New language content: Asking how much something costs. Talking about what is in their town. Giving directions. Saying names of shops. Saying the names of items you might buy in a shop.</p> <p>Lesson 1: What are you like? (Tu es comment) Lesson 2: Hair (Les cheveux) Lesson 3: We're all different (Nous sommes tous différents) Lesson 4: The fairy and the pirate (La fée et le pirate) Lesson 5: I'm wearing (Je porte..) Lesson 6: The sad frog (La grenouille triste)</p> <p>Reading: Recognise singular subject pronouns and the present tense singular form of some common verbs.</p> <p>Writing: Use singular subject pronouns and the present tense singular form of some common verbs. Give short written descriptions of family and friends, using full sentences from memory. Use the correct article with plural nouns. Write some simple French sentences to give a summary of a character from a story.</p> <p>Speaking: Use singular subject pronouns and the present tense singular form of some common verbs. Give short verbal descriptions of family and friends, using full sentences from memory and with accurate pronunciation.</p>	<p>New language content: Naming parts of the face. Saying basic verbs in the first person. Saying that something hurts. Naming fairy tale characters. Saying traditional fairy tale locations.</p> <p>Lesson 1: My face (mon visage) Lesson 2: What are you doing (Qu'est-ce que tu fais) Lesson 3: It hurts (J'ai mal) Lesson 4: Fairy tales (Les contes des fées) Lesson 5: Where do they live? (Où habitent-ils?) Lesson 6: Little red riding hood (Le Petit Chaperon rouge)</p> <p>Reading: Be able to identify the gender of a noun. Frequently recognise and identify different subject pronouns.</p> <p>Writing: Use the correct article with some common nouns. Describe things using simple adjectives.</p> <p>Speaking: Use the correct article with some common nouns. Recite a simple French rhyme from memory, with some verbal or visual prompts.</p> <p>Listening: Be able to identify the gender of a noun.</p>	<p>New language content: Talking about sports they like to play. Expressing likes. Detailed vocabulary for football and tennis matches. The use of the verb 'savoir.'</p> <p>Lesson 1: Sports (Les sports) Lesson 2: Which sports do you like doing? (Tu aimes faire quelle sport?) Lesson 3: At the stadium (Au stade) Lesson 4: Wimbledon (Wimbledon)</p> <p>Lesson 5: Can you... ?(Tu sais..?) Lesson 6: A tennis match (Un match de tennis)</p> <p>Reading: Use a bilingual dictionary to look up the English words and the meanings of unfamiliar French words.</p> <p>Writing: Write a few sentences about sports that they can do or like playing. Follow a model to write sentences in the first person using common verbs.</p> <p>Speaking: Say a few sentences about sports that they can do or like playing, and ask others about what they like to play.</p> <p>Listening: Identify the gender of a noun in a sentence. Be increasingly confident in recognising and</p>



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	including the definite and indefinite article. Listening: Listen for times. Follow a story as it is read. Identify sounds in a song.	Identify a given sound when listening to a song. Recognise familiar words and phrases in a spoken story	.	Listening: Grasp the concept that some sentence structures differ in French.		understanding French sentences with different word orders.
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	Year 5					
	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
Art:	<p>Painting</p> <p>Collecting colours. Colour families. Match and name colours in nature and man-made environment. Match colours of artists for a purpose.</p> <p>Project: Painting to represent a part of nature.</p>	<p>Collage</p> <p>Develop work to convey contrast. Rough/ smooth, dark/ light, plain/ pattern. Develop using observational drawing.</p> <p>Project: Represent a real object- birds etc.</p>	<p>Textiles</p> <p>Explore weaving using different thread, wool and materials.</p> <p>Soft sculptures (fruit and veg).</p> <p>Project: Weaving project using different textures.</p>	<p>Sculpture</p> <p>Re-creating a drawing or painting.</p> <p>Modelling for a purpose (designing something functional).</p> <p>Project: creating and decorating an insect or animal.</p>	<p>Printing</p> <p>Re-visit previous print making. Discuss where we see prints around us? Make a collection of printed material. Print on prepared surface. Block printing. Mono printing.</p> <p>Project: Printing onto fabric.</p>	<p>Drawing</p> <p>Combine Y3/4 skills, sawing and hammering with reduced adult support.</p> <p>Project: Creating a model with a moving element.</p>
Famous artist:	<p>Paul Klee (Europe)</p> 		<p>Kazuhito Takadoi (Asia)</p>  		<p>Irma Stern (Africa)</p>  	
Music:	Living on a Prayer	Classroom Jazz 1	Make you feel my love	The Fresh Prince of Bel Air	Dancing in the street	Reflect, Rewind, Replay
	<ul style="list-style-type: none"> • Listen & Appraise - recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music. • Games - internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games (pulse, rhythm, pitch, tempo, dynamics). Explore the link between sound and symbol. • Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. • Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol. • Improvisation - explore and create your own responses, melodies and rhythms. • Composition - create your own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol. • Perform/Share - work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together. 					
