

# Culgaith CofE School

## Art, Design and Technology Unit Overview Nursery and Reception

### Expressive Arts and Design Map PD - Physical Development PSED - Personal, Social and Emotional Development

<b>D.T ART</b>	A 2023/2024	B 2024/2025	C 2021/2022	D 2022/2023
Autumn Nursery	<p><b>All about me</b></p> <p><b>Toys in the past/ toys from around the world</b></p> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>• Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. (3-4)</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors. (PD)</li> </ul> <p><b>Construction and mechanism – design and make a toy</b></p> <ul style="list-style-type: none"> <li>• Explore different materials freely, to develop their</li> </ul>	<p><b>Polar Explorers extreme environments</b></p> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>• Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. (3-4)</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors. (PD)</li> </ul> <p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>• Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them.</li> </ul>	<p><b>Transport - journey around the world</b></p> <p><b>Sculpture / painting</b></p> <ul style="list-style-type: none"> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour-mixing.(3-4)</li> <li>• Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. (PD)</li> </ul> <p><b>Construction and Mechanism – vehicles</b></p> <ul style="list-style-type: none"> <li>• Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop</li> </ul>	<p><b>Ourselves/ Local Study</b></p> <p><b>Drawing – portraits - pencil</b></p> <ul style="list-style-type: none"> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. (3-4)</li> <li>• Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. (PD)</li> </ul> <p><b>Food and Nutrition</b></p> <ul style="list-style-type: none"> <li>• Make healthy choices about food and drink. (PSED) (3-4)</li> </ul>

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	<p>ideas about how to use them and what to make.</p> <ul style="list-style-type: none"> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures. (3-4)</li> </ul>	<ul style="list-style-type: none"> <li>• Join different materials and explore different textures.</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects. (3-4)</li> </ul>	<p>their own ideas and then decide which materials to use to express them.</p> <ul style="list-style-type: none"> <li>• Join different materials and explore different textures. (3-4)</li> </ul>	
Autumn Reception	<p><b>All about me</b></p> <p><b>Toys in the past/ toys from around the world</b></p> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul> <p><b>Construction and mechanism</b> – design and make a toy</p>	<p><b>Polar Explorers extreme environments</b></p> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul> <p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>• Confidently and safely use a range of large and small</li> </ul>	<p><b>Transport - journey around the world</b></p> <p><b>Sculpture / painting</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul> <p><b>Construction and Mechanism</b> – vehicles</p>	<p><b>Ourselves/ Local Study</b></p> <p><b>Drawing</b> – portraits - pencil</p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul> <p><b>Food and Nutrition</b></p> <ul style="list-style-type: none"> <li>• Know and talk about the different factors that support</li> </ul>

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	<ul style="list-style-type: none"> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</li> </ul>	apparatus indoors and outside, alone and in a group.	<ul style="list-style-type: none"> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</li> </ul>	their overall health and wellbeing: healthy eating. (PSED)
Spring Nursery	<p><b>Famous People / Famous explorers</b></p> <p><b>Drawing / printing</b> – portraits / pop art – ICT software / chalk / pastels • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.(3-4)</p> <ul style="list-style-type: none"> <li>• Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. (PD)</li> </ul> <p><b>Textiles</b> – making puppets of famous people</p>	<p><b>The Great Fire of London / London</b></p> <p><b>Drawing / printing</b></p> <ul style="list-style-type: none"> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. (3-4)</li> <li>• Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. (PD)</li> </ul> <p><b>Construction</b> Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which</p>	<p><b>People who help us (Florence Nightingale) Traditional Tales</b></p> <p><b>Collage / printing</b></p> <ul style="list-style-type: none"> <li>• Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. (3-4)</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors. (PD)</li> </ul>	<p><b>Space</b></p> <p><b>Around the world</b></p> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour-mixing.(3-4)</li> </ul> <p><b>Construction</b></p> <ul style="list-style-type: none"> <li>• Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join</li> </ul>

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Spring Reception	<p><b>Famous People / Famous explorers</b></p> <p><b>Drawing / printing</b> – portraits / pop art – ICT software / chalk / pastels</p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul>	<p><b>The Great Fire of London / London</b></p> <p><b>Drawing / printing</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul> <p><b>Construction</b></p>	<p><b>People who help us (Florence Nightingale) Traditional Tales</b></p> <p><b>Collage / printing</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create</li> </ul>	<p><b>Space Around the world</b></p> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create</li> </ul>

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	<p><b>Textiles</b> – making puppets of famous people</p> <ul style="list-style-type: none"> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> </ul>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</p>	<p>collaboratively, sharing ideas, resources and skills.</p> <ul style="list-style-type: none"> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors. (PD)</li> </ul> <p><b>Food and Nutrition</b> – What is a healthy diet? Linked to meals from traditional tales.</p> <ul style="list-style-type: none"> <li>• Know and talk about the different factors that support their overall health and wellbeing: healthy eating. (PSED)</li> </ul>	<p>collaboratively, sharing ideas, resources and skills.</p> <p><b>Construction</b></p> <ul style="list-style-type: none"> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> </ul>
Summer Nursery	<p><b>Great Britain Kings, Queens and Castles</b></p> <p><b>Sculpture / painting</b></p> <ul style="list-style-type: none"> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour-mixing.(3-4)</li> </ul>	<p><b>Dinosaurs - continents and oceans</b></p> <p><b>Sculpture / painting</b></p> <ul style="list-style-type: none"> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour-mixing.(3-4)</li> </ul>	<p><b>Farming Victorians</b></p> <p><b>Drawing</b> – ICT software/ charcoal/inks</p> <ul style="list-style-type: none"> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. •</li> </ul>	<p><b>Seaside</b></p> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>• Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and</li> </ul>

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	<p><b>Food and Nutrition</b> – What is a healthy diet?</p> <ul style="list-style-type: none"> <li>• Make healthy choices about food and drink. (PSED) (3-4)</li> </ul>	<p><b>Food and Nutrition</b> – Where does food come from?</p> <ul style="list-style-type: none"> <li>• Make healthy choices about food and drink. (PSED) (3-4)</li> </ul>	<p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. (3-4)</p> <ul style="list-style-type: none"> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Show a preference for a dominant hand. (PD)</li> </ul> <p><b>Textiles and Construction</b> – Victorian Toys Eg peg dolls</p> <ul style="list-style-type: none"> <li>• Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures. (3-4)</li> </ul>	<p>explore different textures. (3-4)</p> <ul style="list-style-type: none"> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors. (PD)</li> </ul> <p><b>Textiles</b> – weaving / patterns</p> <ul style="list-style-type: none"> <li>• Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects. (3-4)</li> </ul>
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	<p>express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.</p> <p><b>Food and Nutrition</b> – What is a healthy diet?          • Know and talk about the different factors that support their overall health and wellbeing: healthy eating. (PSED)</p>	<p>ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.</p> <p><b>Food and Nutrition</b> – Where does food come from?          • Know and talk about the different factors that support their overall health and wellbeing: healthy eating. (PSED)</p>	<p>express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.</p> <p><b>Textiles and Construction</b> – Victorian Toys Eg peg dolls          • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p>feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.</p> <p>• Use one-handed tools and equipment, for example, making snips in paper with scissors. (PD)</p> <p><b>Textiles</b> – weaving / patterns          • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>
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