Art and Design and Technology Combined Curriculum Overview

Year Group	Autumn 1	Autumn 2 (Arts Week)	Spring 1	Spring 2 (STEAM Week)	Summer 1	Summer 2 (Healthy Living Week) Topic – Great Outdoor Explorers
N	Ourselves	Colour and Light	Once upon a Time	Mini-Beasts	Transport and Journeys	Great Outdoor
3 & 4 Year olds (Development Matters 2021) (Nursery to do woodwork for part of DT)	Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Show different emotions in their drawings and paintings,	Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore colour and colour mixing. Show different emotions in their drawings — happiness, sadness, fear, etc.	Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore colour and colour mixing. Create closed shapes with continuous lines and begin	Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore colour and colour mixing.	Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore colour and colour mixing. Use drawing to represent ideas like	Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore colour and colour mixing.

	like happiness, sadness, fear, etc. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Explore different materials freely, to develop their ideas about how to use them and what to make. Black history month focus: Art around musical instruments (Atta Kwami – Focus Artist)	Join different materials and explore different textures. Develop their own ideas and then decide which materials to use to express them. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Explore different materials freely, to develop their ideas about how to use them and what to make. Wassily Kandisky (Concentric Circles) – linked to shape in maths	to use these shapes to represent objects. Join different materials and explore different textures. Develop their own ideas and then decide which materials to use to express them. Explore different materials freely, to develop their ideas about how to use them and what to make. Illustrations of Rapunzel and Hansel and Gretel inspired by Rachel Isadora	Use drawing to represent ideas like movement or loud noises. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Explore different materials freely, to develop their ideas about how to use them and what to make. Creating mini-beasts on BusyThings (digital art) inspired by Jess Allbert	movement or loud noises. Join different materials and explore different textures. Develop their own ideas and then decide which materials to use to express them. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Explore different materials freely, to develop their ideas about how to use them and what to make. Creating Maps inspired by Mychael Barrat e.g. Map of London/Where the Wild Things Are/School	Draw with increasing complexity and detail, such as representing a face with a circle and including details. Join different materials and explore different textures. Develop their own ideas and then decide which materials to use to express them. Explore different materials freely, to develop their ideas about how to use them and what to make. Leaf Art – Andy Goldsworthy
R	Ourselves	Space	People Who Help Us	Animals	Water	Great Outdoor Explorers
In Reception	- Develop storylines in their pretend play.	- Develop storylines in their pretend play.	- Develop storylines in their pretend play.	- Develop storylines in their pretend play.	- Develop storylines in their pretend play.	- Develop storylines in

(Development	- Explore, use and	- Explore, use and	 Explore, use and 	- Explore, use and		their pretend
Matters	refine a variety of	refine a variety of	refine a variety of	refine a variety	- Explore, use	play.
2021)	artistic effects to	artistic effects to	artistic effects to	of artistic effects	and refine a	
2021)	express their ideas	express their ideas	express their	to express their	variety of	- Explore, use
	and feelings.	and feelings.	ideas and	ideas and	artistic effects	and refine a
(Reception			feelings.	feelings.	to express their	variety of
to do	- Return to and build	- Return to and build			ideas and	artistic effects
	on their previous	on their previous	- Return to and	- Return to and	feelings.	to express
woodwork	learning, refining	learning, refining	build on their	build on their		their ideas and
for part of	ideas and developing	ideas and	previous learning,	previous	- Return to and	feelings.
*	their ability to	developing their	refining ideas and	learning, refining	build on their	
DT)	represent them.	ability to represent	developing their	ideas and	previous	- Return to and
		them.	ability to	developing their	learning,	build on their
	- Create	Consta	represent them.	ability to	refining ideas	previous
	collaboratively,	- Create	Consta	represent them.	and developing	learning,
	sharing ideas,	collaboratively,	- Create	Create	their ability to	refining ideas
	resources and skills.	sharing ideas,	collaboratively,	- Create	represent	and
	Disch history month focus	resources and skills.	sharing ideas,	collaboratively,	them.	developing
	Black history month focus:	SKIIIS.	resources and skills.	sharing ideas,	- Create	their ability to
	Handprints (Esther Mahlangu)	Van Gogh – Starry Night	SKIIIS.	resources and skills.	collaboratively,	represent them.
	ivianiangu)	van Gogn – Starry Night	Roy Leichtenstein – Pop	SKIIIS.	sharing ideas,	uieiii.
			Art	Tilen Ti – Animal Art	resources and	- Create
			Ait	(creating a chick/hen	skills.	collaboratively,
				using watercolours)	SKIIIS.	sharing ideas,
				using water colours;	Jessica Warboys – Sea	resources and
					Paintings	skills.
					ranitings	JKIII3.
						Henri Matisse – Nature
						Inspired Art (Landscape
						at Collioure)
						,
1	ART	ART	<mark>DT</mark>	ART	ART	DT
-	Formal Elements of Art	Art & Design Skills	<u>Mechanisms</u>	Landscapes using	Sculptures and Collages	<u>Structures</u>
	Shape, line and			Different Media	Example theme: Living	
	colour				Things	

