



NUTFIELD CHURCH CE PRIMARY SCHOOL  
ARTS CURRICULUM OVERVIEW 2020/2021

EYFS						
Christian Value:	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
<b>Outcomes:</b>	<p><b>Expressive Arts and Design: Exploring and using Media and Materials (30-50) -</b>            Enjoys joining in with dancing and singing games.            Sings a few familiar songs.            Beginning to move rhythmically.            Imitates movement in response to music.            Taps out simple repeated rhythms. Explores and learns how sounds can be changed.            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.            Uses various construction materials.</p>	<p><b>Expressive Arts and Design: Exploring and using Media and Materials (40-60):</b>            Begins to build a repertoire of songs and dances.            Explores the different sounds of instruments.            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.</p>			<p><b>Expressive Arts and Design: Exploring and using Media and Materials (ELG): C</b>            Children sing songs, make music and dance, and experiment with ways of changing them.            They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	



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Year 1						
	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
<b>Art:</b>	<b>Painting</b> Begin sketching skills, observational work: draw objects or from memory/ imagination. Apply paint in a range of different ways, experimenting with texture and colours.	<b>Sculpture</b> Further exploring moulding and modelling different materials.  Using a range of tools to sculpt or make impressions.	<b>Collage</b> Further explore textures, using specific textures for a reason.  Representing something for example: faces, landscape, animals.	<b>Printing</b> Printing by pressing, rolling. Explore man-made and natural objects.  Overlapping and repeating patterns.  Using stamping techniques.	<b>Textiles</b> Using a needle and thread. Sewing with simple running stitch with pre-made holes. Adding detail with felt and hot glue gun.	<b>Drawing</b> 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).
<b>Famous artist:</b>	<b>Transport – Piet Mondrian (Europe)</b>    Link to ideas of roads and straight lines.		<b>LS Lowry (British)</b> <a href="https://www.youtube.com/watch?v=pFafPqsW3Cg&amp;safe=active">https://www.youtube.com/watch?v=pFafPqsW3Cg&amp;safe=active</a>    Can link back to 'Up, Up and Away' and pictures of other capital cities.		<b>Isabel de Roux (South African)</b>    Children create a multi-coloured landscape, linking to learning from this year.	
<b>Geography:</b>	<b>Have you ever been lost?</b>	<b>Up, up and away!</b>	<b>Polar bears or penguins</b>  Collage penguins  Art – Aurora Borealis	<b>Sun hats or Umbrellas?</b>	<b>What if I live in...</b>	<b>What if I live in...</b>



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<b>History:</b>	Shops since the 1930s	The Great Fire of London	<b>Bruegel the Elder and LS Lowry (Investigating pictures)</b>  Featured Artist	The first aeroplane flight	<b>Victorian Children at play</b>  Textile Chimney Sweeps  	<b>Our United Kingdom heritage (folk stories and castles)</b>
<b>Music:</b>	Hey You!	Rhythm in the way we walk  The Banana Rap	In the Groove	Round and Round	Your Imagination	Revise
<p>Listen &amp; Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music.</p> <ul style="list-style-type: none"> <li>● Games - begin to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics.</li> <li>● Singing - start to sing, learn about singing and vocal health. Begin to learn about working in a group/band/ensemble.</li> <li>● Playing - start to play a classroom instrument in a group/band/ensemble.</li> <li>● Improvisation - begin to explore and create your own responses, melodies and rhythms.</li> <li>● Composition - begin to create your own responses, melodies and rhythms and record them in some way.</li> </ul> <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>						
<b>French:</b>	Listening / Speaking  Basic Greetings:  Bonjour ! (Hello) Salut ! (Hi) Bonsoir (Good evening) Bonne nuit (Good night) Au revoir (Goodbye) À bientôt (See you soon)  Name:  Comment tu t'appelles ? (What's your name?) Je m'appelle.. (My name is..) Il / Elle s'appelle (He / she is called..)  How are you ?	Listening / Speaking  Colours: jaune (yellow) rose (pink) vert (green) blanc (white) gris (grey) bleu (blue) noir (black) orange (orange) rouge (red)  Numbers 1-10: un deux trois quatre cinq six	Listening / speaking  Days of the week:  Lundi (Monday) Mardi (Tuesday) Mercredi (Wednesday) Jeudi (Thursday) Vendredi (Friday) Samedi (Saturday) Dimanche (Sunday)	Listening:  Animals:  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)  Je n'ai pas d'animal (I don't have a pet)  Easter in France: Similarities and differences between how	Listening:  Family:  As- tu des frères ou des souers? (do you have brothers or sisters?)  J'ai .. (I have..) un frère (a brother) une soeur (a sister) deux frères (two brothers) deux soeurs (two sisters)  Je n'ai pas de.. (I don't have..)  Qui est-ce? [Who's this?], moi [me], ma (f)/ mon (m)/mes (pl)	Listening:  Countries: La France (France) L'Angleterre (England) L'Italie (Italy) L'Espagne (Spain) L'Allemand (Germany)  Where do you live?:  Où habites-tu ? (Where do you live?) J'habite à...(I live in..)



