

Art

Know how to:		Know what/key concepts:					
apply and understand the skills and processes studied		Drawing	Painting	Sculpture	Textiles	Printing	Collage
	Autumn	Spring			Summer		
EYFS	<p>Children in the EYFS are given lots of opportunities to develop their skills of Art and Design through continuous provision opportunities. Children are free to explore different media, colour and colour mixing, cause and effect and develop their gross and fine motor skills. Children explore different materials and textures freely, to develop their ideas about how to use them and what to make. They are encouraged to develop their own ideas and then decide which materials to use to express them. As children move into Reception they are introduced to the work of artists: Kandinsky, Matisse, Steve Mbatia, Paul Klee, Emily Stackhouse, Tamara Laporte, Andy Goldsworthy. Children are given the opportunities to develop artwork in the style of the different artists introducing them to different aspects of art, laying the foundations for Key Stage 1.</p> <p>Through the EYFS the children are supported to develop their art skills beginning with creating closed shapes with continuous lines to represent objects, moving on to drawing with increasing complexity and detail, such as representing a face with a circle and including details. Children are encouraged to use drawing to represent ideas like movement or loud noises and to show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>By the end of Reception it is expected that children will have the confidence to explore, use and refine a variety of artistic effects to express their ideas and feelings. They will return to and build on their previous learning, refining ideas and developing their ability to represent them. Children will create collaboratively, sharing ideas, resources and skills. Children will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>						
<p>Key Stage 1: Pupils should be taught:</p> <ul style="list-style-type: none"> 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 							
Year 1	<p>Drawing (Major Unit) Key concept/Skill: Mark making and drawing using a variety of dry media tools to represent objects. Artist: Vincent Van Gogh Know how to: Use different drawing materials to create marks and patterns. Key questions: How can I draw lines of varying thickness? How can I use a variety of drawing tools carefully? How can I use dots and lines to show pattern and texture? Key vocabulary: line, pattern, landscape, city scape Cross curricular links: Observing the sky/stars through space topic – e.g. Look up! (English), Neil Armstrong (Topic). Links to Prior Learning: Mark making opportunities in EYFS.</p>	<p>Sculpture (Minor Unit) Key concept/Skill: Making structures by joining simple objects together. Artist: N/A Know how to: choose, use and sculpt a variety of materials to create an alien 3D sculpture. Key questions: How can I use a variety of natural, recycled and manufactured materials to create 3D shapes? How can I join simple objects together? Key Vocabulary: 3D, sculpture, joining Cross curricular links: Space topic work. Space dance -PE. Space tests in English Links to Prior Learning: Animal observing and drawing in EYFS</p>	<p>Printing (Minor Unit) Key concept/skill: Creating a scene using a variety of 3D objects to block print with. Artist: Paul Klee Know how to: Create printed shapes and patterns to recreate a Paul Klee piece. Key questions: How can I use a variety of objects to print with? How can I create shapes and patterns using different objects? How can I use Paul Klee’s artwork to inspire my final piece? Key vocabulary: colour, shape, print, pattern Cross Curricular links: Topic – thinking about our local area and what is in it. Can you create a Winsford landscape? Links to Prior learning: EYFS printing. Exploring 2D shapes in Maths.