- -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.
- -To learn 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.
- -Evaluate and analyse creative works using the language of art, craft and design.

Black history month focus: Notting Hill Carnival Masks

Design, drawing, craft, painting and art appreciation

- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space, to use drawing to develop and share their ideas, experiences and imagination.
- -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
- -To use a range of materials creatively to design and make products.
- -Evaluate and analyse creative works using the language of art, craft and design.
- -To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

Making a Moving Story Book (link to topic 'Music from around the World')

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- -Generate, develop, model and communicate their ideas through talking, drawing, templates, mockups and, where appropriate, information and communication technology
- -Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- -select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Example theme: At the Seaside

- -Use a range of materials creatively to design and make products
- -Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- -Learn about the work of a range of artists describing the differences and similarities between different practices and disciplines, and making links to their own work
- Develop a wide range of art and design techniques In using colour, pattern, texture, line, shape, form and space.
- -Become proficient in drawing, painting, sculpture and other art, craft and design techniques

DT Mechanisms

- -Use sculpture to develop and share their ideas.
- -Develop art and design and techniques in using pattern.
- To use a range of materials creatively to design and make products.
- To use their experiences and imagination
- -Taught about the work of a range of artists, craft makers and designers.
- -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.

Constructing a windmill (link to topic 'Great Outdoor Explorers')

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- -Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- -Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- -select from and use a wide range of materials and components, including construction materials, textiles and

<mark>DT</mark>	-Explore and evaluate a	Wheels and Axles (as part	-Describing the	ingredients, according
<u>Textiles</u>	range of existing products	of STEAM Week)	differences and	to their characteristics
Puppets <mark>(as part of Arts</mark>	-Evaluate their ideas and		similarities between	
Week)	products against design	- Design purposeful,	different practices and	-Explore and evaluate a
	criteria.	functional, appealing	disciplines, and making	range of existing
- Design purposeful,		products for themselves	links to their own work.	products
functional, appealing	-Explore and use	and		-Evaluate their ideas
products for themselves	mechanisms [for example,	other users based on	-To develop a wide	and products against
and	levers, sliders, wheels and	design criteria	range of art and design	design criteria.
other users based on design	axles], in their products.		techniques in using	
criteria		-Generate, develop,	shape, form and space.	-Explore and use
		model and communicate		mechanisms [for
-Generate, develop, model		their ideas through		example, levers, sliders,
and communicate their		talking, drawing,		wheels and axles], in
ideas through talking,		templates, mock-ups and,		their products.
drawing, templates, mock-		where appropriate,		
ups and, where appropriate,		information and		-Build structures,
information and		communication		exploring how they can
communication technology		technology		be made stronger,
				stiffer and more stable.
-Select from and use a		-Select from and use a		
range of tools and		range of tools and		
equipment to perform		equipment to perform		<u>Food</u>
practical tasks [for example,		practical tasks [for		Fruit and Vegetables (as
cutting, shaping, joining and		example, cutting,		part of 'Healthy Living
finishing]		shaping, joining and		Week')
		finishing]		-Select from and use a
-select from and use a wide				range of tools and
range of materials and		-select from and use a		equipment to perform
components, including		wide range of materials		practical tasks [for
construction materials,		and components,		example, cutting,
textiles and ingredients,		including construction		shaping, joining and
according to their		materials, textiles and		finishing]
characteristics		ingredients, according to		
		their characteristics		-select from and use a
				wide range of materials

