



# Nursery







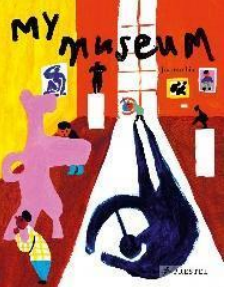
## Painting

What will we explicitly teach:	What will pupils know and be able to do?	Prompting Questions for 'Thinking Hard'
<ul style="list-style-type: none"> <li>finger painting and using other body parts to paint, modelling how to press and lift (not smudge)</li> <li>how to use rollers, sponges, brushes and ready mix paint</li> <li>how to mix colours and model using colours for different purposes (e.g. selecting blue and white to paint the sky a lighter shade of blue)</li> </ul>	<ul style="list-style-type: none"> <li>Explore paint, using fingers and other parts of their bodies as well as brushes, sponges and rollers.</li> <li>Explore primary colours and how these colours can be changed.</li> <li>Select different tools to paint, e.g. brushes of different sizes, rollers, sponges, body parts.</li> <li>Explore what happens when they mix primary colours.</li> <li>Choose particular colours to use for a purpose.</li> </ul>	<ul style="list-style-type: none"> <li>What picture can you make by just using your fingers to paint?</li> <li>What different marks can you make with your fingers?</li> <li>Can you name all of the colours you have used?</li> <li>Why have you used that colour?</li> <li>Which paint brush size do you think you need for this painting? Why?</li> <li>Which two colours did you mix to make that colour?</li> </ul>

Key Vocabulary	Reference Images	Specific provision
<p>brushes sponges rollers red blue yellow choose tools mix try (and revise colours)</p>	 <p>Powder paint</p> <p>Watercolour</p> <p>Poster paint</p>	<p><b>Art / Painting Area</b></p> <ul style="list-style-type: none"> <li>ready-mix paints, watercolour, powder paints</li> <li>painting tools, e.g. brushes, rollers, sponges, cotton wool buds, other materials for print and pattern making, e.g. bark / leaves</li> <li>primary colour paints plus black and white for shade</li> <li>examples of artists' paintings</li> </ul> <p><b>Workshop / junk modelling area</b></p> <ul style="list-style-type: none"> <li>using brushes, rollers, sponges - painting models they have made to complete a finished product</li> <li>experimenting with paint on different surfaces</li> </ul> <p><b>Mathematics Area</b></p> <ul style="list-style-type: none"> <li>cotton reels, shapes, fruit / vegetables</li> <li>pattern printing e.g. ABA/ABBA patterns, pattern completion / continuation</li> <li>shape / symmetry printing / painting = painting / printing how many ... in response to a number</li> </ul> <p><b>Wider provision</b></p> <p>Pupils will also meet this in other aspects of the provision, for example: using similar tools in the water / mud; larger scale painting outdoors on large sheets / large vertical paper; painting scenery for the stage area.</p>
<p><b>Books to engage</b></p> 		

