

		Art			Design and Technology		
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>EYFS knowledge:</p> <p>Exploring: Introduce different tools and materials to children, learning correct names and vocabulary (e.g. paint brush, sponge, stamp, roller, paint, palette, glue spreader, rolling pin, scissors, cutters, stencils, pencil, colouring pencil, wax caryon, paint colours).</p> <p>All about me: Teach how to make/draw a self-portrait. Use loose parts to create self-portrait. Use paint to create self-portrait, using mirrors to carefully look at different features.</p> <p>Family: Teach how to draw people. Use lolly sticks to create pentagon house. Use drawing skills to draw family, thinking carefully about different body parts.</p> <p>Opportunities for 'safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function': Playdough Fine motor/funky fingers Art and creative – indoor and outdoor Writing/mark making - indoor and outdoor Mud kitchen</p>	<p>EYFS knowledge:</p> <p>Autumn/Harvest: Teach Autumn colours and colour mixing (using 'Mix it up' book). Leaf printing with paint and leaf rubbing with wax crayons, thinking carefully about Autumnal colours. Vegetable printing for Harvest, exploring and creating a pattern.</p> <p>Bonfire night/fireworks: Fireworks painting using different techniques (brushes, forks, toilet roll stamps). Fireworks painting outside using flicking technique with big brushes.</p> <p>Halloween: Apple stamping for pumpkin paintings.</p> <p>Remembrance Day: Using corks as stamps and paint to make poppies. Children to look at poppy photos to select correct colours.</p> <p>Christmas: Making Christmas card for family.</p> <p>Opportunities for 'safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function': Playdough Fine motor/funky fingers Art and creative - indoor and outdoor Writing/mark making - indoor and outdoor Mud kitchen</p>	<p>EYFS knowledge:</p> <p>Fairytales/Castles: Children to draw around and cut 2D shapes to create a castle, including learnt features of a castle. Children to explore use faces of 3D shapes to create a print castle.</p> <p>Dinosaurs: Creating different dinosaurs using loose parts (2D shapes, pasta shapes and loose parts in playdough). Creating dinosaur of choice using a paper plate as a basis and selecting from a variety of materials, techniques and textures.</p> <p>Chinese New Year: Making a Chinese New Year lantern.</p> <p>Space:</p> <p>Opportunities for 'safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function': Playdough Fine motor/funky fingers Art and creative - indoor and outdoor Writing/mark making - indoor and outdoor Mud kitchen</p>	<p>EYFS knowledge:</p> <p>Animals: Children to learn how to draw ocean and safari animals using step by step guides and use photos to select the correct colours/patterns.</p> <p>Minibeasts: Children to learn how to draw different minibeasts using step by step guides and use photos to select the correct colours/patterns.</p> <p>Africa: Use drawing skills to create a savannah landscape and use watercolours to add colour. African patterns using oil pastels. African instruments using junk modelling.</p> <p>Flowers: Children learn how to draw flowers, thinking about the different parts of a plant and using step by step guides and photos to support. Observational drawing of flowers growing.</p> <p>Easter: Making Easter card for family.</p> <p>Opportunities for 'safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function': Playdough Fine motor/funky fingers Art and creative - indoor and outdoor Writing/mark making - indoor and outdoor Mud kitchen</p>	<p>EYFS knowledge:</p> <p>Growing: Study Vincent Van Gogh and look at 'Sunflowers' painting. Draw and paint sunflowers, using forks/sponges for petals and cotton buds for centre. Observational drawing on flowers growing.</p> <p>Beach:</p> <p>Water: Exploring watercolours and powder paint in water/puddles</p> <p>Opportunities for 'safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function': Playdough Fine motor/funky fingers Art and creative - indoor and outdoor Writing/mark making - indoor and outdoor Mud kitchen</p>	<p>EYFS knowledge:</p> <p>Olympics:</p> <p>Healthy me:</p> <p>My body:</p> <p>Opportunities for 'safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function': Playdough Fine motor/funky fingers Art and creative - indoor and outdoor Writing/mark making - indoor and outdoor Mud kitchen</p>	
Year 1	<p>What makes me marvellous?</p> <p>Knowledge The children will know:</p> <p><u>See art sequence of learning for individual lesson details.</u></p> <p>Potential project idea – Self-portrait in the style of Julian Opie</p> <ul style="list-style-type: none"> What a self-portrait is Julian's Opie's style of art and how it was created What key vocabulary like horizontal, vertical, straight, short, long, wavy, zigzag and dot means 	<p>What's in the toy box?</p> <p>Knowledge The children will know:</p> <p>Mechanisms: Wheels and axles</p> <p>Design, make and evaluate a small wheeled trolley/vehicle that will carry a character in a story</p> <p>D&T Association resource: Y1-2 Mechanisms wheels and axels</p>	<p>What makes our school ground special?</p> <p>Knowledge The children will know:</p> <p><u>See art sequence of learning for individual lesson details.</u></p> <p>Potential project idea – Botanical drawings of plants from the school grounds</p> <ul style="list-style-type: none"> What the term 'botanical drawing' means Know about some famous botanical artists 	<p>Where do I live?</p> <p>Knowledge The children will know:</p> <p>Cooking and nutrition: <u>Preparing fruit and vegetables</u></p> <p>Design, make and evaluate a fruit / veg snack to take on a picnic</p> <p>D&T Association resource: Y1-2 Preparing Fruit and vegetables DMC resource: Y1-2 Fruit Drinks</p>	<p>What is the weather like today?</p> <p>Knowledge The children will know:</p> <p>Mechanisms: Sliders and levers</p> <p>Design, make and evaluate moving picture inspired by weather topic</p> <p>D&T Association resource: Y1-2 sliders and levers</p>	<p>Why does Falmouth have a castle?</p> <p>Knowledge The children will know:</p> <p><u>See art sequence of learning for individual lesson details.</u></p> <p>Potential project idea – Recreating Paul Klee's 'Castle and the Sun'</p> <ul style="list-style-type: none"> What impact mixing different colours together will have on the tone Different geometric shapes and what happens when they are combined 	

