

Curriculum and Assessment Addendum

September 2020-21

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St Mary Magdalene C of E Primary School

Headteacher: Miss S Robinson

7th July 2020

Dear Parents and Carers,

Re: September Curriculum

As a Church of England school, our Christian values continue to underpin every decision that we make and our curriculum is no exception. When we reopen in September, children will access a streamlined curriculum during the first four weeks of term. This is to enable a focus on core skills and ensure that children have the base knowledge and understanding to enable them to make good progress throughout the 2020-21 academic year. This addendum will begin on 7th September following two days of transition activities with their new teacher.

The focus subjects will be: English, Maths, PE, RE, P4C and Art, all chosen because they teach core skills, or because they provide a vehicle to overcome wellbeing concerns. The whole school will use the stimulus text 'Voices in the Park' by Anthony Browne. This has been chosen because it provides four concepts which are key to sharing experiences and supporting children back to school following the COVID closures: **friendship, perceptions, identity and hope**. In the book, four different voices tell the story of a shared experience of a walk in the park. Each person shares a different perspective of the same event and illustrates how different personalities and outlooks can perceive the same thing in many different ways.

During this period, there will be three assessment days during which children in KS2 will sit tests, or in KS1 and FS, carry out practical assessment-based activities. Following this, we will hold an extraordinary INSET day on Friday 25th September. This day will be used for senior leaders to meet with every teacher to discuss their pupils' attainment and progress following the basic skills focus and assessment days. On this INSET day, targets and trajectories will be set for every child and any requiring additional support will be identified and intervention plans put in place. We hope to hold **Parents' Evenings** soon after (6th & 7th October) to share this information with parents - this is subject to government guidance at the time.

We hope that this document will explain further our curriculum approach and help to alleviate any concerns that you may have about your child's academic achievement and wellbeing. Your children have always been, and remain, at the heart of everything we do at St Mary's. Above all, we will continue to offer them the love, care and support they deserve. If you have any questions, please do not hesitate to contact your child's teacher or the school office.

Best Wishes

Miss Robinson
Headteacher

Mrs Pearson
Deputy Headteacher



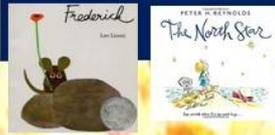
"Do not judge me by my successes, judge me by how many times I fell down and got back up again."

- Nelson Mandela

Possible Enquiry Questions

1. Can our imagination make our dreams come true?
2. Are dreams, aspirations and wishes the same?

Resources:
The North Star
Frederick



Root Concept:
Hope

W/C
28th
Sept

Resources:
Little Hopscotch
Something Else
Tusk Tusk
Three Monsters
The Undeclared
Sulwe
How to be a Lion

Possible Enquiry Questions

1. What are the consequences of judging by appearance?
2. Does our identity matter?
3. Is it possible to avoid pre-judging?
4. What makes you, you?
5. Do we have something in common with everyone?
6. Does it matter what we look like?
7. Is a false identity still an identity?
8. When we look in the mirror, do we see what everyone else sees?
9. Does skin colour matter?
10. Do we all pre-judge?



Possible Enquiry Questions

1. Is it possible to experience exactly the same thing as someone else?
2. Do we only see what our mind allows us to see?
3. Does our personality dictate the experiences we have?
4. Can we ever see things from exactly the same perspective as someone else?
5. Do we need to have shared views to be friends?
6. Would it be good if we all agreed with each other all the time?
7. Can two people share the same perspective?
8. Do we all share the same world or different worlds?