French:	<p>On Holiday</p> <p>New language content: More countries. Holiday accommodation. Vocabulary associated with the zoo, beach</p>	<p>Eating Out</p> <p>New language content: Asking for items in a shop or restaurant. Asking how much things cost. Some</p>	<p>Hobbies</p> <p>New language content: Naming hobbies. Talking about types of music and giving a variety of opinions. Saying what musical</p>	<p>A School Trip.</p> <p>New language content: The perfect past tense. The future tense. Some common verbs. Vocabulary associated with a</p>	<p>Seasons.</p> <p>New language content: The names of seasons. Talking about seasonal activities. Saying the date and when</p>	<p>The Environment</p> <p>New language content: Saying what the weather is like. Naming garden creatures. Talking about</p>



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	<p>and theme park. Using the perfect past tense.</p> <p>Lesson 1: Where are you going on holiday? (Où vas-tu en vacances?) Lesson 2: Where are you staying? (Tu loges où?) Lesson 3: At the zoo. (Au zoo) Lesson 4: At the beach. (À la plage) Lesson 5: At the theme park (Au parc d'attractions) Lesson 6: At the theme park (Au parc d'attractions)</p> <p>Reading: Translate French and English words using a bilingual dictionary, with help, and pronounce the unfamiliar words accurately using knowledge of French phonics.</p> <p>Writing: Recognise and use some basic holiday vocabulary in written sentences.</p> <p>Speaking: Recognise and use some basic holiday vocabulary in spoken sentences. Understand and participate in a short conversation about animals at the zoo, responding to questions in full sentences and giving simple opinions, with help.</p> <p>Be able to prepare and deliver a short talk about a holiday, adapting sentences from the unit that differ from the English sentence structure.</p>	<p>basic weights. How to order for others in a restaurant.</p> <p>Lesson 1: I'm ordering a drink (Je commande une boisson) Lesson 2: At the ice cream shop (Chez le glacier) Lesson 3: At the market (Au Marché) Lesson 4: At the restaurant (Au restaurant) Lesson 5: I'll have (Je prends)</p> <p>Reading: Understand some unfamiliar vocabulary and the main points of a story, including opinions.</p> <p>Writing: Recognise subject pronouns, and use "il" and "elle" with verbs to form sentences about what someone is having to eat/drink.</p> <p>Speaking: Recognise subject pronouns, and use "il" and "elle" with verbs in speech to form sentences about what someone is having to eat/drink, from memory.</p> <p>Perform a short role-play, using and adapting sentence structures from the unit.</p>	<p>instruments they play. Talking about different types of film.</p> <p>Lesson 1: My hobbies (mes passe-temps) Lesson 2: Music (la musique) Lesson 3: Musical instruments (les instruments de musique) Lesson 4: The weekend (le weekend) Lesson 5: Films (les films) Lesson 6: Étienne's new friend (La nouvelle amie Étienne)</p> <p>Reading: Read the unit's story aloud and recognise and understand some of its key points without reading the English text.</p> <p>Understand and recognise some irregular plural nouns in French.</p> <p>Writing: Be able to write about what they and others do or like doing, giving more complex opinions when prompted</p> <p>Recognise the difference between "le"/"la" and "un"/"une" in the context of the unit and apply them to nouns with little help.</p> <p>Speaking:</p>	<p>trip to a museum and the countryside.</p> <p>Lesson 1: The Wheels on the Bus (Les roues du bus) Lesson 2: On the way (en route) Lesson 3: Through the Window (À travers la vitre) Lesson 4: At the museum (au Musée) Lesson 5: In the countryside (À la campagne) Lesson 6: A trip to the museum (une excursion au musée)</p> <p>Reading: Identify the difference between "mon", "ma" and "mes" in the French story text. Identify and form new sentences, with some help, based on existing knowledge of French sentence structure, e.g. forming negative sentences from positive sentences.</p> <p>Recognise the future tense with little help.</p> <p>Writing: Identify and form new sentences, with some help, based on existing knowledge of French sentence structure, e.g. forming negative sentences from positive sentences.</p> <p>Write about what they do and don't like to do in the context of school trips.</p> <p>Speaking: Say what they do and don't like to do in the context of school trips.</p> <p>Join in with the unit's song, pronouncing all the words clearly and accurately.</p>	<p>their birthday is. Naming craft materials Following craft instructions.