	<ul style="list-style-type: none"> How to assess a piece of artwork 	<p>DMC resource: Y1-2 Commercial vehicles</p>	<ul style="list-style-type: none"> Know what different language around line drawings means How to look after materials and tools for painting What outcomes will come from mixing different paints What a primary colour is and why this is important for mixing tones 	<p>NC Cooking and nutrition Across KS1 pupils should know:</p> <ul style="list-style-type: none"> that all food comes from plants or animals that food has to be farmed, grown elsewhere (e.g. home) or caught <p>Across KS1 pupils should know:</p> <ul style="list-style-type: none"> how to name and sort foods into the five groups in The eatwell plate that everyone should eat at least five portions of fruit and vegetables every day how to prepare simple dishes safely and hygienically, without using a heat source how to use techniques such as cutting, peeling and grating 		
	<p>Skills The children will be able to:</p> <p>Drawing</p> <ul style="list-style-type: none"> Draw what they can see accurately Use different styles of line to produce an accurate drawing Position tracing paper accurately and keep it in the same place throughout its use Draw the key details of a picture and omit less important parts Discuss their choices when drawing and compare to another artist Add colour to a drawing to mimic the style of an artist Critique their own piece of learning to see what they are pleased with or would try to improve next time 	<p>Prior Learning:</p> <ul style="list-style-type: none"> Assembled vehicles with moving wheels using construction kits. Explored moving vehicles through play. Developed some cutting, joining and finishing skills with card. <p>Skills The children will be able to:</p> <p>Designing</p> <ul style="list-style-type: none"> Generate initial ideas and simple design criteria through talking and using own experiences. Develop and communicate ideas through drawings and mock-ups. <p>Making</p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics. <p>Evaluating</p> <ul style="list-style-type: none"> Explore and evaluate a range of products with wheels and axles. Evaluate their ideas throughout and their products against original criteria. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> Explore and use wheels, axles and axle holders. Distinguish between fixed and freely moving axles. Know and use technical vocabulary relevant to the project. 	<p>Skills The children will be able to:</p> <p>Drawing</p> <ul style="list-style-type: none"> Use a range of mark styles Hold a pencil in different ways to produce a required outcome Use close observational skills to make detailed drawings of a subject Use other botanical illustrator's work as a basis for observational drawing from photographs, plants and flowers <p>Painting</p> <ul style="list-style-type: none"> Look after tools and materials carefully Mix paints to create new colours or tones Use small brushes to add colour to a drawing Critique their own piece of learning to see what they are pleased with or would try to improve next time 	<p>Prior Learning:</p> <ul style="list-style-type: none"> Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell. Experience of cutting soft fruit and vegetables using appropriate utensils. <p>Skills The children will be able to:</p> <p>Designing</p> <ul style="list-style-type: none"> Design appealing products for a particular user based on simple design criteria. Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. Communicate these ideas through talk and drawings. <p>• Begin to annotate and label design drawings</p> <p>Making</p> <ul style="list-style-type: none"> Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. <p>Evaluating</p> <ul style="list-style-type: none"> Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. Evaluate ideas and finished products against design criteria, including intended user and purpose. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The Eatwell Guide. Know and use technical and sensory vocabulary relevant to the project. 	<p>Prior Learning:</p> <ul style="list-style-type: none"> Early experiences of working with paper and card to make simple flaps and hinges. Experience of simple cutting, shaping and joining skills using scissors, glue, paper fasteners and masking tape. <p>Skills The children will be able to:</p> <p>Designing</p> <ul style="list-style-type: none"> Generate ideas based on simple design criteria and their own experiences, explaining what they could make. Develop, model and communicate their ideas through drawings and mock-ups with card and paper. <p>Making</p> <ul style="list-style-type: none"> Plan by suggesting what to do next. Select and use tools, explaining their choices, to cut, shape and join paper and card. Use simple finishing techniques suitable for the product they are creating. <p>Evaluating</p> <ul style="list-style-type: none"> Explore a range of existing books and everyday products that use simple sliders and levers. Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> Explore and use sliders and levers. Understand that different mechanisms produce different types of movement. Know and use technical vocabulary relevant to the project 	<p>Skills The children will be able to:</p> <p>Painting</p> <ul style="list-style-type: none"> Appraise a piece of art based on one criteria Select a tool to produce a desired outcome when painting Mix colours to produce an intended tone of paint Analyse a geometric painting to see which shapes it contains Select a background colour to generate a particular response from the viewer Critique their own piece of learning and a partner's to see what they are pleased with or would try to improve next time
<p>Year 2</p>	<p><u>How do I survive on a desert island?</u></p> <p>Knowledge The children will know:</p>	<p><u>What makes the Great Fire of London great?</u></p> <p>Knowledge The children will know:</p>	<p><u>Why are Florence Nightingale and Rosa Parks remembered today?</u></p> <p>Knowledge The children will know:</p>	<p><u>What makes Constantine special?</u></p> <p>Knowledge The children will know:</p> <p>Potential project idea – Creating clay tiles of local landmarks or to collate the</p>	<p><u>Why are rainforests unique?</u></p> <p>Knowledge The children will know:</p> <p>Potential project idea – Creating a digital artefact of a rainforest insect</p>	<p><u>What was it like to be a tin miner?</u></p> <p>Knowledge The children will know:</p> <p>Textiles: Templates and joining</p>