Root Concept:
Stereotypes & Identity

W/C
21st
Sept

Resources:
Two Monsters
The Dot



Root Concept:
Perceptions

W/C
14th
Sept

Possible Enquiry Questions

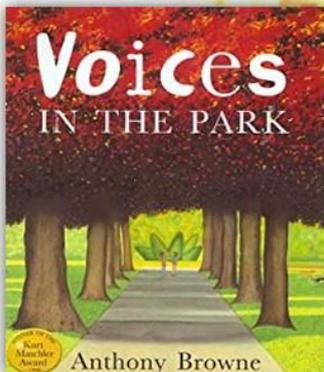
1. Should we always agree with our friends?
2. Should a friend never fall out with you?
3. Do friends see things the same ways as you?
4. Are all friends good friends?
5. What is a friend?
6. Do friends always make you happy?
7. If you friend makes you sad, can they still be your friend?
8. Do you have to compromise to be friends?
9. Can we see the world as others see it?
10. Is friendship built upon shared experiences?
11. Do friends always have something in common with each other?

Resources:
What's the Big Idea - Ep 3
One
Mr Wolf's Pancakes
Harry Potter



Root Concept:
Friendship

W/C
7th
Sept



Voices in the Park: Our Stimulus Text

Four different voices tell the story of a shared experience of a walk in the park. Each person shares a different perspective of the same event and illustrates how different personalities and outlooks can perceive the same thing in many different ways.

This book was chosen to enable children to share their own experiences of home learning throughout COVID19 closures, and to help them appreciate that others' encounters may be different. Some of the themes, such as 'hope' and 'friendship' will also support children to revive friendships and to look positively to the future.

What is P4C?

P4C stands for Philosophy for Children, and is an approach to teaching and learning which encourages and develops children's caring, creative, collaborative and critical thinking skills. It is these skills which enable children to be independent thinkers and learners across the rest of the curriculum. On Philosophy Fridays, each class takes part in a discrete P4C session, and explores a concept or question which they created and chose themselves.

Caring Thinking

- We think about what is said
- We listen to others carefully
- We imagine how others feel
- We don't interrupt
- We wait our turn

Collaborative Thinking

- We speak to each other
- We build on ideas
- We are friendly and helpful
- We share our experiences
- We work together

Creative Thinking

- We make connections
- We think of new ideas
- We explore possibilities
- We compare
- We suggest alternatives

Critical Thinking

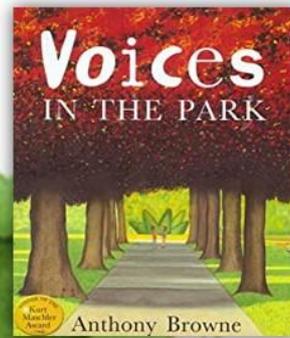
- We ask 'big' questions
- We test our ideas
- We give good reasons
- We look for evidence
- We suggest conclusions

P4C: we aim to think critically, become resilient and develop high self-esteem



"I'm not saying it's going to be easy, but that's no reason to give up. You'll be surprised what you can accomplish if you set your mind to it."

Louis Sachar



- Why Novel Study?**
- Challenging and encouraging for all children
 - Develops and supports a creative and stimulating curriculum
 - Based on 1st hand experiences
 - Builds confidence, independence and risk taking

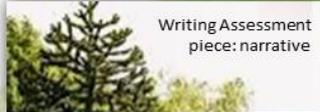
- What does Novel Study develop?**
- All forms of communication
 - Oracy and language
 - Imagination – the ability to think, reflect and grow morally, socially and cognitively
 - Deep analysis
 - Trust – creates a safe place for children to express their thoughts
 - What is the pedagogy behind it?
 - Immersive – engagement
 - Reader Response Theory
 - Mastery – deep analysis and questioning, reasoning with evidence
 - AFL – develops alongside the children's reactions
 - 4 Cs – Communication, Collaboration, Critical thinking and Creativity
 - Holistic – covers all genres, writing process develops naturally, responses
 - reflect deeper understanding of language and context

- Phonics**
- Phonics in Y1**
- Assessments carried out to identify gaps from previously taught phase.
 - Gaps to form the basis of phonic teaching during first 4 weeks of Autumn 1.
 - Assessment carried out w.c. 21st Sept to identify focus for interventions.
- Remainder of Autumn 1**
- Phase 3 consolidation/Phase 4 discrete phonics sessions. Delivered in small groups with daily 'keep up' interventions.

