



Girnhill Infant School

‘Where everyone is valued and futures matter’

RE

Aims:

- Children will be introduced to subject specific vocabulary that a person of faith would use
- Children will use subject specific vocabulary to talk like a person of faith
- Children will use subject specific vocabulary and definitions that a person of faith would use
- Children will research, interpret and present like a person of faith
- Children will learn, work and talk like a person of faith.

Sikh Guru Nanak EYFS .Which people are special and why?	Knowledge	Skills - Ideas	Vocabulary	Questions	Skills	Skills - Evaluation
	<p>F1- I am learning to listen attentively to stories.</p> <p>I am learning to notice and communicate some of their own feelings linked to the stories I hear.</p> <p>I am learning to communicate their ideas about which books and objects are special to me.</p> <p>I am learning to name and identify</p>	<p>Specific teaching sequence for RE</p> <p>Rosenshine’s principles in action:</p> <ul style="list-style-type: none"> - Daily Review: Each lesson to begin with a recap of subject specific vocabulary and definitions - Introduction of new learning and asking questions - Provide models/scaffolds: support children with learning and applying new skill alongside evaluating using modelled vocabulary - Independent practise: children further develop the new skill 	<p>Special books</p> <p>Pray</p> <p>Worship</p> <p>Christian Bible</p> <p>Promise</p> <p>Jesus</p> <p>God</p>		<ul style="list-style-type: none"> • Identifying own feelings through the stories they hear. • Listening to and identifying religious texts. • To retell stories of faith • To recognise and understand religious words. • Understanding and talk about feelings • Identifying and naming special religious objects. 	<p>F1- identify some of their own feelings in the stories they hear.</p> <p>Identify a sacred text.</p> <p>Talk about the calming of the storm.</p> <p>Talk about David and Goliath</p> <p>Recognise some religious words.</p>



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features of the bible.

I am learning to listen attentively to a religious story.

I am learning to tell the plot of the calming of the storm and communicate the meaning behind the story.

I am learning to listen to and talk about the story of David and Goliath

I am learning to recognise some religious words about God in relation to the story of David and Goliath.

I am learning to develop and communicate my ideas about promises and keeping them.

I am learning to name and identify features of the Qur'an

-Weekly review: draw back upon this learning when exploring other skills and to revisit subject specific vocabulary



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F2- I am learning to show sensitivity to others feelings and form positive relationships.
I am learning to talk about how they themselves are special.
I am learning to listen attentively to a speaker, responding to what they hear with relevant comments, questions and actions. I am learning to understand how others in the local community help them and have special qualities.
I am learning to recall a story about Guru Nanak.

Relationships
Special person
Special
Likes
Dislikes
Family
Friend

.Describing why they are special
.Describing their likes and dislikes
.Discussing who their family and friends are

F2Talk about people who are special to them including themselves, their classmates and people from outside their class community.

Talk about people who are special to them in the local community

Say what makes people I in the local community special.

Recall a story about a special person in Sikhism and talk about what can be learnt from it.



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	<p>I am learning to talk about how a story presents Guru Nanak as special.</p> <p>I am learning to listen attentively and with enjoyment to stories, responding with relevant comments, questions and actions. I am learning to identify my friends and some qualities of a good friend</p>		<p>Christian Symbols Religious objects Religion</p> <ul style="list-style-type: none">• Friend• Kind <p>Helpful Friendly</p>		<p>.listening to and responding to questions and commenting appropriately.</p>	<p>Identify some of the qualities of a good friend and identify their own good friends.</p> <p>Recall and talk about a story where Jesus shows friendship to another.</p>
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Aims:

- Children will be introduced to subject specific vocabulary that an artist would use
- Children will use subject specific vocabulary to talk like an artist
- Children will use subject specific vocabulary and definitions that an artist would use
- Children will research, interpret and present like an artist
- Children will learn, work and talk like an artist

Year	Knowledge	Skills - Ideas	Vocabulary	Skills - Making		Skills - Evaluation
1	<ul style="list-style-type: none"> • Learn about the work of different artists and art styles • Develop a greater understanding of how different artists depicted the same theme • Use language to describe art e.g. use a formal elements and a descriptive word or feeling e.g. cold blue, angry shapes etc 	<p>Specific teaching sequence for art and design using Rosenshine’s principles in action:</p> <ul style="list-style-type: none"> - Daily Review: Each lesson to begin with a recap of subject specific vocabulary and definitions - Introduction of new learning and asking questions: introduction of artist and focused skill - Provide models/scaffolds: support children with learning and applying new skill alongside evaluating using modelled vocabulary 	Powder paint Poster paint Acrylic paint Measure Mix Brush Colour Primary colour Secondary colour Blending Effect Line Texture Shape 3D Surface Properties	Painting <ul style="list-style-type: none"> • Measure and mix paint they need and know how to load brush with correct amount of paint • Develop preferred way of holding a brush • Know how to clean brush and water between colours • Name and recognise the primary colours and how they can be mixed into secondary colours • Learn to blend colours on the paper whilst the paint is wet • Know how to use different size brushes for different effects • Use colours, lines, textures and shapes imaginatively to show thoughts and feelings • Paint on 3D surfaces ensuring a good standard of finish • Know different types of paint and the properties of each • Know and have used different types of painting surfaces • Learn that things can be added to paint to create textured effects 	Drawing <ul style="list-style-type: none"> • Develop ability to draw from simple geometric shapes • Shown a range of drawing media e.g. graphite, charcoal, crayon • Learn similarities and differences between materials and say which they prefer and why 	<ul style="list-style-type: none"> • Talk about their work saying which aspects they feel went well and which areas they want to improve • They use key words when describing art • Give advice and encouragement to others to help and improve their work • Observe other pupils working and learn from them