-Evaluate their ideas and	-E	Explore and evaluate a	and components,
products against design	ran	nge of existing products	including construction
criteria	-Ev	Evaluate their ideas and	materials, textiles and
	pr	products against design	ingredients, according
		criteria.	to their characteristics
		-Explore and use mechanisms [for example, levers, sliders, heels and axles], in their	-Use basic principles of a healthy and varied diet to prepare dishes
		products.	-Understand where food comes from

2		<mark>DT</mark>	<mark>ART</mark>	<mark>ART</mark>	<mark>DT</mark>	
_	ART	<u>Textiles</u>	Human Form	Sculpture and Mixed	<u>Mechanisms</u>	
	Formal Elements of Art	Pouches <mark>(as part of Arts</mark>	Collage, portraits and	Media	Fairground Wheel (link	
	Pattern, texture and tone	Week)	sculpture	Example theme:	to topic 'Pioneers')	
				Superheroes		
	-To use drawing, painting and	- Design purposeful,	-To use drawing, painting		- Design purposeful,	
	sculpture to develop and share	functional, appealing	and sculpture to develop	-To use a range of	functional, appealing	
	their ideas, experiences and	products for themselves and	and share their ideas,	materials creatively to	products for themselves	
	imagination.	other users based on design	experiences and	design and make	and	
		criteria	imagination.	products.	other users based on	
	-To develop a wide range of art				design criteria	
	and design techniques in using	-Generate, develop, model	-To use a range of materials	-To develop a wide range		
	colour, texture, pattern, line,	and communicate their ideas	creatively to design and	of art and design	-Generate, develop,	
	shape, form and space.	through talking, drawing,	make products.	techniques in using	model and communicate	
		templates, mock-ups and,		colour, pattern, texture,	their ideas through	
	-About the work of a range of	where appropriate,	-To develop a wide range of	line, shape, form and	talking, drawing,	
	artists, craft makers and	information and	art and design techniques	space.	templates, mock-ups	
	designers, describing the	communication technology	in using colour, pattern,		and, where appropriate,	
	differences and similarities		texture, line, shape, form	-To use drawing, painting	information and	
	between different practices and	-Select from and use a range	and space.	and sculpture to develop	communication	
	disciplines, and making links to	of tools and equipment to		and share their ideas,	technology	
	their own work.	perform practical tasks [for	-Be taught about the work	experiences and		
		example, cutting, shaping,	of a range of artists, craft	imagination.	-Select from and use a	
	-To use a range of materials	joining and finishing]	makers and designers,		range of tools and	
	creatively to design and make		describing the differences	-Be taught about the work	equipment to perform	
	products.	-select from and use a wide	and Similarities between	of a range of artists, craft	practical tasks [for	(
		range of materials and	different practices and	makers and designers,	example, cutting,	
	Black history month focus:	components, including	disciplines, and making	describing the differences	shaping, joining and	
	Frank Bowling – watercolours	construction materials,	links to their own work.	and similarities between	finishing]	
		textiles and ingredients,		different practices and		
		according to their	-To develop a wide range of	disciplines, and making	-select from and use a	
		characteristics	art and design techniques	links to their own work.	wide range of materials	
			in using colour, pattern,		and components,	
		-Evaluate their ideas and	texture, line, shape, form	<mark>DT</mark>	including construction	
		products against design	and space	<u>Mechanisms</u>	materials, textiles and	(

criteria

Structures
Baby Bear's Chair (link to topic 'Great
Outdoor Explorers')
- Design purposeful, functional, appealing products for themselves and other users based on design criteria

-Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

-Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

-select from and use a wide range of materials and components, including

construction materials,

-Explore and evaluate a range of existing products

<u>ART</u>

Art & Design Skills
Design, drawing, craft,
painting and art appreciation

- -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 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.

Making a Moving Monster (as part of STEAM Week)

- Design purposeful, functional, appealing products for themselves and other users based on design criteria

-Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

-Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

-select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics ingredients, according to their characteristics

-Evaluate their ideas and products against design criteria

-Build structures, exploring how they can be made stronger, stiffer and more stable

-Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. textiles and ingredients, according to their characteristics

-Evaluate their ideas and products against design criteria

-Build structures, exploring how they can be made stronger, stiffer and more stable

Food

A Balanced Diet (as part of 'Healthy Living Week')

-select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

 -Use basic principles of a healthy and varied diet to prepare dishes

		-Evaluate their ideas and	-Understand where
		products against design	food comes from
		criteria	
		-Explore and evaluate a	
		range of existing products	
		-Explore and use	
		mechanisms [for example,	
		levers, sliders, wheels and	
		axles], in their products.	