- Phonics in Y2**
- Assessments carried out to identify gaps from previously taught phase.
 - Gaps to form the basis of phonic teaching during first 4 weeks of Autumn 1.
 - Assessment carried out w.c. 21st Sept to identify focus for interventions.
- Remainder of Autumn 1**
- Phase 5 revision and discrete lessons of 'Support for Spelling'.
 - Children who didn't achieve satisfactory level of phonic knowledge in Y1 access daily discrete phonics sessions with Y1.

- Phonics in Y3**
- Assessments carried out to identify gaps from previously taught phase.
 - Gaps to form the basis of phonic teaching during first 4 weeks of Autumn 1.
 - Assessment carried out w.c. 21st Sept to identify focus for interventions.
- Remainder of Autumn 2**
- Revision of Year 2 Support for Spelling Programme.

- Reading**
- Key Stage 1**
- Benchmarking assessments to be ongoing through the initial four week teaching sequence.
 - Daily guided reading to be undertaken alongside 1 weekly session of Whole Class Comprehension.
 - Re-introduction of reading characters & associated skills.
- Lower Key Stage 2**
- Benchmarking assessments to be ongoing through the initial four week teaching sequence.
 - Year 3 - Daily guided reading to be undertaken alongside 1 weekly session of Whole Class Comprehension.
 - Year 4 – Specific groups of children to have daily guided reading intervention. Daily Whole Class Reading Comprehension.
- Upper Key Stage 2**
- Benchmarking assessments to be ongoing through the initial four week teaching sequence where appropriate.
 - Daily Whole Class Reading Comprehension.



Writing Assessment piece: narrative

- Redraft and Publish**
- Clear feedback and next steps linked to success criteria
 - Reflect on outcome against audience
 - Create a final published piece of writing

- Write and Edit**
- Demonstration, teaching scribing and supported composition through shared and guided writing
 - Write drafts based on the plan created
 - Use knowledge of reading to help compose and make informed choices in writing
 - Self and peer evaluation against checklist produced during analysis stage

- Plan**
- Use the success criteria
 - Drama, speaking and listening opportunities
 - Clarify audience and purpose
 - Use a clear planning format (see Sue Palmer books)
 - Narrative – use of a story mountain. Opening/build up, problem, resolution and ending

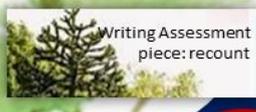
W/C 28th Sept

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- Analyse (1 day)**
- Define features and characteristics of text/genre
 - Create checklist based on these features
 - Agree and understand the success criteria
 - Identify sentence level features
 - Explore vocabulary and word level features
 - Identify level of formality

- Hook/Read (1 day)**
- Real audience and purpose with a clear outcome
 - Broad, rich and engaging reading curriculum
 - Drama, speaking and listening opportunities



Writing Assessment piece: recount

- Fiction 2 Week Teaching Sequence Narrative**
- FS - speech bubbles
 - Y1 - retelling of the story
 - Y2 - alternative event
 - Y3 - change ending
 - Y4 - change setting
 - Y5 - story within a story - two new perspectives
 - Y6 - change character (introduce a new character and their perspective or write a similar story based on different characters)

W/C 14th Sept

- Fiction 2 Week Teaching Sequence Recount**
- FS - Letter
 - Y1 - Diary
 - Y2 - Diary
 - Y3 - Letter
 - Y4 - Letter
 - Y5 - Diary
 - Y6 - Letter

- Write and Edit**
- Demonstration, teaching scribing and supported composition through shared and guided writing
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Reading Assessment takes place 16–18 September