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## Sculpture

What will we explicitly teach:	What will pupils know and be able to do?	Prompting Questions for 'Thinking Hard'
<ul style="list-style-type: none"> <li>how to manipulate malleable materials in different ways, rolling, kneading, squashing, pinching</li> <li>how to sculpt using playdough, plasticine and salt dough</li> <li>model making simple items describing what you have made and the process (e.g I have made a pizza by rolling out a flat piece and creating smaller pieces to go on to as the pizza toppings)</li> </ul>	<ul style="list-style-type: none"> <li>Begin to sculpt using playdough (link to fine motor).</li> <li>Talk about what they have made with playdough using simple language, e.g. cake, sausages.</li> <li>Use playdough and plasticine to sculpt specific ideas.</li> <li>Begin to use key vocabulary to describe what they have created, e.g. squashed, squeezed, pulled.</li> </ul>	<ul style="list-style-type: none"> <li>Tell me about your drawing / picture. / Can you tell me about what you have done?</li> <li>What did you use to draw xxx?</li> <li>Can you show me how to do that?</li> <li>What do you need to put on the person you have drawn? What could you use to help you?</li> <li>I like xxx. What idea are you trying to show?</li> </ul>
Key Vocabulary	Reference Images	Where could pupils meet this in provision (this is not exhaustive)?
<p>draw, pencil, chalk, line, felt tip shape, lines, drawing, wavy, straight</p>	 <p>Roll      Knead      Squash      Pinch</p>  	<p><b>Dough Area</b></p> <ul style="list-style-type: none"> <li>selection of dough</li> <li>rolling pins - plain and patterned</li> <li>muffin cases / cake tins large and small</li> <li>dough cutters / extruders / stampers (different shapes and patterns)</li> </ul> <p><b>Art Area</b></p> <ul style="list-style-type: none"> <li>plasticine and tools</li> </ul> <p><b>Role Play Area</b></p> <ul style="list-style-type: none"> <li>dough</li> <li>plasticine</li> <li>high quality images of food from a range of cultures / family meals</li> </ul>
Books to engage	<p>playdough</p>  <p>salt dough</p>  <p>plasticine</p>  <p>wooden letters    googly eyes    buttons    shells    coloured rice coloured pasta    glass pebbles    pasta shapes    candles    pebbles</p>	<p><b>Wider provision</b></p> <p>Pupils will also meet this in other aspects of the provision, for example: sculpting wet sand and mud; experimenting with jelly. Sculpture is not limited to malleable materials - pupils may also make sculptures with woodwork, large and small loose parts and reclaimed materials.</p>
		

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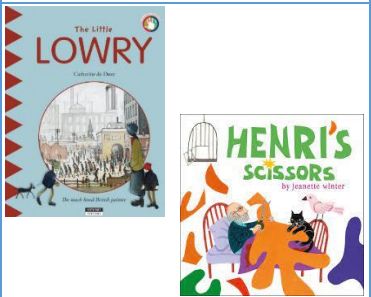
## Colour / pattern / texture/ shape

What will we explicitly teach:	What will pupils know and be able to do?	Prompting Questions for 'Thinking Hard'
<ul style="list-style-type: none"> <li>the names for a range of different colours</li> <li>the names of textures through modelling using senses and using the correct vocabulary (e.g lumpy, smooth, rough, gloopy)</li> <li>how to create texture by mixing things with paint and glue (e.g sand, natural materials, glitter, sequins)</li> <li>explain why different textures could be used for different purposes</li> <li>how to make simple ABA patterns with colour and shape</li> </ul>	<ul style="list-style-type: none"> <li>recognise and name the primary colours, black and white and some secondary colours .</li> <li>Begin to be interested in and describe the texture of things.</li> <li>Recognise and name a wider range of colours including black, white, grey, silver, gold and the secondary colours (green, orange, purple).</li> <li>Experiment to create different textures, e.g. mixing different materials into paint / glue.</li> <li>Begin to use simple objects and paint to print simple ABA patterns, e.g. cotton reels / vegetables (link to mathematics).</li> </ul>	<ul style="list-style-type: none"> <li>What colour is that? Can you name the different colours in the picture / pattern?</li> <li>What does it feel like?</li> <li>Show me something hard / soft / sticky ...</li> <li>Tell me why you have used that colour? How does that colour make you feel?</li> <li>What do you think will happen if we put xxx in the paint or glue?</li> <li>Talk to me about your pattern? What have you used to create it?</li> </ul>