</p> <p>Lesson 1: The seasons (les saisons) Lesson 2: Spring and Summer (Le printemps et l'été) Lesson 3: Autumn and Winter (L'automne et l'hiver) Lesson 4: The date (La date) Lesson 5: Arts and Crafts (Travaux manuels) Lesson 6: Make a Chinese lantern (Faire un lampion chinois)</p> <p>Reading: Respond to questions requiring a more complex opinion, using sentence models from the lesson.</p> <p>Understand a set of French instructions to make a Chinese lantern with little help.</p> <p>Writing: Recognise and use adjectives, understanding that they need to change according to a noun's gender and number.</p> <p>Understand that French sentence structure often</p>	<p>garden activities. Talking about recycling.</p> <p>Lesson 1: The weather (Le temps) Lesson 2: The pond (L'étang) Lesson 3: The garden (Le jardin) Lesson 4: In the garden (Dans le jardin) Lesson 5: Rubbish (Les ordures) Lesson 6: Problems in the pond (Les problèmes dans l'étang)</p> <p>Reading: Understand and use articles, selecting them according to the gender and number of the noun, with some accuracy.</p> <p>Writing: Use the third person singular form of the present tense to describe what an animal eats.</p> <p>Write some regular plurals when provided with the singular noun, and recognise some irregular plural nouns.</p> <p>Speaking: Use the third person singular form of the present tense to describe what an animal eats.</p>
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	<p>Listening: Translate French and English words using a bilingual dictionary, with help, and pronounce the unfamiliar words accurately using knowledge of French phonics.</p>	<p>Use formal language, e.g. the “vous” form, in appropriate situations, e.g. to a restaurant customer.</p> <p>Listening: Understand some unfamiliar vocabulary and the main points of a story, including opinions.</p>	<p>Express their likes and dislikes, and use “tu” to ask others for their opinion in a short conversation.</p> <p>Listening: Recognise the difference between “le”/“la” and “un”/“une” in the context of the unit and apply them to nouns with little help.</p>	<p>Listening: Recognise the future tense with little help.</p> <p>Join in with the unit’s song,</p>	<p>differs from in English, and use adjectives that go after the noun in French appropriately and with little help.</p> <p>Speaking: Respond to questions requiring a more complex opinion, using sentence models from the lesson.</p> <p>Listening: Understand the meaning of the pronoun “on” in sentences relating to the date.</p>	<p>Prepare from memory, and present, a short weather report, using sentence structures that differ from English structures, with little help.</p> <p>Listening: Listen to a weather report and summarise what has been said in English.</p>
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Year 6						
	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
Art:	<p>Painting Colour matching. Discuss colour likes and dislikes. Colour to convey mood. Warm/ cold colours, dark/ light. joy/</p> <p>Project: Princess blankets painting (using colours for moods).</p>	<p>Collage Adding collage to enhance and inform drawing and painting. Photomontage. Explore veiling and layering to create depth.</p> <p>Project: Whole class piece- using a range of techniques and textures.</p>	<p>Textiles Printing on different materials using a range of dyes/paints. Work from a photograph- creating the desired effect or pattern. Felting- using a range of textures.</p> <p>Project: whole class felting blanket.</p>	<p>Sculpture Recap papier mache skills (use different materials to create texture and shape). Use clay or other sculpting to express ideas or feelings.</p> <p>Project: sculpt and design a vase.</p>	<p>Printing Revisit ways of print making. Screen printing. Lino-printing- positive/ negative images. Links with other cultures, e.g. Africa. India etc.</p> <p>Project: T-shirts or other fabric, experiment with printing techniques.</p>	<p>Drawing Making sketches for a finished drawing for example; school building. Use a sketch book. Drawing for a purpose for example; illustration</p>
Famous artist:	<p>Jackson Pollock (North America)</p> 		<p>Monet (Europe)</p> 		<p>Isabel le Roux (Africa)</p> 	
Music:	I'll be there	Jazz stage 2	New Year Carol	Happy	You've got a friend	Reflect, Rewind and Replay SUMMER PLAY
	<ul style="list-style-type: none"> • Listen & Appraise - recognise styles, find the pulse, recognise instruments, listen, discuss all dimensions of music. • Games - internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Explore the link between sound and symbol. • Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. • Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol. • Improvisation - create your own responses, melodies and rhythms. • Composition - create your own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol. • Perform/Share - Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together. 					