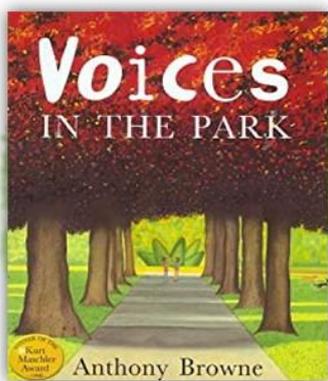
W/C 21st Sept



HOOK
Collective Experience focussing on different perspectives. Introduce concept of different perspectives from the same shared event

W/C 7th Sept

3-4th Sept



Voices in the Park: Our Stimulus Text

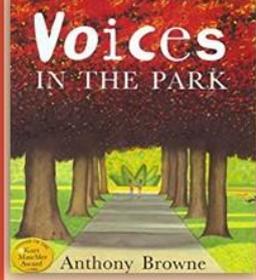
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“Pure mathematics is, in its way, the poetry of logical ideas.”

- Albert Einstein



Our Stimuli
The book 'Voices in the Park' provides four concepts which are key to supporting children back to school following the COVID closures: friendship, perceptions, identity and hope. In the book, four different voices tell the story of a shared experience of a walk in the park. Each person shares a different perspective of the same event and illustrates how different personalities and outlooks can perceive the same thing in many different ways.

In Maths, children will focus on two core concepts:

Hope – Maths can be hard to grasp, and often daunting, if children have gaps in learning. Children will focus on the concept of hope to support them to take a positive attitude to securing key skills to prepare them for the year ahead.

Friendship – a collaborative approach is always taken at St Mary's and throughout this addendum period, children will be encouraged to support one another to be able to move their learning forward as a class 'team'.

FRACTIONS	
Year 6 (Y5 strategies)	Part whole models lead to addition & subtraction of fractions with the same denominator & multiples of that number Bar models lead to converting mixed numbers to improper fractions Repeated addition of fractions, leading to multiplication of proper fractions and mixed numbers by whole numbers
Year 5 (Y4 strategies)	Part whole models leading to addition and subtraction of numerators beyond one whole with the same denominator
Year 4 (Y3 strategies)	Recognise and show, using diagrams, equivalent fractions Compare and order unit fractions, and fractions with the same denominators. Part whole models leading to addition and subtraction of numerators within one whole
Year 3 (Y2 strategies)	Recognise, find, name and write fractions $1/3$, $1/4$, $2/4$, $1/2$, $3/4$ of a length, shape, set of objects, or quantity. Write simple fractions and recognise the equivalence
Year 2 (Y1 strategies)	Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
Year 1 (YR strategies)	Sharing objects into equal groups
Year R	Baseline assessment

Overarching topic: securing fractions knowledge from previous year group

W/C 28th Sept

	MULTIPLICATION	DIVISION
Year 6 (Y5 strategies)	Column multiplication	Short division (up to 4 digits by 1 digit inc. remainders)
Year 5 (Y4 strategies)	Column multiplication introduced with place value counters	Division with a remainder Short division (up to 3 digits by 1 digit)
Year 4 (Y3 strategies)	Arrays Grid Method	Division with a remainder 2 digit divided by 1 digit using base 10 or place value counters
Year 3 (Y2 strategies)	Using number lines to show repeated groups Arrays- showing commutative multiplication	Division as grouping and within arrays- linked to multiplication Repeated subtraction
Year 2 (Y1 strategies)	Doubling Repeated addition of equal groups Counting in multiples: use numicon/objects	Sharing objects into groups Division as grouping e.g. I have 12 sweets and put them in groups of 3, how many groups?
Year 1 (YR strategies)	Doubling	Sharing objects into groups
Year R	Baseline assessment	Baseline assessment

Overarching topic: securing previous year group multiplication and division strategies

Overarching topic: securing previous year group addition & subtraction strategies