<p>Structures: Freestanding structures</p> <p>Design, make and evaluate a freestanding structure, eg: a chair for the characters in the guided reading book</p> <p>D&T association resource: Y1-2 freestanding structures DMC Resource: none available</p>	<p>Potential project idea – Creating bonfire night paintings in a similar style to Turner</p> <ul style="list-style-type: none"> • What the purpose of a colour wheel is • That colour wheels show primary and secondary colours • That primary colours can be mixed to make secondary colours • That adding white to a colour is called tinting • That adding black to a colour is called shading • That different combinations of secondary colours produce different outcomes • How to use artists' work to influence their own productions • Different tones of colour produce different effects when looked at • A range of work produced by one artist on a theme 	<p>Food: Biscuits</p> <p>Design, make and evaluate a biscuit product</p> <p>Use biscuit resources in D&T folder</p> <p>NC Cooking and nutrition Across KS1 pupils should know:</p> <ul style="list-style-type: none"> • that all food comes from plants or animals • that food has to be farmed, grown elsewhere (e.g. home) or caught <p>Across KS1 pupils should know:</p> <ul style="list-style-type: none"> • how to name and sort foods into the five groups in The eatwell plate • that everyone should eat at least five portions of fruit and vegetables every day • how to prepare simple dishes safely and hygienically, without using a heat source • how to use techniques such as cutting, peeling and grating 	<p>feelings and spirit of the local environment</p> <ul style="list-style-type: none"> • What a piece of clay-based artwork produced by well-known artists looks like • Some of the techniques used to produce a piece of clay artwork 	<p>drawing that is colour with pastels or chalks</p> <ul style="list-style-type: none"> • The work of local and international artists with a similar focus • The names and key features of different insects that act as an art subject • How and why it can be important to keep digital artefacts of different pieces of art 	<p>Design, make and evaluate a puppet to perform a play or a bag for carrying precious stones and rocks in</p> <p>D&T association resource: Y1-2 templates and joining DMC Resource: Y1-2 puppets or post bag</p>
<p>Prior Learning:</p> <ul style="list-style-type: none"> • Experience of using construction kits to build walls, towers and frameworks. • Experience of using of basic tools e.g. scissors or hole punches with construction materials e.g. plastic, card. • Experience of different methods of joining card and paper. <p>Skills The children will be able to:</p> <p>Designing</p> <ul style="list-style-type: none"> • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through talking, mock-ups and drawings. <p>Making</p> <ul style="list-style-type: none"> • Plan by suggesting what to do next. • Select and use tools, skills and techniques, explaining their choices. • Select new and reclaimed materials and construction kits to build their structures. • Use simple finishing techniques suitable for the structure they are creating. <p>Evaluating</p> <ul style="list-style-type: none"> • Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings. • Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Know how to make freestanding structures stronger, stiffer and more stable. 	<p>Skills The children will be able to:</p> <p>Painting</p> <ul style="list-style-type: none"> • Make colour wheels • Use primary colours to mix secondary colours and add white and black to tint and shade • Identify complementary colours • Experiment with paint to create a range of tones • Use the paintbrush effectively to add different amounts of paint • Manipulate the paint brush to paint effectively • Mix colours fully to ensure an even shade • Mix and paint to produce a gradient of colour • Use a variety of techniques to produce different outcomes. 	<p>Prior Learning:</p> <ul style="list-style-type: none"> • Children will have had experience of preparing fruit and vegetables in Y1. • Know the importance of handwashing prior to preparing food • have had some experience of the basic principles of a healthy and varied diet • Pupils should know that the Sun and rain is needed for growing food <p>Skills The children will be able to:</p> <p>Designing</p> <ul style="list-style-type: none"> • Design appealing products for a particular user based on simple design criteria. * Research and evaluate different biscuit products • understand that food found locally is dependent on seasonality and choose accordingly • sourced from different countries when it can't be found locally • Generate initial ideas and design criteria through investigating a variety of existing biscuit products • Communicate these ideas through talk and drawings. <p>Making</p> <ul style="list-style-type: none"> • Use simple utensils and equipment to e.g. weigh, mix, roll, cut... • Select from a range of flour and added ingredients according to their characteristics e.g. colour, texture and taste to create a chosen product. <p>Evaluating</p>	<p>Skills The children will be able to:</p> <p>Clay relief tiles</p> <ul style="list-style-type: none"> • Roll, flatten and shape a piece of clay in order to produce a tile for working on • Select objects and tools to make different markings in a clay tile • Roll out clay without it sticking to a surface • Gather sources from their local environment of inspiration for art such as rubbings, photos and sketches • Visualise an idea for their own clay tile • Draw a design of a tile in advance to share their ideas and check the feasibility • Transfer a design idea from paper to a finished product • Identify when a clay tile is dry and ready for firing • Use more formal vocabulary to evaluate their designs and the work of others 	<p>Skills The children will be able to:</p> <p>Drawing</p> <ul style="list-style-type: none"> • Use pressure to achieve different levels of tone • Select a range of tools to achieve different outcomes (Hard and soft pencils) • Accurately draw the outline of something, leaving out the smaller details • Use line and shape to create form <p>Pastels or chalks</p> <ul style="list-style-type: none"> • Select colours of pastels or chalks to best match an observed subject <p>Computing</p> <ul style="list-style-type: none"> • Use computing skills to produce a digital artefact (See previous computing learning skills) 	<p>Prior learning:</p> <ul style="list-style-type: none"> • Explored and used different fabrics. • Cut and joined fabrics with simple techniques. • Thought about the user and purpose of products. <p>Skills The children will be able to:</p> <p>Designing</p> <ul style="list-style-type: none"> • Design a functional and appealing product for a chosen user and purpose based on simple design criteria. • Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology. <p>• Create annotated working drawings</p> <p>Making</p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. • Select from and use textiles according to their characteristics. <p>With some support, begin to use basic stitching techniques</p> <p>Make simple templates and 'mock ups'</p> <p>Evaluating</p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing textile products relevant to the project being undertaken. • Evaluate their ideas throughout and their final products against original design criteria. <p>Technical knowledge and understanding</p>