</p>	<p>Painting (Major Unit) Key concept/Skill: Mixing primary colours together to create secondary colours, and developing brush control. Artist: Piet Mondrian Know how to: Mix primary colours to create secondary colours to create a primary/secondary house. Key questions: What are the secondary colours? How do I mix primary colours to create secondary colours? How can I experiment with different brushes to explore thickness? How can I use Mondrian’s work to inspire me? Key vocabulary: primary and secondary colours, colour mixing, brush control</p>	<p>Collage (Major Unit) Key concept/Skill: Creating a layered collage using a variety of collage papers by sorting, layering and gluing. Artist: N/A Know how to: Cut, trim and tear paper to create an underwater collage. Key questions: How can I sort and arrange materials to make a scene? How can I layer materials carefully? How can I tear, cut and fold paper carefully? Key vocabulary: collage, gaps, cut, tear, place, arrange Cross curricular links: Topic – Home and away. Beach trip. Links to Prior Learning: Landscapes in Spring 1 unit</p>	<p>Textiles (Minor Unit) Key concept/Skill: Developing the skill of weaving with paper and fabric, and adding detail to embellish. Artist: N/A Know how to: Develop weaving skills using different materials to create a seascape. Key questions: How can I show a pattern by weaving? How can I decorate paper and fabric to add colour and detail? Key vocabulary: weaving, joining, fabric, decoration, pattern Cross curricular links: Topic-home and away/beach trip. Links to Prior Learning: Beach trip in Summer 1 for Topic observing the sea.</p>	

				Links to Prior Learning: Colour mixing in EYFS		
Year 2	<p>Drawing (Major Unit) Key concept/Skill: Experimenting with different dry media and exploring to create light and dark tones. Artist: Jackie Morris (illustrator) Know how to: Experiment with tones using pencils (including watercolour pencils) charcoal and graphite. Key questions: What different marks and patterns can I make using charcoal, graphite, different pencils (including watercolour pencils)? How can I use drawing tools to make light and dark tones? How can I use dots and lines of varying thickness to show texture? Who is Jackie Morris and what I observe about her work? Can I use Jackie Morris' artwork to inspire my own piece?</p> <p>Key vocabulary: Charcoal, graphite, tone, shading, smudging.</p> <p>Cross curricular links: The Lost Words Poetry Unit</p> <p>Links to Prior Learning: Y1 – Using a range of tools to draw.</p>	<p>Printing (Major Unit) Key concept/Skill: Develop the skill of creating a foam print tile and creating repeating patterns. Artist/Designer: William Morris Know how to: Create a foam print tile and use this repeatedly to create a wallpaper print. Key Questions: Who was William Morris and what do I observe about his work? How can I use William Morris' work to inspire my own design? Can I create a block foam tile to create a repeating pattern in the style of William Morris? Key Vocabulary: block foam printing, shapes, repeating pattern. Cross Curricular links: Queen Victoria history topic Links to Prior Learning: Y1 – Block printing with 2D shapes.</p>	<p>Painting (Major Unit) Key concept/Skill: Painting with a range of tools to create texture. Artist: Jean Metzinger Know how to: Use a range of tools to create texture with paint. Key questions: How can I use a range of tools and experiment with different brushstrokes? What happens when I add black and white to different colours? How can I work in the style of Metzinger? Key vocabulary: Cubism, textures, tools, primary, secondary, tone. Cross curricular links: Geography - UK topic (landscapes). Links to Prior Learning: Y1 – Painting with primary colours and secondary colours in the style of Mondrian.</p>	<p>Collage (Minor Unit) Key concept/Skill: Add texture to collage by using a range of materials and textures. Artist: N/A Know how to: Sort, arrange and layer a variety of materials, thinking about appropriate sizes and shapes to create a picture. Key questions: How can I fold, tear and cut paper effectively? How can I add texture using different techniques and materials? How can I layer materials carefully to make a picture? Key vocabulary: cut, tear, place, arrange, layer, gaps, materials Cross curricular links: Great Fire of London history topic Links to Prior Learning: Y1 – Collage underwater scene, layering, sorting and arranging materials.</p>	<p>Textiles (Minor Unit) Key concept/Skill: Dyeing textiles to alter its colour, and decorate to add colour and detail. Artist: N/A Know how to: Dye textiles to alter its colour and decorate to add colour and detail. Key questions: How can I alter a fabric's colour? In what ways can I decorate to add colour and detail? Key vocabulary: dyeing, textiles, fabric, over and under, decorate, detail. Cross curricular links: Links to Prior Learning: Y1- Paper Weaving.</p>	<p>Sculpture (Minor Unit) Key Concept/Skill: Use rigid and flexible materials to create a 3D sculpture. Artist: Alberto Giacometti Know how to: Choose, use and sculpt materials to create a 3D figure inspired by Giacometti. Key Questions: How can I use a variety of natural, recycled and manufactured materials to create 3D shapes? How can I use a variety of techniques (rolling/cutting /pinching)? How can I include a variety of 3D shapes? Who was Giacometti and what do I observe about his work? Key Vocabulary: sculpture, statue, model, 3D, shapes, Alberto Giacometti. Cross Curricular Links: Sculptures at Chatsworth House residential visit Links to Prior learning: Y1 – Alien Sculpture.</p>