	ADDITION	SUBTRACTION
Year 6 (Y5 strategies)	Place value counters leading to column addition: THTO,TH	Column method with regrouping: THTO,TH
Year 5 (Y4 strategies)	Place value counters leading to column addition: THTO	Column method with regrouping: THTO
Year 4 (Y3 strategies)	Place value counters leading to column addition: HTO	Column method with regrouping: HTO
Year 3 (Y2 strategies)	Adding three single digits Use of base 10 to combine two numbers: - partitioning: tens & ones to add - adding 10 and adjusting - bridging through 10	Partitioning to bridge 10 Counting back in ones using a number line Part whole connections: finding the difference Use of base 10 with and without exchange
Year 2 (Y1 strategies)	Combining two parts to make a whole: part whole model Starting at the bigger number and counting on- using cubes, Numicon and number lines Regrouping to make 10 using ten frame	Partitioning to bridge 10 Counting back in ones using a number line Part whole connections: finding the difference
Year 1 (YR strategies)	Combining two parts to make a whole: part whole model Starting at the bigger number and counting on- using cubes, numicon and number lines	Take away ones: part whole model Counting back in ones using a number line
Year R	Baseline assessment	Baseline assessment

W/C 21st Sept

W/C 14th Sept

Overarching topic: securing place value and number fact knowledge from previous year group

W/C 7th Sept

	COUNTING	PLACE VALUE AND NUMBER FACTS
Year 6 (Y5 knowledge)	Count forward/back in powers of 10 to 1,000,000. Count in thousandths	Interpret negative numbers, count forward/back through zero. Read, write, order and compare numbers to 1,000,000 Round up to 1,000,000 to the nearest 10, 100, 1000, 10000 or 100000
Year 5 (Y4 knowledge)	Count back through 0, to include negative numbers Count in multiples of 6, 7, 9, 25 and 1000.	Find 1000 more/less Compare/ order numbers beyond 1000 Round numbers to the nearest 10, 100 or 1000
Year 4 (Y3 knowledge)	Count from 0 in multiples of 4, 8, 50 and 100.	10/100 more or less. Read/write/compare/order to 1,000 Place value of 3 digit number
Year 3 (Y2 knowledge)	Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.	Read and write numbers to at least 100 in numerals and in words. Compare and order numbers from 0 up to 100; use < > = signs. Recognise the place value of each digit in a 2 digit number
Year 2 (Y1 knowledge)	Count across 100, forward and backward, beginning with 0 or 1, or from any given number Count in 2s, 5s and 10s	Read and write numbers to 100 in numerals Given a number, identify 1 more or 1 less. Read and write numbers from 1 – 20 in numerals and words
Year 1 (YR knowledge)	Count reliably with numbers from 1 -20	Place 1-20 in order, say one more or one less than a given number. Using quantities and objects, add and subtract two single-digit numbers
Year R	Baseline assessment	Baseline assessment



However many holy words you read, however many you speak, what good will they do you if you do not act upon them? -

Buddha

Focus	Year Group	Objective
Understanding the impact	YR	Baseline Assessment
	Y1	Give an example of how Christians put their beliefs into practice in worship
	Y2	Give examples of how Christians put their beliefs into practice in worship
	Y3	Describe how humans are God's stewards.
	Y4	Reason about why the Ten Commandments were necessary.
	Y5	Show how Christians put their beliefs into practice in worship.
Y6	Show understanding of why many Christians find science and faith go together	

Collective Worship Theme: Generosity - Caring for Creation (Genesis 2:15)

W/C 28th Sept

Collective Worship Theme: Generosity - Giving cheerfully (2 Corinthians 9:7)

Focus	Year Group	Objective
Making sense of the text	YR	Baseline Assessment
	Y1	Give clear, simple accounts of what the story means to Christians.
	Y2	Give clear, simple accounts of what the text means to Christians.
	Y3	Make clear links between Genesis 1 and what Christians believe about God and Creation.
	Y4	Offer suggestions about what the story of Adam and Eve might show about human nature and how to act.
	Y5	Explain connections between biblical texts and Christian ideas of God, using theological terms.
Y6	Suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.	