Formal Elements of Art Shape and tone - drawing from observation -Pupils should be taught to develop their techniques, including their control and their use of materials (for example, pencil, charcoal, paint, clay). -To develop their techniques, including their control and their use of materials (for example, pencil, charcoal, paint, clay). -To develop their techniques, including their control and their use of materials (for example, pencil, charcoal, paint, clay). -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. -Select from and use a wider range of tools and deujument to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately -Select from and use a wider range of materials and computer practical rasks [for example, cutting, shaping, joining and finishing], accurately -Select from and use a wider range of materials, textiles and ingredients, according to their functional	3	<mark>ART</mark>	DT	ART	DT		DT
Observation -Pupils should be taught to develop their techniques, including their control and their use of materials. -To improve their mastery of Art and design techniques, including their control and their use of materials and computer-aided design. -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. Black history month focus: Black history month focus: Black history month focus: Sonia Boyce (Islington) -Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups increasing awareness of different kinds of art, craft and design. -Generate, develop, model and comburate their ideas through discussion, annotated sketches, cross-sectional and exploded range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately -Select from and use a wider range of materials and components, including construction materials, textlles and ingredients, according to their functional appealing products that are fit for purpose, aimed at particular individuals or groups in creativity, experimentation and an exploded sketches, cross-sectional and exploded design. -Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded design. -Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional experimentation and an increasing awareness of different kinds of art, craft and design. -Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately -Select from and use a wider range of materials and components, including construction materials, with creativity, experimentation and an increasing awareness of different kinds of ar	3	Formal Elements of Art	<u>Textiles</u>	Prehistoric Art	<u>Mechanisms</u>	<mark>ART</mark>	<u>Structures</u>
-Pupils should be taught to develop their techniques, including their control and their use of materials. - To improve their mastery of Art and design, painting and sculpture. with a range of materials [for example, pencil, charcoal, paint, clay]. - To develop their techniques, including their control and their use of materials [for example, pencil, charcoal, paint, clay]. - Generate, develop, model and designers, and communicate their ideas through discussion, anotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design of infinishing], accurately shetring and design. - Select from and use a wider range of fools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately and computer, including construction materials, textiles and ingredients, according to their functional and components, including construction materials, textiles and ingredients, according to their functional and components, including construction materials, textiles and ingredients, according to their functional and components, including their control and their use of materials and computer-aided design of materials and computer-aided design of materials and components, including their control and their use of materials and computer-aided design of materials and components, including their control and their use of materials and computer-aided design of materials and c		Shape and tone - drawing from	Cushions (as part of Arts	Design, drawing, craft,	Pneumatic Toys (as part of	Craft	Constructing a Castle
- Les research and develop develop their techniques, including their control and their use of materials. - To improve their mastery of Art and design techniques, including drawing, painting and sculpture. with a range of materials (reason including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - Select from and use a wider range of forexample, potting, joining and finishing, accurately - Select from and use a wider range of materials, textiles and ingredients, according to their functional and exploded digrams, protocytes, special and components, including construction materials, textiles and ingredients, according to their functional and components, including construction materials, textiles and ingredients, according to their functional, appealing products that are fit for purpose, aimed at particular individuals or groups - Create sketchbooks to record their observations and use of materials, individuals or groups - Create sketchbooks to record their observations and use of materials, individuals or groups - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design - Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional, appealing products that are fit for purpose, aimed at particular individuals or groups - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and components, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], acc		observation	<mark>Week)</mark>	painting and art	STEAM Week)	Materials: tie-dye,	(link to topic 'Great
develop their techniques, including their control and their use of materials (for example, pencil, charcoal, paint, clay). -To develop their techniques, including develop, model and sculpture, with a range of materials (for example, pencil, charcoal, paint, clay). -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. -Select from and use a wider range of finshingl, accurately -Select from and use a wider range of finshingl, accurately -Select from and use a wider range of materials, with creativity, experimentation and an icomponents, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. -Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and components, including grawing, painting and components, including grawing, painting and components, including grawing, painting and components, including construction materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. -Select from and use a wider range of materials and components, including construction materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. -Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately -Select from and use a wider range of materials and components, including drawing, painting and sulpture their design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups -Create sketchbooks to record their design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups -Create sketch books to design critical cult				appreciation		weave and sew	Outdoor Explorers')