	<ul style="list-style-type: none"> Know and use technical vocabulary relevant to the project. 		<ul style="list-style-type: none"> Taste and evaluate a range of biscuit products to determine the intended user's preferences. Evaluate ideas and finished products against design criteria, including intended user and purpose. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> Understand and use basic principles of a healthy and varied diet to prepare dishes, including where biscuits are part of The Eatwell Guide. Know about the health issues surrounding sugary food. Know and use technical and sensory vocabulary relevant to the project. 			<ul style="list-style-type: none"> Understand how simple 3-D textile products are made, using a template to create two identical shapes. Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. *know that scissors used for cutting fabric MUST not be used for cutting any other material Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons. Know and use technical vocabulary relevant to the project.
Year 3	<p><u>What was life like in the Stone Age?</u></p> <p>Knowledge The children will know:</p> <p>Potential project idea – Creating a piece of art in the style of those found at Lascaux, using similar tools and materials</p> <ul style="list-style-type: none"> How Stone Age people produced sophisticated pieces of art that can still be seen today That Stone Age people recorded their lives in the form of art The meaning of the word 'pigment' and why this is important in early art forms How early art was created using available materials and tools How to use a pestle and mortar to create new types of 'paint', predicting the outcome before they produce the material 	<p><u>What is it like to live in Greece?</u></p> <p>Knowledge The children will know:</p> <p>Potential project idea – Creating pinch pots in the style of Greek pottery</p> <p>Refer children back to Year 2 Summer drawing work where children began to control pressure when using drawing implements to create lighter and darker tones</p> <p>Drawing</p> <ul style="list-style-type: none"> That depth is created by altering the tone of shading That 'grounding' an object supports the impression of three-dimensions <p>Pottery</p> <ul style="list-style-type: none"> Know that pottery is symmetrical Know about the shapes, styles, functions and decorative aspects of Greek pottery 	<p><u>How did the ancient Greeks change the world?</u></p> <p>Knowledge The children will know:</p> <p>Food: Healthy and varied diet</p> <p>D&T association resource: Y3-4 healthy and varied diet DMC Resource: Y1-2 sandwiches</p> <p><i>Design, make and evaluate a bread-based product with a filling for lunch, such as a wrap, a sandwich, a roll, a blini or a toastie</i></p> <p>NC Cooking and nutrition Across KS2 pupils should know</p> <ul style="list-style-type: none"> that a recipe can be adapted a by adding or substituting one or more ingredients that food is grown, reared and caught in the UK, Europe and the wider world * how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking <p>In early KS2 pupils should also know:</p> <ul style="list-style-type: none"> that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The eatwell plate that to be active and healthy, food and drink are needed to provide energy for the body 	<p><u>Why is fair trade important?</u></p> <p>Knowledge The children will know:</p> <p>Structures: Shell structures</p> <p>D&T association resource: Y3-4 shell structures</p> <p><i>Design, make and evaluate some packaging for fair trade product to protect it when it travels.</i></p>	<p><u>How have holidays in Cornwall changed over time?</u></p> <p>Knowledge The children will know:</p> <p>Textiles: <u>Joining materials and adding details</u></p> <p><i>Design, make and evaluate a holder/ purse/wallet for a friend or relative</i></p> <p>D&T association resource: Y3-4 2D shape to 3D product DMC resource – money holders</p>	<p><u>Why are our coasts changing?</u></p> <p>Knowledge The children will know:</p> <p>Potential project idea – Observational drawings and a watercolour painting with a sea life theme</p> <ul style="list-style-type: none"> About the life and work of artists and scientists who have been inspired by sea creatures How to use tone to create a three-dimensional effect
	<p>Skills The children will be able to:</p> <p>Research</p> <ul style="list-style-type: none"> Use appropriate vocabulary to discuss their findings <p>Painting</p> <ul style="list-style-type: none"> Select different tools to produce a desired outcome 	<p>Skills The children will be able to:</p> <p>Drawing</p> <ul style="list-style-type: none"> Draw based on observation and only include the details that can be seen Draw geometric shapes accurately and symmetrically Use pencil control to create different tones 	<p>Prior Learning:</p> <p>Know some ways to prepare ingredients safely and hygienically.</p> <ul style="list-style-type: none"> Have some basic knowledge and understanding about healthy eating and The Eatwell Guide. Have used some equipment and utensils and prepared and combined ingredients to make a product. <p>Have had experience designing, making and evaluating bread products</p> <p>Skills</p>	<p>Prior Learning:</p> <ul style="list-style-type: none"> Experience of using different joining, cutting and finishing techniques with paper and card. A basic understanding of 2D and 3D shapes in mathematics and the physical properties and everyday uses of materials in science. <p>Skills The children will be able to:</p> <p>Designing</p>	<p>Prior Learning:</p> <ul style="list-style-type: none"> Have joined fabric in simple ways by gluing and stitching. Have used simple patterns and templates for marking out. Have evaluated a range of textile products. <p>Skills The children will be able to:</p> <p>Designing</p>	<p>Skills The children will be able to:</p> <p>Research</p> <ul style="list-style-type: none"> Observe and discuss the works of famous artists <p>Drawing</p> <ul style="list-style-type: none"> Draw objects and use shading to give them a three-dimensional appearance