W/C 14th Sept

Collective Worship Theme: Generosity - Giving sacrificially (Luke 21: 1-4)

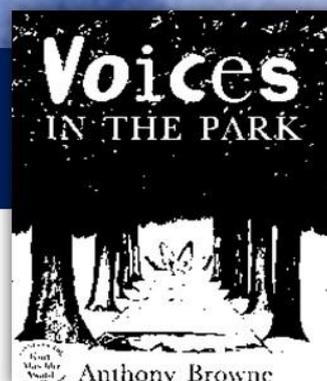
Collective Worship Theme: Generosity - Loving others as we love ourselves (Mark 12:31)

W/C 21st Sept

Focus	Year Group	Objective
Understanding the impact	YR	Baseline Assessment
	Y1	Give examples of ways in which Christians show their belief in God as loving and forgiving
	Y2	Give an example of a way in which Christians use the story of Jonah to guide their beliefs about God
	Y3	Describe what Christians do because they believe God is Creator.
	Y4	Describe how and why Christians might pray to God, say sorry, forgive and ask for forgiveness.
	Y5	Make clear connections between Bible texts studied and what Christians believe about God
Y6	Make clear connections between Genesis 1 and Christian belief about God as Creator.	

Focus	Year Group	Objective
Making sense of the text	YR	Baseline Assessment
	Y1	Recognise a link with the story and concept of God as a forgiving Father.
	Y2	Tell the key points of the story of Jonah from the Bible, and recognise a link with the concept of God.
	Y3	Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'
	Y4	Place the concepts of God, Creation and the Fall on a timeline of the Bible's 'Big Story'.
	Y5	Identify some different types of biblical texts, using technical terms accurately.
Y6	Outline the importance of Creation on the timeline of the 'big story' of the Bible and identify what type of text some Christians say Genesis 1 is, and its purpose.	

W/C 7th Sept



Conce pt Key question

Conce pt	Key question
R	Belongi ng
1	God
2	God
3	Creatio n/ Fall
4	Creatio n/ Fall
5	God
6	Creatio n/ Fall

What does it mean to belong
What do Christians believe God is like? CORE Parable of the Lost Son (Luke 15)
What do Christians believe God is like? DIGGING DEEPER Jonah and the Whale
What do Christians learn from the creation story? CORE Creation story (Genesis 1)
What do Christians learn from the creation story? DIGGING DEEPER Adam and Eve (Genesis 2 & 3)
What does it mean if God is holy and loving? CORE/ DIGGING DEEPER Psalm 103; Isaiah 5; John 4
Creation and Science: conflicting or complementary? Genesis

Our Stimuli

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In RE lessons, some of these concepts will be explicitly explored:

Hope – for Christians, their faith is a vehicle of hope. Many people throughout lockdown have turned to faith to give them hope about the future; by exploring this, children may choose to use it in this way.

Perceptions – children will have the opportunity to explore peoples' differing perceptions about the value of faith as a support mechanism in times of difficulty

Identity – children will have the opportunity to engage in discussions about their own faith and what it means to them.

RE: we aim to consider Christian perspectives on life and to think critically about our beliefs



“Sports teaches you character, it teaches you to play by the rules, it teaches you to know what it feels like to win and lose-it teaches you about life.” - Billie Jean King

SKILL PROGRESSION

- **YR Handball (Ball Skills):** Throwing with one hand, catching with two hands and hands in cup shape.
- **Y1 Handball (Ball Skills):** Throwing with one hand, catching with two hands and hands in cup shape & moving with the ball (3 steps).
- **Y2 Handball (Ball Skills):** Throwing with one hand, catching with two hands and hands in cup shape & moving with the ball – small/big steps.
- **Y3 Handball:** Shoulder pass, passing when moving, shooting from stationary position – no goalkeeper.
- **Y4 Handball:** Shoulder and bounce pass. Shooting from stationary position, aiming at targets – no goalkeeper
- **Y5 Handball:** Shoulder and bounce pass. Pass ball on 2nd step. Shooting from stationary position with a goalkeeper. Understanding shooting angles. Pass and move.
- **Y6 Handball:** Shoulder and bounce pass. Shooting while moving with a goalkeeper. Passing the ball while moving. Attacking and defending.