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	<p>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>sept huit neuf dix</p> <p>Age 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>Christmas is celebrated in France and in England.</p>	<p>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>	
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Year 2						
	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
<b>Art:</b>	<p><b>Painting</b></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><b>Sculpture</b></p> <p>Use modelling tools to add detail to a project (clay tile impressions).</p>	<p><b>Textiles</b></p> <p>Begin to explore patchwork. Discuss textures/ colours. Changing fabric (bleach, dye, fabric paint).</p>	<p><b>Collage</b></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><b>Printing</b></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><b>Drawing</b></p> <p>To continue sketching skills using still life objects for inspiration (Using African Safari Animals as inspiration - Geography)</p>
<b>Famous artist:</b>	<p><b>Clarice Cliff (Europe)</b></p> 		<p><b>Clifford Possum Tjapaltjarri (Australia)</b></p> 		<p><b>Andy Warhol (North America)</b></p> 	



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<p><b>Geography</b></p>	<p><b>What is there around me?</b></p>	<p><b>Is it really round?</b></p>	<p><b>A visit to China</b></p> <p>Project: Linking to this terms Geography topic china – tie died Chinese fabric lanterns.</p> 	<p><b>Which way shall I go?</b></p>	<p><b>Where in the world?</b></p>	<p><b>Where shall we go?</b></p>
<p><b>History</b></p>	<p><b>Telephones</b></p>	<p><b>The Gunpowder Plot and Guy Fawkes</b></p> <p>Project: Big Ben Sculptures- History link Gunpowder plot.</p> 	<p><b>Women who made a difference (Rosa Parks and Elizabeth Fry)</b></p>	<p><b>Victorians (The Great Exhibition)</b></p>	<p><b>What was it like to be a child during World War II</b></p> <p>Project: Create a repeated pattern print inspired by the work of Andy Warhol and linking to this terms history topic of World War 2 – fighter plane stamp)</p> 	<p><b>Customs, festivals and fairs from around the UK.</b></p>
<p><b>Music:</b></p>	<p>Hands, feet, heart</p>	<p>Ho Ho Ho / NATIVITY</p>	<p>I wanna play in a band</p>	<p>Zootime</p>	<p>Friendship song</p>	<p>Reflect, Rewind and Replay</p>
<ul style="list-style-type: none"> <li>• Listen &amp; Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music.</li> <li>• Games – continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics.</li> <li>• Singing - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.</li> <li>• Playing - continue to play a classroom instrument in a group/band/ensemble.</li> </ul>						