	<ul style="list-style-type: none"> Use tools in an appropriate way for how they work Explore spray diffusers and flicking paint from stiff brushes (or toothbrushes) over stencils (hands for example) Use marks and lines to create shape and form Tint (add white) and shade (add black) paint to make backgrounds for printing Use different media to achieve variations in line, texture, tone, colour, shape and pattern <p>Drawing</p> <ul style="list-style-type: none"> Use sketchbooks to record ideas, plan colours and practice shapes 	<ul style="list-style-type: none"> Shade accurately Use blending and shading to create shadow Use grounding to add detail and create an illusion of three-dimensions Use pen to emphasis chosen details <p>Research</p> <ul style="list-style-type: none"> Discuss observations of artwork Describe different elements of artwork using appropriate artwork Research the historical context of certain styles of art <p>Pottery</p> <ul style="list-style-type: none"> Roll and shape clay to make a pinch pot Use their fingers or implements to smooth and shape a pot Create extra features of a pot such as handles and spouts Use appropriate amounts of water to attach extra features to a pot <p>Painting</p> <ul style="list-style-type: none"> Select appropriate colours to add to a pot Use tools to make detail stand out more 	<p>The children will be able to:</p> <p>Designing</p> <ul style="list-style-type: none"> Research bread products and fillings from Greece *Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. *Draw exploded diagrams of their product design <p>Making</p> <ul style="list-style-type: none"> Plan the main stages of a recipe, listing ingredients, utensils and equipment. Select and use appropriate utensils and equipment to prepare and combine ingredients. Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. <p>Evaluating</p> <ul style="list-style-type: none"> Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> Know how to use appropriate equipment and utensils to prepare and combine food. Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. Know and use relevant technical and sensory vocabulary appropriately. 	<ul style="list-style-type: none"> Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product. Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas. *with support, draw simple shapes (cuboids) isometrically using isometric paper *draw precise nets with dimensions which include glueing tabs <p>Making</p> <ul style="list-style-type: none"> Order the main stages of making. Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy. Explain their choice of materials according to functional properties and aesthetic qualities. Use finishing techniques suitable for the product they are creating. <p>Evaluating</p> <ul style="list-style-type: none"> Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used. Test and evaluate their own products against design criteria and the intended user and purpose. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> Develop and use knowledge of how to construct strong, stiff shell structures. *know how to layer and 'ply' materials to strengthen them. Understand that some materials, eg, corrugated cardboard, are stronger in one direction than the other <p>* How tabs can be used to increase the surface area of materials for glueing</p> <ul style="list-style-type: none"> Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. <ul style="list-style-type: none"> Know and use technical vocabulary relevant to the project. 	<ul style="list-style-type: none"> Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s. Produce annotated and labelled sketches, prototypes, final product sketches and pattern pieces. <p>Making</p> <ul style="list-style-type: none"> Learn and begin to use (and incorporate into their designs) more complex stitching techniques (eg, blanket stitch). *Plan the main stages of making. Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing. Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern. <p>Evaluating</p> <ul style="list-style-type: none"> Investigate a range of 3-D textile products relevant to the project. Test their product against the original design criteria and with the intended user. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> Know how to strengthen, stiffen and reinforce existing fabrics. Understand how to securely join two pieces of fabric together. Understand the need for patterns and seam allowances. Know and use technical vocabulary relevant to the project. 	<ul style="list-style-type: none"> Frame areas of a drawing and create a close observational copy Use the correct grip and direction of a pencil to generate tone Refine and neaten a drawing to achieve a desired effect Draw an outline and key features of an object but leave space for colour Use pencils and watercolour to sketch/make studies of ocean animals, shells and plant life <p>Watercolour</p> <ul style="list-style-type: none"> To revisit skills learned in KS1 to mix colours To use careful brush control to add paint detail to a drawing
Year 4	<p>What makes our Earth angry?</p> <p>Knowledge The children will know:</p> <p>Electrical: Simple circuits and switches</p> <p>Design, make and evaluate a torch for an intended user</p> <p>D&T association resource: Y3-4 simple circuits and switches DMC Resource: Y4 torch</p>	<p>What have the Romans ever done for us?</p> <p>Knowledge The children will know:</p> <p>Potential project idea – Printing a mosaic in the style of the Romans</p> <ul style="list-style-type: none"> That art can carry historical significance and tells us things about the past That we sometimes have to interpret art and this may or may not be correct How mosaics were used in Roman times. 	<p>Where in the world is Nigeria?</p> <p>Knowledge The children will know:</p> <p>Mechanisms: levers and linkages</p> <p>Design, make and evaluate a moving picture (or greetings card/postcard) which incorporates a moving part</p>	<p>What happened to the ancient Kingdom of Benin?</p> <p>Knowledge The children will know:</p> <p>Project – Creating a 3D clay mask in the style of the Edo ethnic group of Benin</p> <ul style="list-style-type: none"> That the Kingdom of Benin has a rich art history which is distinctive in style That some features of pottery have to be added as separate features 	<p>Why are the Tudors remembered?</p> <p>Knowledge The children will know:</p> <p>Potential project idea – Creating a portrait in the style of Hans Holbein’s portraits of Henry VIII’s wives. Hold a private viewing of the finished portraits for parents.</p> <ul style="list-style-type: none"> About the work of Tudor portrait artist Hans Holbein About the role of portraiture in Tudor times 	<p>How does the river get to the sea?</p> <p>Knowledge The children will know:</p> <p>Food: Pasties and pies</p> <p>Design, make and evaluate a pasty to take on a picnic</p> <p>D&T association resource: none available DMC Resource: Y5/6 Biscuit factory</p> <p>NC Cooking and nutrition Across KS2 pupils should know</p>