French:	<p>Actions</p> <p>New language content: Using action verbs in the first person. Using action verbs in the third person singular. Using some adverbs. Naming craft materials. Using the perfect tense in the third person singular form.</p>	<p>En France</p> <p>New language content: Learning where some French cities are located in France. Talking about Tourist attractions in Paris. Learning about French-speaking countries. Naming popular French food.</p>	<p>La famille</p> <p>New language content: Naming extended family members. Saying how many siblings they have. Talking about household tasks they do and have done. Forming sentences using 'on'.</p>	<p>A Weekend with Friends.</p> <p>New language content: Talking about activities that they might do at the weekend. Expressing what they would and wouldn't like to do. Asking others if they would like to do something. Naming foods associated with</p>	<p>Le futur</p> <p>New language content: The future tense in the first, second and third person singular and first person plural. Using adjectives to compare people. More ways to describe how they are feeling.</p>	<p>Les métiers</p> <p>New language content: Naming a number of jobs in French. Saying what they want to be when they're older/ Naming some workplaces. Saying vocabulary linked to space stations and fire stations.</p>



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<p>Lesson 1: I'm Looking for the pirate (Je cherche le pirate)</p> <p>Lesson 2: Actions (Les actions)</p> <p>Lesson 3: In the cupboard (Dans le placard)</p> <p>Lesson 4: More actions (Plus d'actions)</p> <p>Lesson 5: Treasure Hunt (La chasse au trésor)</p> <p>Lesson 6: A treasure hunt (Une chasse au trésor)</p> <p>Reading: I can recognise the 'vous / ils / elles' forms of some common verbs in the present tense.</p> <p>Writing: I can write the correct form of some irregular verbs in first and third person singular.</p> <p>Speaking: I can describe what other people do or like doing.</p>	<p>Lesson 1: On the bridge of Avignon (Sur le pont d'Avignon)</p> <p>Lesson 2: Where in France? (Où en France?)</p> <p>Lesson 3: In Paris (À Paris)</p> <p>Lesson 4: They speak French. (On Parle français)</p> <p>Lesson 5: French Food (La nourriture française)</p> <p>Lesson 6: Croque-monsieur (Croque monsieur)</p> <p>Reading: I can understand the main points and some detail from a short written text, which contains some unfamiliar language.</p> <p>Writing: I can write simple sentences using the past tense with help.</p> <p>Speaking: I can prepare a short talk on a familiar subject and present it clearly and confidently.</p> <p>Listening: I can understand the main points and some of the detail from a spoken story or poem, which contains unfamiliar language.</p>	<p>Vocabulary associated with birthday parties.</p> <p>Lesson 1: My Family (Ma Famille)</p> <p>Lesson 2: Describe your family (Décris ta famille)</p> <p>Lesson 3: Household tasks (Les tâches ménagères)</p> <p>Lesson 4: A family weekend (un weekend en famille)</p> <p>Lesson 5: My birthday party. (Ma fête d'anniversaire.)</p> <p>Lesson 6: Cinderella (Cendrillon)</p> <p>Reading: I can recognise that some verbs are irregular.</p> <p>Writing: I can write simple sentences in the past tense, with help.</p> <p>Speaking: I can use familiar words and sentence structures to construct new sentences.</p>	<p>midnight feasts. Giving a reason for accepting or declining an invitation.</p> <p>Lesson 1: What would you like to do? (Qu'est-ce que tu voudrais faire?)</p> <p>Lesson 2: Would you like.... (Tu voudrais....?)</p> <p>Lesson 3: Sleepover (La soirée pyjama)</p> <p>Lesson 4: The midnight feast (Le festin de minuit.</p> <p>Lesson 5: Are you going to the cinema? (Tu vas aller au cinéma ?)</p> <p>Lesson 6: The sleepover (La soirée pyjama)</p> <p>Reading: I can understand the main points and some of the detail from a short written text, which contains some unfamiliar language.</p> <p>Writing: I can use familiar words and sentence structures to write new sentences.</p> <p>Speaking: I can join in with longer continuous conversation, including longer sentences and more complex opinions.</p> <p>Listening: I can understand the main points and some of the detail from a short spoken passage, including more complex phrases and sentences.</p>	<p>Lesson 1: I'm going (Je vais)</p> <p>Lesson 2: This weekend (Ce Weekend)</p> <p>Lesson 3: Tomorrow (Demain)</p> <p>Lesson 4: Comparisons (Les comparaisons)</p> <p>Lesson 5: I am... (Je suis)</p> <p>Lesson 6: The Three Billy Goats Gruff (Les trois boucs Bourru.)</p> <p>Reading: I appreciate why certain words have been used in written stories, songs or poems.</p> <p>Writing: I can write the correct forms of some simple adjectives with a noun, using an example sentence.</p> <p>Speaking: I can talk about what I have done using the past tense.</p> <p>Listening:</p>	<p>Lesson 1: I want to be an astronaut. (Je veux être astronaut)</p> <p>Lesson 2: Jobs (Les métiers)</p> <p>Lesson 3: Workplaces (Les lieux de travail)</p> <p>Lesson 4: The space station (La station spatiale)</p> <p>Lesson 5: At the fire station (À la caserne des pompiers)</p> <p>Lesson 6: Paul's quiet day (La journée calme de Paul.</p> <p>Reading: I can identify the future tense.</p> <p>Writing: I can write a short passage from memory.</p> <p>Speaking: I can use French articles confidently and accurately.</p>
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