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	<ul style="list-style-type: none"> <li>• Improvisation - continue to explore and create your own responses, melodies and rhythms.</li> <li>• Composition - continue to create your own responses, melodies and rhythms and record them in some way.</li> <li>• 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.</li> </ul>					
<b>French:</b>	<p>Listening / Speaking</p> <p>Basic Greetings: Bonjour ! (Hello) Salut ! (Hi) Bonsoir (Good evening) Bonne nuit (Good night) Au revoir (Goodbye) À bientôt (See you soon)</p> <p>Name: 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>Norbert Story: Je m'appelle Norbert. This covers the following vocabulary:</p> <p>Family: Ma maman: Mummy Mon papa: Dadday Il s'appelle: He is called Elle s'appelle: She is called Mon Frère: My brother Ma Soeur: My sister</p> <p>Countries and nationalities: Je suis anglais(e) I am English Français(e) French La Manche: The Channel La France: France</p>	<p>Listening / Speaking</p> <p>Norbert Story: J'ai un chat This covers the following vocabulary:</p> <p>Pets: Un chat: cat Une souris: mouse Un lapin: rabbit Un chien: dog Un poisson: fish Un hamster: hamster Un oiseau: bird</p> <p>Colours: jaune (yellow) rose (pink) vert (green) blanc (white) gris (grey) bleu (blue) noir (black) orange (orange) rouge (red)</p> <p>Norbert Story: Norbert au volant. This covers the following vocabulary:</p> <p>Faire: to do Mon père: my dad Ma mère: my Mum Devant: behind au volant: the wheel Les enfants: children Petit: small une poupée: a doll une voiture: a car un dinosaure: a dinosaur un ballon: a ball</p>	<p>Listening / Speaking</p> <p>Norbert Story: Norbert et le houx. This covers the following vocabulary:</p> <p>Douleur! Aie! Ouille! Aie, aie, aie: pain. Ouch! Ouch! Le dégoût: Beurk! disgusting L'incrédulité: Tu parles! Mon œil ! Quoi!: I don't believe you Miam ! Miam! Yum Yum! Zut! Oh là là (cross)</p> <p>Parts of the body: La tête: head Les épaules: shoulders Les genoux: knees Les pieds: feet Le nez: nose Les yeux: eyes Les oreilles: ears La bouche: mouth Le bras: arms La jambe: leg Le ventre: stomach Le dos: back La main: hand Le doigt: finger</p> <p>J'ai mal... I am ill Quel est le problème ? What is the problem?</p> <p>Norbert Story: L'oncle James vient au Paris. This covers the following vocabulary:</p> <p>Family: ma mère: my mum mon père: my dad ma soeur: my sister</p>	<p>Listening / Speaking</p> <p>Norbert Story: Norbert et faim. This covers the following vocabulary:</p> <p>Food: Le petit déjeuner: breakfast Le déjeuner: lunch Le dîner: dinner La cuisine: food Maman: mummy La bouche: mouth L'eau: water Le couteau: knife La fourchette: fork La cuillère: spoon L'assiette: plate La boulangerie: bakery La pâtisserie: cake shop La charcuterie: butchers Le Marché: market</p> <p>La chenille qui fait des trous: The hungry caterpillar Il mange: he eats Une pomme: an apple deux poires: two pears trois prunes: three plums quatre fraises: four strawberries cinq oranges: five oranges</p> <p>Mardi Gras Un carnaval: carnival Un bal masque: masked ball Un costume: costume Un défilé: disguise Un feu de joie: bonfire Un masque: mask Une reine: queen Un roi: king</p>	<p>Listening / Speaking</p> <p>Norbert Story: Les vacances de Norbert. This covers the following vocabulary:</p> <p>Les lunettes de soleil: sunglasses Un tee-shirt: a t-shirt Des sandales: sandals Un chapeau: hat Un short: shorts Un maillot de bain: swimming costume Le crème solaire: sun cream</p> <p>Je voyage avec: I am travelling with Ma mère: my mum mon père: my dad ma soeur: my sister mon frère: my brother mon grand-père: my granddad ma grand-mère: my grandma ma tante: my aunt mon oncle: my uncle Il s'appelle: he is called Elle s'appelle: she is called</p> <p>Norbert Story: Norbert et le hélicoptère. This covers the following vocabulary:</p> <p>L'avion: plane Le bus: bus Le camion: lorry Le car: coach L'hélicoptère: helicopter Le moto: motorbike Le train: train</p>	<p>Listening / Speaking</p> <p>Les trois cochons: The Three Little Pigs Cochon: pig Le loup: wolf Est-ce que je peux entrer? Please may I come in? Je vais souffler encore et encore. I will huff and I will puff. En paille: straw En bois: wood En brique: brick Gentil Petit Cochon, est-ce que je peux entrer ?" Little pig, little pig let me come in? "Mais non, mais non par les poils de mon petit menton, tu ne peux pas entrer." No, no, no not by the hair on my chinny, chin chin. I will not let you in. "Alors, je vais souffler, encore et encore pour te forcer à venir dehors. I will huff and puff and blow your house in.</p>