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<p>Key Stage 2: Pupils should be taught:</p> <ul style="list-style-type: none"> to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. 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 							
Year 3	<p>Drawing (Major) Key concept/Skill: Drawing - Explore shading, using different media. Artist: Prehistoric cave artists Know how to: a. experiment with showing line, tone and texture with different hardness of pencils; b. use shading to show light and shadow effects; c. use different materials to draw; Key questions: How can I experiment with showing line, tone and texture with different hardness of pencils? How can I use shading to show light and shadow effects? How can I use different materials to draw? Key vocabulary: light, dark, tone, shadow, line, pattern, texture, form, shape, outline Cross curricular links: Topic - Stone Age cave drawings Links to Prior Learning: KS1 drawing units</p>	<p>Sculpture (Minor) Key concept/Skill: Sculpture - Compare and create sculptures using natural and manmade objects. Artist: Andy Goldsworthy (English sculptor, photographer and environmentalist) Know how to: a. make and combine shapes to create recognisable forms; b. use malleable materials and practise joining techniques; c. add materials to the sculpture to create detail; Key questions: How can I make and combine shapes to create recognisable forms? How can I use malleable materials and practise joining techniques? How can I add materials to the sculpture to create detail? Key vocabulary: sculpture, sculptor, 3D, land art, shapes, materials, abstract, geometric Cross curricular links: Science - Nature Links to Prior Learning: KS1 sculpture units</p>	<p>Textiles (Minor) Key concept/Skill: Textiles - Use stitching to join fabrics and add detail. Artist: N/A (<i>Designer link</i>) Know how to: a. select appropriate materials, giving reasons; b. use a variety of techniques to create different effects; c. develop skills in stitching, cutting and joining; Key questions: How can I select appropriate materials? How can I use a variety of techniques to create different effects? How can I develop skills in stitching, cutting and joining? Key vocabulary: pattern, line, texture, colour, shape, thread, needle, textiles, fabric, decoration Cross curricular links: Topic - The Romans, DT - bags Links to Prior Learning: KS1 textile units</p>	<p>Collage (Major) Key concept/Skill: Collage - Create a collage using mosaic. Artist: Antoni Gaudi (Spanish architect) (<i>Architecture link</i>) Know how to: a. select colours and materials to create effect, giving reasons for their choices; b. refine work as they go to ensure precision; c. learn and practise a variety of techniques, eg. overlapping and mosaic; Key questions: How can I select colours and materials to create effect? How can I refine my work as I go to ensure precision? How can I learn and practise a variety of techniques including mosaic? Key vocabulary: texture, shape, form, pattern, mosaic Cross curricular links: Topic - Roman mosaics Links to Prior Learning: KS1 collage units</p>	<p>Printing (Minor) Key concept/Skill: Printing - Create printing with print blocks using relief or impressed techniques. Artist: Andy Warhol (American pop artist) Know how to: a. replicate patterns from observations; b. make printing blocks; c. make repeated patterns with precision; Key questions: How can I replicate patterns from observations? How can I make printing blocks? How can I make repeated patterns? Key vocabulary: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers Cross curricular links: Science - Plants Topic - Egyptian hieroglyphs Zoo Project - Sea creatures Links to Prior Learning: KS1 printing units</p>	<p>Painting (Major) Key concept/Skill: Painting - Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours. Artist: JMW Turner (English painter) Know how to: a. use varied brush techniques to create shapes, textures, patterns and lines; b. mix colours effectively using the correct language, e.g. shade, primary and secondary; c. create different textures and effects with paint; Key questions: How can I use varied brush techniques to create shapes, textures, patterns and lines? How can I mix colours effectively? How can I create different textures and effects with paint? Key vocabulary: colour, foreground, middle ground, background, emotion, warm, cold, blend, mix, line, tone Cross curricular links: Zoo Project - Oceans Links to Prior Learning: KS1 painting units</p>	