Key Vocabulary	Reference Images	Where could pupils meet this in provision (this is not exhaustive)?
<p>feel hard soft sticky</p> <p>primary colours black and white (including above named colours)</p> <p>mix lumpy smooth rough gloopy pattern</p>		<p><b>Mathematics Area</b></p> <ul style="list-style-type: none"> <li>opportunities to build AB patterns but also patterns with core units such as AAB, ABC, and AABC using shape and pattern</li> <li>2D Shapes, paper shapes</li> <li>cubes and multilink</li> <li>different coloured objects / loose parts / small world and hoops for colour sorting</li> </ul> <p><b>Painting / Art Area</b></p> <ul style="list-style-type: none"> <li>sponges, brushes rollers</li> <li>printing materials, e.g. fruit / veg, cotton reels, cotton buds</li> <li>natural materials, e.g. leaves</li> <li>sawdust, sand, glitter, sequins</li> <li>PVA</li> <li>ready mixed paint</li> </ul> <p><b>Dough Area</b></p> <ul style="list-style-type: none"> <li>selection of dough with different scents / textures</li> <li>rolling pins - plain and patterned.</li> <li>muffin cases / cake tins large and small</li> <li>dough cutters / extruders / stampers (different shapes and patterns)</li> </ul> <p><b>Wider provision</b></p> <ul style="list-style-type: none"> <li>Pupils will also meet this in other aspects of the provision, for example: exploring texture in wet and dry sand, wet, and dry mud in the mud; exploring pattern and texture in transient art.</li> </ul>
<p><b>Books to engage</b></p>		
		

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## Artists / Wider concepts

What will we explicitly teach:	What will pupils know and be able to do?	Prompting Questions for 'Thinking Hard'
<ul style="list-style-type: none"> <li>what an artist, an art show and an art gallery are (through structured story times)</li> <li>model expressing opinions about different pieces of art</li> <li>teach pupils stem sentences and the correct vocabulary to express opinions, e.g. I like/ dislike because ...</li> <li>model how to talk about shape, colour, pattern and texture in art</li> <li>the names of different artists including class artists L. S. Lowry and Henri Matisse</li> </ul>	<ul style="list-style-type: none"> <li>Know what an artist is.</li> <li>Express simple likes and dislikes about different paintings / designs / sculptures.</li> <li>Talk about colours in different pieces of art.</li> <li>Know what an art show is.</li> <li>Name at least one artist (e.g. Class Artists: L. S. Lowry or Henri Matisse).</li> <li>Talk about colours and shapes in different pieces of art.</li> <li>Express simple likes and dislikes about different paintings / designs / sculptures saying why they think /feel this.</li> </ul>	<ul style="list-style-type: none"> <li>What do you like about this painting / design / model? Why?</li> <li>What is an artist? What do they do?</li> <li>Tell me, which colours do you like in this painting?</li> <li>What is the name of the artist that painted this? How do you know? What is special about their art? Do you like their art? Why / why not?</li> <li>What colours and shapes can you see in this painting?</li> </ul>
Key Vocabulary	Reference Images	Where could pupils meet this in provision (this is not exhaustive)?
<p>like, don't like, artist, colour (know the primary colours, black and white and some others) dislike, art show, simple shape names (and names of colours)</p>	 <p><b>Matisse</b></p> <p>The Snail Henri Matisse</p> <p>The Sheaf Henri Matisse</p>	<p>Themed Role Play</p> <ul style="list-style-type: none"> <li>opportunities for creating own art show / art gallery / to pretend to be an artist</li> <li>paintings, designs, drawings and sculptures (pupils and artists)</li> <li>frames / frame making materials</li> <li>places to display paintings / drawings / designs / sculptures</li> </ul> <p>Painting / Art Area</p> <ul style="list-style-type: none"> <li>range of paintings, drawings, designs and sculptures / photos of sculptures</li> <li>examples of shapes, colours, patterns, textures to explore and name</li> </ul> <p>Book Area</p> <ul style="list-style-type: none"> <li>books with images of different artist's work</li> <li>floor books made with the children's artwork for discussion</li> </ul> <p>Wider provision</p> <p>Pupils will also meet this in other aspects of the provision, for example woodwork and workshop / reclaimed materials - pupils could evaluate and emulate artists sculptures / creations. Wherever possible, pupils should have a visit from a local artist who can live model and work with pupils.</p>
Books to engage	 <p>Going to Work L.S Lowry</p> <p>Going to the Match L.S Lowry</p> <p>Lowry</p>	
 <p>The Little LOWRY</p> <p>HENRI'S SCISSORS</p>		