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	<p>L'Angleterre: England L'Italie: Italy L'Espagne: Spain L'Allemand: Germany Je suis: I am italien(ne): Italian espagnol(e): Spanish allemand(e): German</p> <p>Transport: L'avion: plane Le bus: bus Le camion: lorry Le car: coach L'hélicoptère: helicopter Le moto: motorbike Le train: train Le vélo: bike La voiture: car Le ferry: ferry À pied: foot Le cheval: horse Je suis allé(e): I went J'ai pris: I took Je suis venu(e) à: I came</p> <p>Days of the week:</p> <p>Lundi (Monday) Mardi (Tuesday) Mercredi (Wednesday) Jeudi (Thursday) Vendredi (Friday) Samedi (Saturday) Dimanche (Sunday)</p>	<p>un livre: a book un train: a train un nounours: a teddy un puzzle: a puzzle</p> <p>La nativité: The nativity Marie: Mary Jospheh: Joseph Je voudrais une chambre: I would like a room Je n'ai pas de: I don't have any une étable: a stable Il fait froid: it is cold regardez, le ciel: look at the sky les étoiles: stars un enfant roi: a baby king cadeau: present l'or: gold l'encens: frankincense la myrrhe: myrrh</p> <p>Christmas in France: Similarities and differences between how Christmas is celebrated in France and in England. Include La Galette.</p>	<p>mon frère: my brother mon grand-père: my grandad ma grand-mère: my grandma ma tante: my aunt mon oncle: my uncle Il s'appelle: he is called Elle s'appelle: she is called</p>	<p>Une invitation: an invitation Rejoins-moi à: join me La date: date L'heure: time Le lieu: place</p> <p>Easter in France: Similarities and differences between how Easter is celebrated in France and in England.</p> <p>Joyeuse Pâques: Happy Easter Un oeuf de Pâques: Easter egg Le lapin de Pâques: Easter bunny Un poussin: chick Un agneau: lamb Une église: church Une croix: cross</p>	<p>Le vélo: bike La voiture: car Le ferry: ferry À pied: on foot Le cheval: horse L'Angleterre: England La France: France Je vais: I am going...</p> <p>Norbert Story: Norbert au bord de la mer. This covers the following vocabulary:</p> <p>Il fait froid: it is cold Il fait chaud: it is hot Il y a du soleil: it is sunny Il y a du vent: it is windy Il pleut: it is rainy Il neige: it is snowy J'aime: I like Je n'aime pas: I don't like Nager: to swim Vélo: bike rester à la plage: stay at the beach la lecture: reading Tennis: tennis Volley: volleyball Foot: football Manger la glace: eat an ice cream Musée: museum Pique-niques: picnic</p>	
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Year 3						
	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
<b>Art:</b>	<b>Painting</b> 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.	<b>Collage</b> Paper quilling (small and large spirals) to create a picture or pattern. Use repeated colours  Project: quilled flowers.	<b>Drawing</b> Pencil drawings line drawings, shading and depth of lines for effect. (Inspired by Da Vinci)  Project: portraits (self or of a partner).	<b>Sculpture</b> 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).	<b>Printing</b> 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.	<b>Textiles</b> 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.
<b>Famous artist:</b>	<b>Wassily Kandinsky (Asia)</b> 		<b>Leonardo da Vinci (Europe)</b> 		<b>Jen Hewett (American)</b> 	
<b>Geography</b>	<b>Investigating our local area</b> (a focused enquiry, covering the use of technology in the local area)	<b>Where does our lunch come from? Around the world in a school lunch!</b>	<b>What on Earth? Our World from the International Space Station.</b>	<b>What's in a region? Comparing the north-west of England with East Anglia</b>	<b>Where and why does the world rumble?</b>	<b>What is special about Malopolska, Poland?</b>
<b>History</b>	<b>The Stone Age</b> Cave paintings 	<b>The Bronze Age</b>	<b>The Iron Age (Celts)</b>	<b>Celtic culture</b> Celtic jewellery 	<b>Ancient Egypt</b> Egyptian jewellery Can create a model of the Great Pyramid at Giza. 	<b>Ancient Egypt</b> Can make their own Canopic jars. Can describe some of the features of Egyptian art. 