		<ul style="list-style-type: none"> That mosaics come in different styles such as geometric or Byzantine (not Roman!) and have different focuses such as fish, birds etc. 	D&T association resource: Y3-4 levers and linkages DMC Resource: Y5 lever toy		<ul style="list-style-type: none"> How to draw a correctly proportioned human face 	<ul style="list-style-type: none"> that a recipe can be adapted a by adding or substituting one or more ingredients that food is grown, reared and caught in the UK, Europe and the wider world * how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking In early KS2 pupils should also know: that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The eatwell plate that to be active and healthy, food and drink are needed to provide energy for the body
	Prior learning <ul style="list-style-type: none"> Constructed a simple series electrical circuit in science, using bulbs, switches and buzzers. Cut and joined a variety of construction materials, such as wood, card, plastic, reclaimed materials and glue. Designing <ul style="list-style-type: none"> Gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams. With support, draw in orthographic projection. Making <ul style="list-style-type: none"> Order the main stages of making. Select from and use tools and equipment to cut, shape, join and finish with some accuracy. Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities. Evaluating <ul style="list-style-type: none"> Investigate and analyse a range of existing battery-powered products. Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work. Technical knowledge and understanding <ul style="list-style-type: none"> Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers. Apply their understanding of computing to program and control their products. <ul style="list-style-type: none"> Know and use technical vocabulary relevant to the project. 	Skills The children will be able to: Research <ul style="list-style-type: none"> Focus on one particular aspect of an art piece and create replica drawings Collect a range of drawings of different styles of mosaics and annotate them Drawing <ul style="list-style-type: none"> Take inspiration from Roman mosaics and draw their own patterns Printing <ul style="list-style-type: none"> Use a section of square timber as a 'stamp' Apply an appropriate amount of paint to a stamp Create a repeating pattern using a stamp Select appropriate colours for a mosaic pattern 	Prior learning <ul style="list-style-type: none"> Explored and used mechanisms such as flaps, sliders and levers. Gained experience of basic cutting, joining and finishing techniques with paper and card. Designing <ul style="list-style-type: none"> Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user. Use annotated sketches and prototypes to develop, model and communicate ideas. Making <ul style="list-style-type: none"> Order the main stages of making. Select from and use appropriate tools with some accuracy to cut, shape and join paper and card. Select from and use finishing techniques suitable for the product they are creating. *use knowledge of material properties to make functioning and strong levers and linkages Evaluating <ul style="list-style-type: none"> Investigate and analyse books and, where available, other products with lever and linkage mechanisms. Evaluate their own products and ideas against criteria and user needs, as they design and make. Technical knowledge and understanding <ul style="list-style-type: none"> Understand and use lever and linkage mechanisms. Distinguish between fixed and loose pivots. <ul style="list-style-type: none"> Know and use technical vocabulary relevant to the project. 	Skills The children will be able to: <ul style="list-style-type: none"> Use appropriate language to discuss an art form Identify the key features of an art form, including features not previously encountered Drawing <ul style="list-style-type: none"> Create a paper template of a final design Use combinations of line and pattern to create a design Annotate studies with likes, styles, materials Clay mask <ul style="list-style-type: none"> Roll out a consistent thickness of clay Use large tools to create a curved shape Select tools to cut and shape a material as desired Create extra features from separate pieces of clay Add features to the main art piece using slip Persevere when work becomes challenging 	Skills The children will be able to: <ul style="list-style-type: none"> Learn the proportions of the human face Identify key features of a face such as centre lines, eye lines etc Draw a human face in ¾ profile Drawing <ul style="list-style-type: none"> Discuss the background of pieces of art and understand their place in context Use appropriate vocabulary to discuss pieces of art Research <ul style="list-style-type: none"> Discuss the background of pieces of art and understand their place in context Use appropriate vocabulary to discuss pieces of art Watercolour paints <ul style="list-style-type: none"> Use primary colours to create chosen secondary colours Select appropriate amounts of a colour to produce a desired outcome Record the outcome of mixing paint and then adapt as required Oil pastels <ul style="list-style-type: none"> Practice using oil pastels in an appropriate way Overlap or blend colours to achieve a desired outcome Use implements to remove oil pastel and create detail 	Prior learning <ul style="list-style-type: none"> Experience of working with and evaluating bread products Experience with preparing ingredients hygienically Design <ul style="list-style-type: none"> Pupils confidently use research (including market testing) and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. Learn to draw cross sectional drawings Pupils generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional drawings and exploded diagrams. Pupils confidently draw up a specification for their design Plan the order of their work, and know the steps needed to create their product. Identify the strengths and areas for development in their ideas and products. Pupils know how much products cost to make and how sustainable and innovative they are. Pupils use market research to inform plans. Make <ul style="list-style-type: none"> Pupils confidently select appropriate equipment and ingredients and can prepare fruit and veg independently. Pupils demonstrate when to make modifications as they go along. Pupils use finishing techniques to present their work Evaluate <ul style="list-style-type: none"> Pupils evaluate their products, identifying strengths and areas for development, and carry out appropriate tests.
Year 5	Why is the planet melting? Knowledge The children will know: Potential project idea – Create polar landscapes using mixed media.	What was it like to be a Victorian? Knowledge The children will know: Mechanisms: Cams	Why did the world go to war? Knowledge The children will know: Potential project idea – A war-inspired piece of art in the chosen class style, based on artists studied	Why is London an important city? Knowledge The children will know: Potential project idea – Digital art media to create a graphic art poster, which may attract people to London	How do forces work? Knowledge The children will know: Mechanisms: Pulleys and gears	Who won the Space Race? Knowledge The children will know: Structures: frame structures

	<ul style="list-style-type: none"> That art can be created using a combination of media That paintings and drawings have different sections to give perspective How to use language such as foreground to describe a piece of art How to select different media and techniques to produce a desired effect 	<p>Design, make and evaluate a cam toy</p> <p>D&T association resource: Y3-4 cams DMC Resource: Y5 mechanical toy</p>	<ul style="list-style-type: none"> About the life and works of some artists associated with WW2 (Henry Moore – London Underground drawings, Graham Sutherland, Paul Nash, John Piper. – official war artists) That sometimes art is used to communicate a particular message 	<ul style="list-style-type: none"> That art can be created in a variety of ways, including digital That some artists choose to produce artwork digitally 	<p>Design, make and evaluate a powered vehicle that uses a pulley to increase its speed</p> <p>D&T association resource: Y5-6 pulleys and gears DMC Resource: Y5 powered vehicle</p>	<p>Design, make and evaluate a frame structure</p> <p>D&T Association resources: Y5 frame structures DMC resource</p> <p>Could link to idea of growing plants on the moon/ another planet or a structure for rocket launch pad</p>
	<p>Skills The children will be able to:</p> <p>Painting</p> <ul style="list-style-type: none"> Understand the difference between warm and cold colours Create a range of cold colours using cyan, ultramarine, magenta and white Experiment with a wide variety of ways to make different marks and colours with a wide range of media Use ink and spray diffusers, collage, poster paint with sponges and large brushes, stencil techniques, wax resist techniques, oil and chalk pastels Combine techniques to create polar images Experiment with a range of media on an A3 scale to make material for combining and collaging 	<p>Prior learning</p> <ul style="list-style-type: none"> Experience of axles, axle holders and wheels that are fixed or free moving. Basic understanding of different types of movement. Experience of cutting and joining techniques with a range of materials including card, plastic and wood. An understanding of how to strengthen and stiffen structures. <p>Designing</p> <ul style="list-style-type: none"> Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources. Develop a simple design specification to guide their thinking. Develop and communicate ideas through discussion, annotated drawings, cross sectional drawings exploded drawings and drawings from different views (orthographic). <p>Making</p> <ul style="list-style-type: none"> Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished. Work within the constraints of time, resources and cost. with support, use junior hacksaws independently to cut sectional timber and dowels <p>Evaluating</p> <ul style="list-style-type: none"> Compare the final product to the original design specification. Test products with the intended user, where safe and practical, and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. Consider the views of others to improve their work. Investigate famous manufacturing and engineering companies relevant to the project. <p>Technical knowledge and understanding</p>	<p>Skills The children will be able to:</p> <p>Research</p> <ul style="list-style-type: none"> Research the historical context of pieces of art Collect pieces of art they particularly favour Annotate art to discuss the techniques used to produce them Select a style for the whole class to replicate Use the appropriate approach to the chosen style using the skills developed 	<p>Skills The children will be able to:</p> <ul style="list-style-type: none"> Appraise a piece of artwork and predict how it was created Identify common elements between artwork and use appropriate vocabulary to discuss it Explore a digital tool to make artwork Use layering to create artistic effects digitally Use zoom to focus on particular areas of a piece of digital artwork and add detail Add and modify text Appraise a piece of artwork against set criteria Collate digital images that achieve an outcome 	<p>Prior learning</p> <ul style="list-style-type: none"> Experience of axles, axle holders and wheels that are fixed or free moving. Basic understanding of electrical circuits, simple switches and components. Experience of cutting and joining techniques with a range of materials including card, plastic and wood. An understanding of how to strengthen and stiffen structures. <p>Designing</p> <ul style="list-style-type: none"> Develop a simple design specification to guide their thinking. Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. learn to draw and communicate design ideas through oblique and isometric drawings <p>Making</p> <ul style="list-style-type: none"> Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished. Work within the constraints of time, resources and cost. use junior hacksaws independently to cut sectional timber and dowels independently assemble electrical circuits <p>Evaluating</p> <ul style="list-style-type: none"> Compare the final product to the original design specification. Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. Consider the views of others to improve their work. Investigate famous manufacturing and engineering companies relevant to the project. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> Understand that mechanical and electrical systems have an input, process and an output. 	<p>Prior learning</p> <ul style="list-style-type: none"> Experience of using measuring, marking out, cutting, joining, shaping and finishing techniques with construction materials. Basic understanding of what structures are and how they can be made stronger, stiffer and more stable. <p>Designing</p> <ul style="list-style-type: none"> Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources. Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost. Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches. <p>Making</p> <ul style="list-style-type: none"> Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used. Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. Use finishing and decorative techniques suitable for the product they are designing and making. <p>Evaluating</p> <ul style="list-style-type: none"> Investigate and evaluate a range of existing frame structures. Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. Research key events and individuals relevant to frame structures. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> Understand how to strengthen, stiffen and reinforce 3D frameworks. Know and use technical vocabulary relevant to the project