Root Concept:
Friendship

W/C
28th
Sept



W/C
21st
Sept

Root Concept:
Perceptions



Root Concept:
Identity &
Stereotypes

W/C
14th
Sept



Root Concept:
Hope

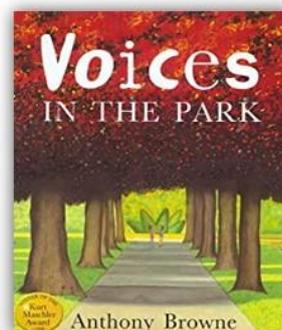
W/C
7th
Sept

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In PE, all children will be learning 'Handball' skills linked to their year group. However, each week they will explore concepts linked to Voices in the Park through the school games values:

- **Friendship** – children will work in teams to succeed
- **Perceptions** – through showing respect for all participants, accepting defeat with grace and treating others politely, recognising their talents and preferences
- **Identity** – children will learn about themselves and their talents, developing self belief and building sporting identity.
- **Hope** – children will learn mental strength and self discipline in pursuit of their personal bests.



Ashfield District School Games

Invasion Games
Y5/6 B Team Futsal Qualifier
Y5/6 Handball Qualifier
Y3/4 Futsal Qualifier
Y5/6 Quicksticks Hockey
Y3/4 Handball Festival
Y4/5 Ultimate Frisbee
KS2 Boccia Qualifier

Athletics
Y5/6 District Cross Country
Y3/4 District Cross Country
Y3/4 Sportshall Athletics
Y5/6 Sportshall Athletics
KS1 Cross Country
KS1 Sportshall Athletics
KS1 Multi skills

Basketball
Y4/5 Girls only Basketball
Y5/6 Basketball

Tennis
Y3/4 Mini Tennis Qualifier

Swimming
KS2 Swimming Gala
Y4/5 Best Challenge

Other
Young Ambassador Training
Y3/4 Change for Life Festival
Primary School Games
Sports Day



School Games Values

We follow the six School Games Values when competing and in our PE lessons.

Determination:

Keep going no matter what. Determination is about the journey you go on to push yourself and achieve your dreams. Have the mental strength and self discipline to overcome obstacles, commit to your goals and keep working everyday to become the very best you can be. Don't hold back!

Teamwork:

Treating everyone equally, supporting each other and working together to have fun and achieve. Celebrate each other's success and be a positive team player.

Self-Belief:

You've got to believe to achieve. Have the self-belief and confidence to succeed and reach your personal best

Honesty:

Be honest with others and with yourself. Have the courage to do the right thing and what you know is right. Let the best person win, not the best cheat!

Passion:

Giving it 100 per cent. Put your heart and soul into the game and never give up. Passion makes you enter the race and passion makes you finish it.

Respect:

Show respect for the referee, for the opposition, for your team mates, for yourself and for the game. Accepting victory and defeat with grace, treating others politely and with understanding. Have respect every day, in every sport and for everyone.

PE: we aim to utilise fine and gross motor skills, cultivate character, ambition and healthy competition



“Clay can be dirt in the wrong hands, but clay can be art in the right hands.” - Lupita Nyong'o



UKS2 Outcome:

Individual butterflies with intricate colour to represent identity using oil pastels. Assemble onto ships created by groups, also in oil pastel. Displayed by mounting onto a large, pre-painted display board.



LKS2 Outcome:

Paired recreation of Kupka's image using mixed media. Pupils' faces to be photographed, printed and painted over using acrylics in pupils' favourite colours.



KS1 Outcome:

Group collage: children use acrylic paint in their favourite colours to create patterned circles. These are assembled onto a group collage to recreate Pindell's piece.



FS Outcome:

Group collage using pre-cut, rectangles in primary colours, black and white. Children choose their favourite colours and position them as a group to recreate Mondrian's work.