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<b>Music:</b>	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"> <li>• Listen &amp; Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music.</li> <li>• Games – continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics.</li> <li>• Singing - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.</li> <li>• Playing - continue to play a classroom instrument in a group/band/ensemble.</li> <li>• Improvisation - continue to explore and create your own responses, melodies and rhythms.</li> <li>• Composition - continue to create your own responses, melodies and rhythms and record them in some way.</li> <li>• 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.</li> </ul>					
<b>French:</b>	<p><b>Core Unit 1</b></p> <p>New content: Greeting each other. Introducing themselves. Counting up to 10. Introducing the immediate family.</p> <p>Lesson 1 – Hello! (Bonjour!)</p> <p>Lesson 2 – How are you ?(ça va ?)</p> <p>Lesson 3 – What is your name? (Comment tu t’appelles?)</p> <p>Lesson 4 – How old are you ? (Quel âge as-tu?)</p> <p>Lesson 5 – My family (Ma famille)</p> <p>Lesson 6 – My fantastic family (Ma famille fantastique)</p> <p>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.</p>	<p><b>Core Unit 2</b></p> <p>New content: Saying the days of the week. Naming the colours. Counting between 11 and 20. Naming countries. Expressing likes and dislikes.</p> <p>Lesson 1 – Hello Mrs Monday (Bonjour. Madame Lundi)</p> <p>Lesson 2 - Colours (Les couleurs)</p> <p>Lesson 3 – Let’s count up to 20 (Comptons jusqu’à 20)</p> <p>Lesson 4 – countries (Les pays)</p> <p>Lesson 5 – I like (J’aime)</p> <p>Lesson 6 – Nicolas the monster (Nicolas le monstre)</p> <p>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</p>	<p><b>Core Unit 3</b></p> <p>New content: Identifying body parts. Counting up to 31.</p> <p>Lesson 1: Heads, shoulders, knees and feet (Tête, épaules, genoux, et pieds)</p> <p>Lesson 2: Parts of the body (Les parties du corps)</p> <p>Lesson 3: Let’s count up to 31 (comptons jusqu’à 31)</p> <p>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><b>Core Unit 3</b></p> <p>New content: Identifying items of clothing. Naming the months of the year. Talking about birthdays.</p> <p>Lesson 4: Clothes (Les vêtements)</p> <p>Lesson 5: Months (Les mois)</p> <p>Lesson 6: Geneviève’s birthday (L’anniversaire de Geneviève)</p> <p>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><b>Main Unit A: Animals</b></p> <p>New content: Saying animal vocabulary. Asking about pets. Describing animals using adjectives. Using prepositions. Naming animal homes.</p> <p>Lesson 1: On the farm (Dans la ferme)</p> <p>Lesson 2: Pets (les animaux domestiques)</p> <p>Lesson 3: What’s your dog like? (Ton chien est comment?)</p> <p>Lesson 4 : Where is the cat? (Où est le chat?)</p> <p>Lesson 5: Where is the elephant? (Où est l’éléphant?)</p> <p>Lesson 6: Henri looks for his mother ( Henri cherche sa mère)</p> <p>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><b>Main Unit B: Food</b></p> <p>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.</p> <p>Lesson 1: Food (La nourriture)</p> <p>Lesson 2: I like to eat (J’aime manger...)</p> <p>Lesson 3: What are you eating? (Qu’est-ce que tu manges?)</p> <p>Lesson 4: Cutlery (Les couverts)</p> <p>Lesson 5: Ingredients (Les ingrédients)</p> <p>Lesson 6: French toast (Le pain perdu)</p> <p>Reading: Identify common foods and items of cutlery. Understand and follow cooking instructions.</p> <p>Writing:</p>