<p>Year 4</p>	<p><u>Sculpture (Major)</u> Key concept/Skill: Sculpture - Plan a sculpture through drawing and other preparatory work. Artist: Lucie Rie (Austrian-born potter) Know how to: a. make and combine shapes to create recognisable forms; b. use clay and other malleable materials and practise joining techniques; c. add materials to the sculpture to create detail; Key questions: How can I make and combine shapes to create recognisable forms? How can I use clay and other malleable materials and practise joining techniques? How can I add materials to the sculpture to create detail? Key vocabulary: sculpture, sculptor, 3D, clay, abstract, geometric, shape, form, shadow, light Cross curricular links: History - Ancient Greek pots Links to Prior Learning: Year 3 sculpture unit</p>	<p><u>Printing (Minor)</u> Key concept/Skill: Printing - Create printing with print blocks using relief or impressed techniques. Artist: N/A Know how to: a. use more than one colour to layer in a print; b. replicate patterns from observations; c. make repeated patterns with precision; Key questions: How can I use more than one colour to layer in a print? How can I replicate patterns from observations? How can I make repeated patterns with precision? Key vocabulary: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers Cross curricular links: History - Ancient Greek pots Links to Prior Learning: Year 3 printing units</p>	<p><u>Drawing (Major)</u> Key concept/Skill: Drawing - Draw familiar objects with correct proportions. Artist: TBC Know how to: a. use shading to show light and shadow effects; b. use different materials to draw, e.g. pastels, chalk; c. show an awareness of space when drawing; Key questions: How can I use shading to show light and shadow effects? How can I use different materials to draw? How can I show an awareness of space when drawing? Key vocabulary: light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline Cross curricular links: Topic - Anglo-Saxon artefacts Links to Prior Learning: Year 3 drawing unit</p>	<p><u>Textiles (Minor)</u> Key concept/Skill: Textiles - Print on fabrics using tie-dyes. Artist: Hugo Pineda (Mexican tie-dye artist) (<i>Designer link</i>) Know how to: a. select appropriate materials, giving reasons; b. use a variety of techniques, e.g. dyeing, to create different effects; c. develop skills in tie-dyeing; Key questions: How can I select appropriate materials? How can I use dyeing techniques to create different effects? How can I develop skills in tie-dyeing? Key vocabulary: pattern, line, texture, colour, shape, textiles, decoration Cross curricular links: RE - Humanism Links to Prior Learning: Year 3 textile unit</p>	<p><u>Painting (Major)</u> Key concept/Skill: Painting - Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes. Artist: Katsushika Hokusai (Japanese painter & printmaker) Know how to: a. use varied brush techniques to create shapes, textures, patterns and lines; b. mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; c. create different textures and effects with paint; Key questions: How can I use varied brush techniques to create shapes, textures, patterns and lines? How can I mix colours effectively? How can I create different textures and effects with paint? Key vocabulary: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone Cross curricular links: Topic - Viking longships Links to Prior Learning: Year 3 painting unit</p>	<p><u>Collage (Minor)</u> Key concept/Skill: Collage - Create a collage using overlapping and layering. Artist: N/A Know how to: a. select colours and materials to create effect, giving reasons for their choices; b. refine work as they go to ensure precision; c. learn and practise a variety of techniques, e.g. overlapping, and montage; Key questions: How can I select colours and materials to create effect? How can I refine my work as I go to ensure precision? How can I learn and practise a variety of techniques, including overlapping, layering and montage; Key vocabulary: texture, shape, form, pattern, overlapping, layering, montage Cross curricular links: Topic - Viking longships Links to Prior Learning: Year 3 collage unit</p>