Communication Creating art to represent something real or express an emotion, mood or message (Artist Talk)	EYFS	Experiment with artistic elements (e.g. colours, patterns, textures, lines, shapes, forms and spaces) in their own pieces of art.
	KS1	Apply their knowledge and understanding of artistic elements and different artistic styles to create their own pieces of art.
	KS2	Justify their use of artistic elements and different artistic styles to make deliberate choices about their own pieces of art.



The **focus formal element** should be **colour** to enable children to key into the idea of a rainbow and its connotations of hope throughout lockdown.

W/C 21st & 28th Sept

Composition Art can take on an endless array of shapes through the manipulation of colour, pattern, texture, line, shape, form and space.	EYFS	Name artistic elements (e.g. colours, patterns, textures, lines, shapes, forms and spaces) in a range of artwork (e.g. in their own work, or that of artists)
	KS1	Identify and describe artistic elements (e.g. colours, patterns, textures, lines, shapes, forms and spaces) in a variety of artistic styles (e.g. cubist, pop art, impressionist, contemporary, abstract) Recreate specific elements (e.g. colours, patterns, textures, lines, shapes, forms and spaces) of an artistic styles
	KS2	Compare and contrast artistic styles (e.g. cubist, pop art, impressionist, contemporary, abstract) using technical language linked to artistic elements. Recreate artists' work in a range of different artistic styles

W/C 14th Sept

Comprehension Critically ascribe meaning to a piece of art (Critic Talk)	EYFS	Identify how a piece of art makes them feel
	KS1	Describe how a piece of art makes them feel using simple language linked to artistic elements to give reasons why. Analyse how artists' make deliberate choices about composition in order to have an effect on the audience.
	KS2	Explain how a piece of art makes them feel using more technical language linked to artistic elements and style to justify their response. Investigate how artists' deliberate choices about composition have different effects on the audience, based on their personal experiences and values.

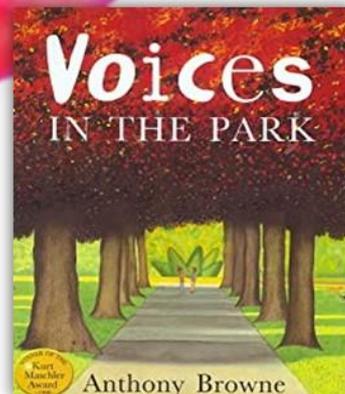
W/C 7th Sept

Our Stimuli and Rationale

The book 'Voices in the Park' provides four concepts which are key to supporting children back to school following the COVID closures: friendship, perceptions, identity and hope. In the book, four different voices tell the story of a shared experience of a walk in the park. Each person shares a different perspective of the same event and illustrates how different personalities and outlooks can perceive the same thing in many different ways.

In Art, children will explore these concepts in the following ways:

- **Hope** – a rainbow, used throughout lockdown to reflect this concept, will feature in all final pieces. Artists have been chosen specifically for their use of colour.
- **Friendship** – all final pieces will be collaborative and created in pairs or groups
- **Perceptions** – each phase will study a different artist so will give a different perspective on the 'rainbow' theme
- **Identity** – children will learn about artists' backgrounds, carefully chosen to reflect a range of nationalities and genders.



Focus Artists

These have been chosen specifically to help children look at art from differing perspectives.

UKS2 Focus Artist:

Salvador Dali. Spanish Surrealist painter and printmaker known for exploring subconscious imagery.



LKS2 Focus Artist:

František Kupka was a Czech painter and graphic artist. He was a pioneer and co-founder of the early phases of the abstract art movement



KS1 Focus Artist:

Howardena Pindell is an American painter and mixed media artist. Her work explores texture, color, & structures. It is often political, addressing the issues of racism, feminism, violence, slavery, and exploitation



FS Focus Artist:

Piet Mondrian. Painter who was an important leader in the development of modern abstract art