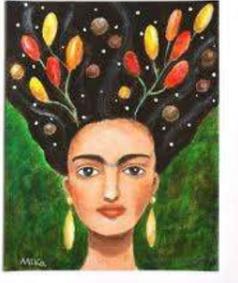
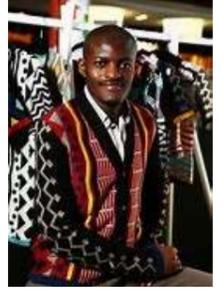


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	<p>Introduce themselves and their family. Say how old they are.</p> <p>Listening: Recognise numbers 1 – 10. Recognise some basic French greetings. Recognise key vocabulary in its written form. Recognise basic family vocabulary.</p>	<p>first person, 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>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>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
<b>Art:</b>	<p><b>Painting</b></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><b>Collage</b></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><b>Drawing</b></p> <p>Self-portrait and portrait drawings.</p>	<p><b>Sculpture</b></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><b>Printing</b></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><b>Textiles</b></p> <p>Look at different materials and explore different effects and textures when put together.</p> <p>Project: patterned beadwork</p>
<b>Famous artist:</b>	<p><b>Picasso (Europe)</b></p> 		<p><b>Frida Kahlo (North America)</b></p> 		<p><b>Laduma Ngxokolo (Africa)</b></p> 	



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Geography	Where on Earth?	Why different weather? Weather around the world.	Who are the global caretakers? We are!	What can we discover about our local area?	How do I impact on children and families far away?	Catalonia here we come!
History	Life in Ancient Greece	<p><b>Ancient Greek culture</b></p> <p>Picasso Style Pictures of Mythical Creatures</p> 	The legacy of the ancient Greeks	Rome and its Empire	Roman Britain	Roman Britain
Music:	Mamma Mia	Glockenspiel stage 2	Stop!	Lean on me	Blackbird	Reflect, Rewind and Replay
	<ul style="list-style-type: none"> <li>• Listen &amp; Appraise - begin to recognise styles, find the pulse, recognise instruments, discuss, listen, discuss other dimensions of music.</li> <li>• 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.</li> <li>• Singing - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.</li> <li>• Playing - continue to play a classroom/band instrument in a group/band/ensemble. Start to explore the link between sound and symbol.</li> <li>• Improvisation - continue to explore and create your own responses melodies and rhythms.</li> <li>• 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.</li> <li>• 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</li> </ul>					
French:	<p>Main Unit: At school</p> <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) Lesson 4: What time is it? (Quelle heure est-il)</p>	<p>Main Unit: My Home</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)</p>	<p>Main Unit: My Town</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)</p>	<p>Main Unit: Describing people</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 est 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>Main Unit: The Body</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?)</p>	<p>Main Unit: Sport</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) Lesson 5: Can you...?(Tu sais..?)</p>