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<p>Year 5</p>	<p><u>Painting (Major)</u> Key concept/Skill: Painting - Mix colours to express mood, divide foreground from background or demonstrate tones. Artist: Claude Monet (French impressionist painter) Know how to: a. create a colour palette; b. demonstrating mixing techniques; c. use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; Key questions: How can I create a colour palette? How can I demonstrate mixing techniques? How can I use a range of paint to create visually interesting pieces? Key vocabulary: blend, mix, line, tone, shape, abstract, colour, palette, impressionism, impressionists Cross curricular links: History - Industrial Revolution Transport Links to Prior Learning: LKS2 painting units</p>	<p><u>Textiles (Minor)</u> Key concept/Skill: Textiles - Print on fabrics using batik. Artist: N/A Know how to: a. experiment with a range of media by overlapping and layering; b. use a range of media to create texture, effect and colour; c. add decoration to create effect; Key questions: How can I experiment with a range of media by overlapping and layering? How can I use a range of media to create texture, effect and colour? How can I add decoration to create effect? Key vocabulary: colour, pattern, fabric, batik, wax, tjanting tools, overlapping, layering Cross curricular links: History - Industrial Revolution Links to Prior Learning: LKS2 textiles units</p>	<p><u>Drawing (Major)</u> Key concept/Skill: Drawing - Use line, tone and shading to represent things seen, remembered or imagined in three dimensions. Artist: Stephen Wiltshire (British architectural artist) (<i>Architecture link</i>) Know how to: a. use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; b. depict movement and perspective in drawings; c. use a variety of tools and select the most appropriate; Key questions: How can I use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching? How can I depict movement and perspective in drawings? How can I use a variety of tools and select the most appropriate? Key vocabulary: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy Cross curricular links: Residential - London Links to Prior Learning: LKS2 drawing units</p>	<p><u>Collage (Minor)</u> Key concept/Skill: Collage - Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures. Artist: Megan Coyle (American collage artist and illustrator) Know how to: a. add collage to a painted or printed background; b. create and arrange accurate patterns; c. use a range of mixed media; Key questions: How can I add collage to a painted or printed background? How can I create and arrange accurate patterns? How can I use a range of mixed media? Key vocabulary: shape, form, arrange, fix, pattern, texture Cross curricular links: Residential - London Links to Prior Learning: LKS2 collage units</p>	<p><u>Sculpture (Major)</u> Key concept/Skill: Sculpture - Develop skills in using clay including slabs, coils and slips. Artist: Clarice Cliffe/Kate Malone/Hans Coper Know how to: a. plan and design a sculpture; b. use tools and materials to carve, add shape, add texture and pattern; c. develop cutting and joining skills, e.g. using wire, coils, slabs and slips; Key questions: How can I plan and design a sculpture? How can I use tools and materials to carve, add shape, add texture and pattern? How can I develop cutting and joining skills with clay? Key vocabulary: form, structure, texture, shape, mark, soft, join, cast, slab, coil, slip Cross curricular links: History – Mayan Tiles Links to Prior Learning: LKS2 sculpture units</p>	<p><u>Printing (Minor)</u> Key concept/Skill: Printing - Create intricate printing patterns by simplifying and modifying sketchbook designs. Artist: N/A Know how to: a. design and create printing blocks and tiles; b. develop techniques in mono, block and relief printing; c. create and arrange accurate patterns; Key questions: How can I design and create printing blocks and tiles? How can I develop techniques in mono, block and relief printing? How can I create and arrange accurate patterns? Key vocabulary: pattern, shape, tile, colour, arrange, collograph Cross curricular links: History - Mayan Tiles Links to Prior Learning: LKS2 printing units</p>