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<p>- Independent practise: children further develop the new skill</p> <p>-Weekly review: draw back upon this learning when exploring other skills and to revisit subject specific vocabulary</p> <p>Planning and designing:</p> <ul style="list-style-type: none"> • Draw and paint from imagination in ways such as story telling or describing characters • Draw and paint from memory to illustrate things, people or places they know or remember • Draw and paint to invent things • Draw and paint from observation 	<p>Geometric</p> <p>Shape</p> <p>Similarities</p> <p>Differences</p> <p>Lines</p> <p>Light</p> <p>Dark</p> <p>Tones</p> <p>Shade</p> <p>Detail</p>	<p>• Draw for pleasure, developing an interest in things around them</p> <p>• Try new ways of making marks and lines</p> <p>• Exploring light and dark and creating tones</p> <p>• Practise shading tones with a few gaps that is neat to the edges</p> <p>• Blend shading and refine rough edges with detail</p>	<p>• Learn different methods of printing such as mono printing, block printing, relief printing or by etching into soft materials</p> <p>• Create printing blocks using simple materials</p> <p>• Learn to make simple motifs and print multi coloured</p>			
				<p>Printing</p> <p>Print</p> <p>Mono printing</p> <p>Block printing</p> <p>Relief printing</p> <p>Etching</p> <p>Printing blocks</p> <p>Motifs</p> <p>Colour</p>	<p>Printing</p>	<p>• Cut, form, tear and join a range of materials</p> <p>• Understand about drying times and holding things in place until set</p> <p>• Take care to finish things neatly and properly</p>
				<p>Sculpture</p> <p>Sculpting</p> <p>Cut</p> <p>Form</p> <p>Tear</p> <p>Join</p> <p>Drying</p> <p>Setting</p>	<p>Sculpting</p>	<p>• Learn to take photos with digital cameras</p> <p>• Use painting software to edit and manipulate photos</p> <p>• Use basic painting software to suit their ideas</p>
				<p>Technology</p> <p>Digital Art</p> <p>Editing</p> <p>Enhancing</p> <p>Manipulate</p> <p>Photo</p>	<p>Technology</p>	



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		<ul style="list-style-type: none"> Develop ideas and solve problems in groups or pairs to design and make things, listening to others ideas, deciding on actions to take 	Software Craft Crafting Fabric Dyeing Wax resist Decorate Applique Collage Shape Colour Purpose Experiment Scraping Etching Making Creating	Craft	<ul style="list-style-type: none"> Dyeing fabrics and use of wax resist to create textiles Textiles are decorated with more complexity and applique techniques are used Collage is used to select and cut colours and shapes from a range of sources to suit ideas and purposes Art is made from experimental craft forms e.g. scraping the paint from a surface, simple etchings, glass painting, jewellery etc 	
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Year	Knowledge	Skills - Ideas	Vocabulary	Skills - Making		Skills - Evaluation
2	<ul style="list-style-type: none"> • Pupils learn about the work of different artists and painting styles • Look at art for pleasure, choosing which art they like best and justify their choices. • Say things about works of art that they like using subject specific vocabulary • Use questions to establish facts and opinions about art and artists 	<p>Specific teaching sequence for art and design using Rosenshine’s principles in action:</p> <ul style="list-style-type: none"> - Daily Review: Each lesson to begin with a recap of subject specific vocabulary and definitions - Introduction of new learning and asking questions: introduction of artist and focused skill - Provide models/scaffolds: support children with learning and applying new skill alongside evaluating using modelled vocabulary 	Powder paint Poster paint Acrylic paint Paint brush Equipment Purpose Measure Mix Control Variation Tone Tint 2D 3D Surface Suitable Tools Spattering Stippling Dripping Pouring Expressive Techniques	Painting	<ul style="list-style-type: none"> • Making good progress in developing painting skills • Know and have used different types of paint and painting surfaces and can identify different paintbrushes and painting equipment, understanding the various purposes they have • Learning how to paint neatly and carefully without leaving gaps or messy edges • Measure and mix paint they need and apply sensitively and with control • Develop colour mixing to make finer variations in secondary colours (tone and tint) • Experiment with painting on 2D surfaces such as cartridge paper, fabric etc • Paint on 3D surfaces such as models using suitable paints and tools • Use different techniques to create effects such as spattering, stippling, dripping, pouring etc • Use given and self-made tools to create original lines and shapes when painting expressively • Sketchbooks are used to practise and try out ideas and techniques 	<ul style="list-style-type: none"> • Support each other when making art, helping each other to share knowledge and skills • Have had opportunity to study and talk about their and other’s work, saying what they like about it and offering help or opinions to make it better • Talk about how they could improve their work and offer advice to others. • Developing secure use of key art subject specific vocabulary • Explain how and why they made their work,