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	<p>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 including the definite and indefinite article.</p> <p>Listening: Listen for times. Follow a story as it is read. Identify sounds in a song.</p>	<p>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: Identify a given sound when listening to a song. Recognise familiar words and phrases in a spoken story</p>	<p>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>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>Listening: Grasp the concept that some sentence structures differ in French.</p>	<p>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>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 understanding French sentences with different word orders.</p>
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	Year 5					
	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
<b>Art:</b>	<p><b>Painting</b></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><b>Collage</b></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><b>Textiles</b></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><b>Sculpture</b></p> <p>Re-creating a drawing or painting. Modelling for a purpose (designing something functional).</p> <p>Project: creating and decorating an insect or animal.</p>	<p><b>Printing</b></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><b>Drawing</b></p> <p>Combine Y3/4 skills, sawing and hammering with reduced adult support.</p> <p>Project: Creating a model with a moving element.</p>
<b>Geography:</b>	<p><b>Investigating our local area (Boxhill)</b></p> <p>Paint the view from Box Hill</p>	<p><b>Why on Earth?</b></p> <p>Mosaic Earth – instillation in or around the school grounds.</p> 	<p><b>How is Alaska changing?</b></p> <p>Bob Patterson sewing – simple shapes, colours etc.</p> 	<p><b>Where does our water come from and go to?</b></p>	<p><b>Rivers</b></p> <p>Screen printing – sustainable tote bags – Kensuke Kingdom</p> 	<p><b>Sustainable tourism around the world</b></p> <p>Light drawing</p>
<b>History:</b>	<p><b>The Anglo-Saxons</b></p> <p>Anglo Saxon boat art work</p> 	<p><b>The Anglo-Saxons</b></p>	<p><b>The Maya</b></p>	<p><b>The Maya</b></p>  <p>Mayan Weaving</p> 	<p><b>A local history study</b></p> <p>Take a photo of local area - print onto acetate and use as a base for cyanotypes. Tote Bags.</p>	<p><b>A local history study</b></p>



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<p><b>Famous artist:</b></p>	<p><b>Turner (Europe)</b></p> 		<p><b>Bob Patterson (Alaska)</b></p> 		<p><b>Hokusai (Japan)</b></p> 	
<p><b>Music:</b></p>	<p>Living on a Prayer</p>	<p>Classroom Jazz 1</p>	<p>Make you feel my love</p>	<p>The Fresh Prince of Bel Air</p>	<p>Dancing in the street</p>	<p>Reflect, Rewind, Replay</p>
<ul style="list-style-type: none"> <li>• Listen &amp; Appraise - recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music.</li> <li>• 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.</li> <li>• Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.</li> <li>• Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol.</li> <li>• Improvisation - explore and create your own responses, melodies and rhythms.</li> <li>• Composition - create your own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol.</li> <li>• Perform/Share - work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.</li> </ul>						
<p><b>French:</b></p>	<p>On Holiday</p> <p>New language content: More countries. Holiday accommodation. Vocabulary associated with the zoo, beach and theme park. Using the perfect past tense.</p> <p>Lesson 1: Where are you going on holiday? (Où vas-tu en vacances?)</p> <p>Lesson 2: Where are you staying? (Tu loges où?)</p> <p>Lesson 3: At the zoo. (Au zoo)</p> <p>Lesson 4: At the beach. (À la plage)</p> <p>Lesson 5: At the theme park (Au parc d'attractions)</p> <p>Lesson 6: At the theme park (Au parc d'attractions)</p> <p>Reading:</p>	<p>Eating Out</p> <p>New language content: Asking for items in a shop or restaurant. Asking how much things cost. Some basic weights. How to order for others in a restaurant.</p> <p>Lesson 1: I'm ordering a drink (Je commande une boisson)</p> <p>Lesson 2: At the ice cream shop (Chez le glacier)</p> <p>Lesson 3: At the market (Au Marché)</p> <p>Lesson 4: At the restaurant (Au restaurant)</p>	<p>Hobbies</p> <p>New language content: Naming hobbies. Talking about types of music and giving a variety of opinions. Saying what musical instruments they play. Talking about different types of film.</p> <p>Lesson 1: My hobbies (mes passe-temps)</p> <p>Lesson 2: Music (la musique)</p> <p>Lesson 3: Musical instruments (les instruments de musique)</p> <p>Lesson 4: The weekend (le weekend)</p>	<p>A School Trip.</p> <p>New language content: The perfect past tense. The future tense. Some common verbs. Vocabulary associated with a trip to a museum and the countryside.</p> <p>Lesson 1: The Wheels on the Bus (Les roues du bus)</p> <p>Lesson 2: On the way (en route)</p> <p>Lesson 3: Through the Window (À travers la vitre)</p> <p>Lesson 4: At the museum (au Musée)</p> <p>Lesson 5: In the countryside (À la campagne)</p> <p>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.</p>	<p>Seasons.</p> <p>New language content: The names of seasons. Talking about seasonal activities. Saying the date and when their birthday is. Naming craft materials</p> <p>Following craft instructions.</p> <p>Lesson 1: The seasons (les saisons)</p> <p>Lesson 2: Spring and Summer (Le printemps et l'été)</p> <p>Lesson 3: Autumn and Winter (L'automne et l'hiver)</p> <p>Lesson 4: The date (La date)</p>	<p>The Environment</p> <p>New language content: Saying what the weather is like. Naming garden creatures. Talking about garden activities. Talking about recycling.</p> <p>Lesson 1: The weather (Le temps)</p> <p>Lesson 2: The pond (L'étang)</p> <p>Lesson 3: The garden (Le jardin)</p> <p>Lesson 4: In the garden (Dans le jardin)</p> <p>Lesson 5: Rubbish (Les ordures)</p>