		<ul style="list-style-type: none"> Understand that mechanical systems have an input, process and an output. Understand how cams can be used to produce different types of movement and change the direction of movement. Know and use technical vocabulary relevant to the project 			<ul style="list-style-type: none"> Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. Know and use technical vocabulary relevant to the project 	
Year 6	<p>What did the Egyptians teach us?</p> <p>Knowledge The children will know:</p> <p>Potential project idea – Create a piece of Egyptian tomb art</p> <ul style="list-style-type: none"> About the role of art and its various forms in Ancient Egyptian society That the Egyptians always showed the full body due to their religious beliefs That the human body has often been drawn in various ways across history and for different purposes How to draw the human figure in correct proportions How to scale up images using grids To only draw what they can see and nothing else 	<p>Are rainforests important?</p> <p>Knowledge The children will know:</p> <p>Food: <u>sustainable tropical plant based smoothie</u></p> <p>Design, make and evaluate a tropical, plant based, sustainable smoothie</p> <p>D&T association resource: none available DMC Resource: year 4 bone builder drinks Booklet available in D&T folder</p> <p>NC - Cooking and Nutrition Across KS2 pupils should know</p> <ul style="list-style-type: none"> that a recipe can be adapted a by adding or substituting one or more ingredients that food is grown, reared and caught in the UK, Europe and the wider world <p>In late KS2 pupils should also know:</p> <ul style="list-style-type: none"> that seasons may affect the food available how food is processed into ingredients that can be eaten or used in cooking <p>Across KS2 pupils should know</p> <p>how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</p> <ul style="list-style-type: none"> how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking <p>In late KS2 pupils should also know:</p> <ul style="list-style-type: none"> that recipes can be adapted to change the appearance, taste, texture and aroma that different food and drink contain different substances – nutrients, water and fibre – that are needed for health 	<p>What legacy did the Celts leave in Cornwall?</p> <p>Knowledge The children will know:</p> <p>Textiles: <u>Combining different fabric shapes</u></p> <p>Design, make and evaluate a Celtic costume for a toy</p> <p>D&T association resource: Y5-6 Combining different fabric shapes DMC Resource: Y6 clothing for Stig</p>	<p>What powers Earth?</p> <p>Knowledge The children will know:</p> <p>Electrical: <u>Monitoring and control</u></p> <p>D&T association resource: Y5-6 monitoring and control DMC Resource: none available</p> <p>Design, make and evaluate a Crumble controlled vehicle that can travel along a course</p> <p>Build a robotic buggy to transport resources, which uses a Crumble to allow programming of instructions and responses.</p>	<p>Were all Vikings vicious?</p> <p>Knowledge The children will know:</p> <p>Potential project idea – Clay tile of Viking tree of life (Yggdrasil).</p>  <ul style="list-style-type: none"> The place of the Viking tree of life in their culture How to create more intricate pieces of claywork, including adding parts at different stages 	<p>Can you find your way home?</p> <p>Knowledge The children will know:</p> <p>Potential project idea - To produce perspective drawings of a street view of Constantine</p> <ul style="list-style-type: none"> What perspective is and why it is important in art How to identify how other artists have used perspective How to identify a focal point, horizon and lines of perspective in other artists' work
	<p>Skills The children will be able to:</p> <p>Research</p> <ul style="list-style-type: none"> Identify how drawings are anatomically accurate, proportioned and contain detail <p>Drawing</p> <ul style="list-style-type: none"> Draw a correctly proportioned human face in profile Use construction lines to support proportion Use tone to add light and shade Draw mannequins in a variety of poses, correctly proportioned. 	<p>Skills The children will be able to:</p> <p>Design</p> <ul style="list-style-type: none"> Pupils confidently use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose and as sustainable as possible Pupils generate, develop, model and communicate their ideas through discussion, annotated sketches and exploded diagrams. Pupils accurately apply a range of finishing techniques to design drawings: eg, tonal shading. Pupils confidently draw up a specification for their design, including costings (use online supermarket website) 	<p>Skills The children will be able to:</p> <p>Prior learning</p> <ul style="list-style-type: none"> Experience of basic stitching, joining textiles and finishing techniques. Experience of making and using simple pattern pieces. * experience of cutting fabrics <p>Designing</p> <ul style="list-style-type: none"> Generate innovative ideas by carrying out research including surveys, interviews and questionnaires. * Research a range of fabric fastenings (buttons, toggles, ties...) Develop, model and communicate ideas through talking, drawing, templates, mock- 	<p>Skills The children will be able to:</p> <p>Prior learning</p> <ul style="list-style-type: none"> Initial experience of using computer control software and an interface box, a standalone box or microcontroller, e.g. Crumble. Some experience of writing and modifying a program to make a light turn on or flash on and off. Understanding of the essential characteristics of a series circuit and experience of creating a battery-powered, functional, electrical product. Experience of cutting and joining section timer to make a frame (chassis) 	<p>Skills The children will be able to:</p> <p>Research</p> <ul style="list-style-type: none"> Research myths and images related to Yggdrasil (Viking tree of life) <p>Drawing</p> <ul style="list-style-type: none"> Use sketchbooks to research and copy some Viking intricate knotwork patterns Use pen and ink to finish drawings In sketch books, make designs of circular images of Yggdrasil (to be produced in clay relief). 	<p>Skills The children will be able to:</p> <ul style="list-style-type: none"> Research and discuss the work and ideas of various artists who use perspective in their artwork Collect in sketchbooks and annotate / draw over images to highlight perspective Find the vanishing points in various artworks Discuss different pieces of art and how they have used perspective effectively Use a ruler to create lines for perspective