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<ul style="list-style-type: none"> Learn different ways art can be made Concentrate for longer periods and can plan and develop work over longer periods 	<p>- Independent practise: children further develop the new skill</p> <p>-Weekly review: draw back upon this learning when exploring other skills and to revisit subject specific vocabulary</p> <p>Planning and designing:</p> <ul style="list-style-type: none"> Use art to record events, people, family, relationships, things they see and feel Develop their memory through observational drawing Use different starting points and longer project lengths for improved sustained concentration Tasks are designed to develop 	<p>Drawing</p> <p>Observation</p> <p>Observational drawing</p> <p>Detail</p> <p>Technique</p> <p>Control</p> <p>Shapes</p> <p>Lines</p> <p>Media</p> <p>Graphite</p> <p>Charcoal</p> <p>Crayons</p> <p>Biro</p> <p>Ink</p> <p>Pastel</p> <p>Similarities</p> <p>Differences</p> <p>Suitable</p> <p>Purpose</p> <p>Surface</p> <p>Texture</p> <p>Form</p> <p>Dark</p> <p>Light</p> <p>Tone</p> <p>Shading</p> <p>Blending</p> <p>Refining</p>	<p>Drawing</p> <ul style="list-style-type: none"> Drawings become more competent, greater detail is shown, techniques are improving and there is evidence of greater control Connect drawing shapes to writing and alter them to suit ideas and fluently adding detail Use a range of drawing media including graphite sticks, charcoal, crayons, biro, ink and pastels Know the similarities and differences between these materials and select which one is the most suitable for the task in hand Developed a sense of what they like drawing and have the opportunity to draw these learning to improve their style from a range of sources Develop their confidence in ways of making lines and marks to describe a wide range of surfaces, textures and forms Effectively control drawing media to create dark and light tones. Further practise shading tones with a few gaps that are neat to the edges. Blend shading with tissue or finger and can rub out rough edges or refine them. 	<p>linking to artists work if appropriate</p>
		<p>Printing</p> <p>Print</p> <p>Mono printing</p> <p>Block printing</p> <p>Relief printing</p>	<p>Printing</p> <ul style="list-style-type: none"> Use printing (mono printing, block printing, relief printing etc) to create artwork that might be related to bigger topics/themes to explore patterns and iconography 	



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		<p>imagination skills and creativity.</p> <ul style="list-style-type: none"> • Make art for expression, imagination, pleasure, to translate information and to describe things • Work from memory to illustrate people or places they know • Work from observation (still life, photographs, outdoors, trips) • Work in groups or pairs to design and make things, listening to others ideas, refining ideas, deciding on best actions to take, identifying roles and resolving issues 	<p>Designer Design Pattern Iconography Motif Precision Combine Colour Overlay Improve</p>		<ul style="list-style-type: none"> • Use simple motif printing blocks to create and print complex patterns with mathematical and visual precision • Combine printing methods to make multiple colours and overlays or add other art materials to the print to improve them
			<p>Sculpt Sculpture Cut Form Tear Join Shape Design Invent Modify Plan Dry Complete Source Method 3D Finish</p>	<p>Sculpting</p>	<ul style="list-style-type: none"> • Cut, form, tear, join and shape a range of materials such as modelling clay, plastic, wire, found and natural) to make things they have designed, invented or seen and can modify and correct things with greater skill • Make plans for making, deciding which tasks need to be done first, allowing for drying and completion time and know how to get advice from a range of sources if it goes wrong • Know different ways of joining things and can choose the right method such as which glue they should use or when to use tape etc • Paint 3D models evenly and take care to ensure a good standard of finish
			<p>Technology Digital art Camera Frame Shot Purpose</p>	<p>Technology</p>	<ul style="list-style-type: none"> • Know how to use a digital camera to frame the shot to suit their purpose • Edit shot using simple software for cropping, brightness and filters etc • Use painting software to edit and manipulate photos to create more complex images



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			Software Cropping Brightness Filters Edit Manipulate Tools Functions		<ul style="list-style-type: none"> Use sophisticated painting software to create digital art, using tools and functions in a variety of ways 	
			Craft Crafting Dye Wax resist Textiles Decorate Applique Technique Collage Cut Colour Shape Texture Image Purpose Experiment Scratching Stained Glass Combine Problem Solve	Craft	<ul style="list-style-type: none"> Dye fabrics and use wax resist to create textiles Textiles are decorated with more complexity and applique technique such as beads, sequins etc are used Collage is used to select and cut colours, shapes, textures and images from a range of sources to suit ideas and purposes Art is made in a range of experimental craft forms such as scratching paint from a surface, stained glass, painting onto fabric/silk, wire, jewellery etc More easily select which material is best for the purpose Combine materials together and try out new things more confidently Creative problems are solved using selected materials in new and experimental ways. 	