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	<p>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>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>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>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>Lesson 5: Films (les films)</p> <p>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: 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>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>Listening: Recognise the future tense with little help.</p> <p>Join in with the unit's song,</p>	<p>Lesson 5: Arts and Crafts (Travaux manuels)</p> <p>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 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>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> <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
<b>Art:</b>	<p><b>Painting</b> 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><b>Collage</b> 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><b>Textiles</b> 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. Using 'Starry Night' as template <b>Sewing solar system</b> Project: natural dying clothes with vegetables</p>	<p><b>Sculpture</b> 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><b>Printing</b> 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><b>Drawing</b> Making sketches for a finished drawing for example; school building. Use a sketch book. Drawing for a purpose for example; illustration</p>
<b>Geography</b>	<b>How do I find out about our local area?</b>	<b>What a state! California</b>	<b>How on Earth? Our world from the International Space Station</b>	<b>How do we impact on our landscape?</b>	<b>Our challenging world</b>	<b>Croeso i Ariannin ?</b>
<b>History</b>	<b>The Vikings: Viking boats</b>	<p><b>The Vikings Viking shields</b></p> 	<b>Medicine</b>	<b>Medicine</b>	<b>The Battle of Britain</b>	<b>Early Islamic civilisation</b>
<b>Famous artist:</b>	<p><b>Jackson Pollock (North America)</b></p> 		<p><b>Van Gogh (Europe)</b></p> 		<p><b>Isabel le Roux (Africa)</b></p> 	
<b>Music:</b>	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"> <li>Listen &amp; Appraise - recognise styles, find the pulse, recognise instruments, listen, discuss all dimensions of music.</li> <li>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.</li> <li>Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol.</li> </ul>					



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	<ul style="list-style-type: none"> <li>• Improvisation - create your own responses, melodies and rhythms.</li> <li>• Composition - create your own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol.</li> <li>• 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.</li> </ul>					
<b>French:</b>	<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>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>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>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>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'. 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>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 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</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>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>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> <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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		Listening: I can understand the main points and some of the detail from a spoken story or poem, which contains unfamiliar language.		passage, including more complex phrases and sentences.		
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