<ul style="list-style-type: none"> Create human sized Egyptian figures (use wallpaper roll) by using a system of scaled grids to scale up an artwork on A4. <p>Painting</p> <ul style="list-style-type: none"> Make informed choices about how best to add colour and detail 	<ul style="list-style-type: none"> Plan the order of their work, and know the steps needed to create their product. Pupils show a good awareness of how to present their product to make it visually appealing Identify the strengths and areas for development in their ideas and products. Pupils use market research to inform plans and test ingredients Pupils suggest ideas about how their product could be sold and work within a given budget. As an extension task, children could make an advertisement and design packaging for their product. <p>Make</p> <ul style="list-style-type: none"> Pupils confidently select appropriate equipment and ingredients and can prepare fruit and veg independently. Pupils aim to make and to achieve a quality product. Pupils demonstrate when to make modifications as they go along. Pupils demonstrate a good knowledge of food hygiene <p>Evaluate</p> <ul style="list-style-type: none"> Pupils evaluate their products, identifying strengths and areas for development, and carry out appropriate tests. Pupils record their evaluations using drawings with labels. Pupils discuss how key events and individuals have helped shape the world through design. Pupils know how much their product costs to make and how sustainable and innovative it is 	<p>ups and prototypes and, where appropriate, computer-aided design.</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification. <p>Making</p> <ul style="list-style-type: none"> Produce detailed lists of equipment and fabrics relevant to their tasks. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost. cut fabrics independently and accurately Choose from a range of stitching style the most suitable stitch to use with support, begin to use a sewing machine <p>Evaluating</p> <ul style="list-style-type: none"> Investigate and analyse textile products linked to their final product. Compare the final product to the original design specification. Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. Consider the views of others to improve their work. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics. Fabrics can be strengthened, stiffened and reinforced where appropriate. 	<p>Experience of building vehicle using wheels, axels and chassis</p> <p>Designing</p> <ul style="list-style-type: none"> Develop a design specification for a functional product that responds automatically to changes in the environment. Generate, develop and communicate ideas through discussion, annotated sketches and pictorial representations of electrical circuits or circuit diagrams. <p>Making</p> <ul style="list-style-type: none"> Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components. independently make a vehicle chassis and add axels Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product. Create and modify a computer control program to enable their electrical product to respond to changes in the environment. <p>Evaluating</p> <ul style="list-style-type: none"> Continually evaluate and modify the working features of the product and its programme to match the initial design specification. Test the system to demonstrate its effectiveness effectiveness to complete the course. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> Understand and use electrical systems in their products. Understand the use of computer control systems in products. Apply their understanding of computing to program, monitor and control their products. Know and use technical vocabulary relevant to the project. 	<p>Clay</p> <ul style="list-style-type: none"> Roll out clay on a board to an even thickness and cut into a circular shape Refine cut edges Use clay relief to add features like branches, roots, leaves Use clay slip and scratching to join clay Add texture where applicable Add coloured slip (limited pallet) Glaze and fire to finish 	<ul style="list-style-type: none"> Use one point perspective to draw an object Identify the horizon and the vanishing point Choose the size of objects to alter how far away they look Use tone to add depth and dimension to a drawing Control tone and line weight to alter how far away something appears Take inspiration from the local environment Take photographs of street scenes in Constantine where perspective is evident Identify perspective in the local environment Learn how to use two point perspective to draw 3d shapes Draw three-dimensional objects by using a focal point and lines of perspective Use tonal shading and an awareness of light to add colour and shading Make drawings of street scenes using photographs as source material using pencil
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Areas of study distribution map

	autumn	spring	summer
Y1	Mechanisms Wheels and axels	Food Preparing fruit and veg	Mechanisms Sliders and levers
Y2	Structures Freestanding structures	Food biscuits	Textiles Puppet or bag
Y3	Food Bread product	Structures Shell structures - packaging	Textiles Purse or wallet
Y4	Electrical Torch	Mechanisms Lever toy	Food Pasties and pies
Y5	Mechanisms Cam toy	Mechanisms Powered vehicle	Structures Frame structure
Y6	Food Tropiucal smoothie	Textiles Celtic clothing	Electrical Crumble behiucle

To Do

Cross reference topic packs

Link to booklets

Ensure progression in food tech

Drawing progression

Skills progression

Transfer changes to topic packs

Download and file useful DTA resources

Audit and purchase tools and consumables

Staff meeting

What to do about evidencing – where to keep booklets

Audit cookery equipment