

Art and Design Long Term Overview - 2026 to 2027- (detailing links to National Curriculum and Tier 3 Vocabulary)

EYFS	Autumn 1 All About Me	Autumn 2 My Place in the World	Spring 1 Materials Matter	Spring 2 Habitats - Who lives where?	Summer 1 Farm to Fork	Summer 2 Once Upon a World....Long, Long ago
Development Matters	Art: Children working @ 3-4 years: - 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. Physical Development: Children working @ 3-4 years Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand.	Art: Children working @ 3-4 years: - Create closed shapes with continuous lines and begin to use these shapes to represent objects. - 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. - Explore colour and colour mixing. - Show different emotions in their drawings – happiness, sadness, fear, etc. Physical Development: Children working @ 3-4 years Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand.	Art: Children working @ reception: - Explore use and refine a variety of artistic effects to 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. Physical Development: Children working @ 3-4 years <i>Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand.</i>	Art: Children working @ reception: - Explore use and refine a variety of artistic effects to 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. Physical Development: Children working @ reception: Develop the foundations of a handwriting style which is fast, accurate and efficient. Personal, Social and Emotional Development	Art: Children working @ reception: - Explore use and refine a variety of artistic effects to 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. ELG: Expressive Arts and Design Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the processes they have used. Physical Development: fine motor skills Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. Personal, Social and Emotional Development Show resilience and perseverance in the face of challenge. Set and work towards simple goals. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Show sensitivity to their own and to others' needs.	Art: Children working @ reception: - Explore use and refine a variety of artistic effects to 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. ELG: Expressive Arts and Design Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the processes they have used. Physical Development: fine motor skills Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. Personal, Social and Emotional Development Show resilience and perseverance in the face of challenge. Set and work towards simple goals. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Show sensitivity to their own and to others' needs.
Tier 3 Vocabulary	Paint: sponge, sculpt, play doh, explore, roll, range of colour names, mix, shade, light, dark,	Collage: Cut, rip, tear, arrange, stick, paper, tissue Print: press, rub Draw and paint: range of colour names, light, dark, mix, draw, line (thin, thick, wavy, straight),	Collage: foil, card, natural materials, fabric, pasta/rice Paint: hand, stick, roller, stamp,	Drawing: draw, line (thin, thick, wavy, straight), shape, pencils, felt-tips, chalk, oil pastels, wax crayons, Textiles: Wool, thread, join, fabric, decorate, weave, felt	Sculpture: cut, join, squeeze, press, stick, glue, rolling pin, tape	Sculpture: natural materials, create, willow, structure

Year 1	Autumn 2 Draw and Paint Layers	Spring 2 Collage and Draw Animals - In the Jungle - Clare Youngs	Summer 1 Draw and Sculpture Flowers - paper quilling to sculpt	Summer 2 Textiles At the Seaside - weaving/plaiting
National Curriculum Concepts: Mastering practical skills Develop ideas Take inspiration Mastering Practical Skills: Categories: Effects Techniques Colour Theory Media and Materials Develop Ideas: Emotions Process Visual Language Take inspiration: Artists and Artisans Styles and Periods	Pupils should be taught: to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Pupils should be taught: to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Pupils should be taught: to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Pupils should be taught: to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
Tier 2 and 3 Vocabulary	landscape (paper arrangement), soft, broad, narrow, fine, shape, smudge, blend, pallet, mix, tone, shade, primary colour names, secondary colour names, shade, tint, warm, cool	create, variety, images, media, materials, crepe paper, tissue paper, magazine, sort, group, fold, crumple, overlap, press print, mono print.	sculpting, sculpture, manipulate, knead, connect, mould, carve, pinch, attach, impress, decorate, twist, quill,	weave, plait, technique, twist, cotton thread, ribbon, layer

Year 2	Autumn 1 Drawing & Paint Portraits - Pablo Picasso	Autumn 2 Draw, Print and Collage The Starry Night - Van Gogh	Spring 1 Drawing & Paint Love of Landscapes - John Ndambo	Summer 1 Draw and Sculpture - Characters- Nick Park
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Tier 2 and 3 Vocabulary	Self portrait, portrait, smudge, blend, line, oval, curvy, curved, natural, sketch	primary colour names, secondary colour names, shade, tint, warm, cool, multi-coloured, collage, layer, texture, overlay,	landscapes, layers, foreground, middle ground, background, 3D,	landscapes, layers, foreground, middle ground, background, 3D, (also refer to Aut 2)

Year 3	Autumn 1 Draw, Paint and Sculpture Women in Art - Frieda Kahlo, Yayoi Kusama, Barbara Hepworth	Spring 1 Repeated Patterns Art Deco Architecture	Spring 2 Draw and Paint Egyptian Portraits	Summer 2 Drawing Cityscapes - Yvonne Jacquette
National Curriculum Concepts: Mastering practical skills Develop ideas Take inspiration Mastering Practical Skills: Categories: Effects Techniques Colour Theory Media and Materials Develop Ideas: Emotions Process Visual Language Take inspiration: Artists and Artisans Styles and Periods	Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay about great artists, architects and designers in history.	Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay about great artists, architects and designers in history.	Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay about great artists, architects and designers in history.	Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay about great artists, architects and designers in history.
Tier 2 and 3 Vocabulary	pioneer, surrealism, composition, symbolism, controversial, escapism, texture, observational drawing.	overlay, relief, impressed, repeated pattern, deco style,	facial features, geometric shapes, side-view, silhouette, intricate, decorative	colour wash, foreground, middle ground, background, outline, precision.

Year 4	Autumn 1 Draw and Collage Megan Coyle - creating collage using layers of magazine strips	Spring 1 Draw and Paint Abstract Art - Wassily Kandinsky	Summer 1 Draw and Sculpture People at Play - Alberto Giacometti	Summer 2 Draw through mixed media Climate Change
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Tier 2 and 3 Vocabulary	inspiration, still life, portrait, wildlife, layering, texture, grouping, layering	Tone, contrast, shading, highlight, shadow, abstract	Sketch, shape, mould, cut, join	Shade, depth, warm colours, cool colours, charcoal, blending, pastels, bold, oil pastels.

Year 5	Autumn 1 Drawing & Printing Nature	Autumn 2 Paint and Sculpture Expressionism - Henri Matisse	Spring 1 Collage & ICT Aztec Mosaics	Spring 2 Drawing & Shading A Journey into Space - Lucien Rudaux
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Tier 2 and 3 Vocabulary	Carve, polystyrene, print, tesallate, roll, ink, layer, texture.	Tessellated, patterned, fragmented, ornate, vibrant, interwoven patterns.	Minimalistic, vivid, expressive, assembled, flat perspective	stitch, back stitch, attach, secure

Year 6	Autumn 2 Draw and Sculpture African Art - Zulu and Xhosa tribes	Spring 2 Draw (charcoal) Capturing Conflict - Paul Nash	Summer 1 Draw and Paint LS Lowry	Summer 2 Draw and Collage using Digital Art Pop Art - Andy Warhol
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Tier 2 and 3 Vocabulary	Portrait, infamous, representation, sketch, proportion, cultural identity, sculpt, etch, carve	Disillusionment, conflict, paint, sketch, oil paint, emotion, definition, realism, imagery	Tone, contrast, shading, highlight, shadow, solid, diffused, density, watercolours	Bold, repetition, consumerism, iconic, mixed media, onomatopoeia