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<p>Year 6</p>	<p><u>Drawing (Major)</u> Key concept/Skill: Drawing - Begin to develop an awareness of composition, scale and proportion in their work. Artist: Hans Holbein The Younger (German painter) Know how to: a. use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; b. depict movement and perspective in drawings; c. use a variety of tools and select the most appropriate; Key questions: How can I use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching? How can I depict movement and perspective in drawings? How can I use a variety of tools and select the most appropriate? Key vocabulary: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, portrait Cross curricular links: History - Tudors Links to Prior Learning: Year 5 drawing units</p>	<p><u>Textiles (Minor)</u> Key concept/Skill: Textiles - Add detail to work using different types of stitch, including cross-stitch. Artist: Tors Duce (English textile artist) (<i>Designer Link</i>) Know how to: a. experiment with a range of media by overlapping and layering; b. use a range of media to create texture, effect and colour; c. add decoration to create effect; Key questions: How can I experiment with a range of media by overlapping and layering? How can I use a range of media to create texture, effect and colour? How can I add decoration to create effect? Key vocabulary: colour, fabric, pattern, stitch, cross-stitch, overlapping, layering Cross curricular links: History - Tudors DT – Tudor Pouch Links to Prior Learning: Year 5 textiles units</p>	<p><u>Collage (Major)</u> Key concept/Skill: Collage - Experiment with using layers and overlays to create new colours and textures. Artist: Megan Coyle (American collage artist and illustrator) / Beatriz Milhazes / Eileen Agar Know how to: a. plan and design a collage; b. create and arrange accurate patterns; c. use a range of mixed media; Key questions: How can I plan and design a collage? How can I create and arrange accurate patterns? How can I use a range of mixed media? Key vocabulary: shape, form, arrange, fix, layers, overlays, pattern, texture Cross curricular links: Geography - Rivers Links to Prior Learning: Year 5 collage units</p>	<p><u>Printing (Minor)</u> Key concept/Skill: Printing - Create intricate printing patterns by simplifying and modifying sketchbook designs. Artist: N/A Know how to: a. design and create printing blocks and tiles; b. develop techniques in mono, block and relief printing; c. create and arrange accurate patterns; Key questions: How can I design and create printing blocks and tiles? How can I develop techniques in mono, block and relief printing? How can I create and arrange accurate patterns? Key vocabulary: pattern, shape, tile, colour, arrange, collograph Cross curricular links: Geography - Rivers Links to Prior Learning: Year 5 printing units</p>	<p><u>Painting (Major)</u> Key concept/Skill: Painting - Use techniques, colours, tones and effects in an appropriate way to represent things seen. (eg. brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds.) Artist: Harry Cassie Best (Canadian painter), Thomas Hill (English-born painter) Know how to: a. create a colour palette; b. demonstrating mixing techniques; c. use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; Key questions: How can I create a colour palette? How can I demonstrate mixing techniques? How can I use a range of paint to create visually interesting pieces? Key vocabulary: blend, mix, line, tone, shape, abstract, colour, palette Cross curricular links: Geography – National Park Links to Prior Learning: Year 5 painting units</p>	<p><u>Sculpture (Minor)</u> Key concept/Skill: Sculpture - Produce intricate patterns and textures in a malleable media. Artist: N/A Know how to: a. plan and design a sculpture; b. use tools and materials to carve, add shape, add texture and pattern; c. use materials other than clay to create a 3D sculpture; Key questions: How can I plan and design a sculpture? How can I use tools and materials to carve, add shape, add texture and pattern? How can I use materials other than clay to create a 3D sculpture? Key vocabulary: form, structure, texture, shape, mark, soft, join Cross curricular links: Geography - Mountains Links to Prior Learning: Year 5 sculpture units</p>
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