including their control and their use of materials. In the design of innovative, functional, appealing products that are fit for purpose, aimed at particular functional appealing products that are fit for purpose, aimed at particular functional appealing products that are fit for purpose, aimed at particular individuals or groups including drawing, painting and sculpture, with a range of materials [for example, pencil, charcoal, paint, clay]. 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. Black history month focus: Sonia Boyce (Islington) Sonia Boyce (Islington) Sonia Boyce (Islington) Jesign of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups and understand the forms. Foenerate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design increasing awareness of different kinds of art, craft and design. Solia Boyce (Islington) Jesign of materials and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design increasing awareness of different kinds of art, craft and design. Solia Boyce (Islington) Jesign of materials and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design increasing awareness of different kinds of art, craft and design the control and their suppropose, aimed at particular individuals or groups and their card traft for purpose, aimed at particular individuals or groups and understand the forms. Sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design including daving painting and design. Select from and use a wider range of tools and computing an		-Pupils should be taught to	-Use research and develop		-Use research and develop		
their use of materials. functional, appealing products that are fit for purpose, aimed at particular individuals or groups including drawing, painting and sculpture, with a range of materials [for example, pencil, charcoal, paint, clay]. -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. -Black history month focus: Sonia Boyce (Islington) Sonia Boyce (Islington) The formational, appealing products that are fit for purpose, aimed at particular individuals or groups -And and design techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. -Select from and use a wider range of most and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately -Select from and use a wider range of materials, and components, including drawing, painting and sculpture [for example, cutting, shaping, joining and finishing], accurately -Select from and use a wider range of tools and exploded design. -Select from and use a wider range of materials, and components, including drawing, painting and sculpture [for example, cutting, shaping, joining and finishing], accurately -Select from and use a wider range of tools in and evaluate forms. -Select from and use a wider range of materials, and components, including drawing, painting and sculpture [for example, cutting, shaping, joining and finishing], accurately -Select from and use a wider range of materials and components, including their control and their use of materials, with creativity, experimentation and an increasing wareness of different kinds of art, craft and design. -Generate, develop, model and communicate their design. -Generate, develop, model and communicate their draft forms. -Generate, develop, model and communicate their draft forms. -Generate, develop, model and com		develop their techniques,	design criteria to inform the	-Create sketchbooks to	design criteria to inform	- Develop their	-Use research and
Products that are fit for purpose, aimed at particular individuals or groups including drawing, painting and sculpture, with a range of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Black history month focus: Sonia Boyce (Islington) Black history month focus: Sonia Boyce (Islington) Products that are fit for purpose, aimed at particular individuals or groups and communicate their ideas. 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. Sonia Boyce (Islington) Products that are fit for purpose, aimed at particular individuals or groups and communicate their ideas. Through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design and finishing], accurately Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately products that are fit for purpose, aimed at particular individuals or groups -Know about great artists, craft that designes, and dunderstand the historical and cultural development of their art for purpose, aimed at particular individuals or groups -Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and design or groups -Create sketch books to record their observations and use them to review and computer-aided design or prototypes, pattern pieces and design or groups -Select from and use a wider range of tools and equipment to perform practical tasks [for example, using farwing, painting, and finishing], accurately -Select from and use a wider range of materials and components, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft a		including their control and	design of innovative,	record their observations	the design of innovative,	techniques, including	develop design criteria
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			_		_		finishing), accurately
Including construction			according to their functional		-		
					including construction		

properties and aesthetic qualities

- -Investigate and analyse a range of existing products
- -Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

ART

Art & Design Skills Design, drawing, craft, painting and art appreciation

- Pupils should be taught 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.
- About great artists, architects and designers in history.
- -To develop a wide range of Art and design techniques in using colour, pattern, line, shape, form and space.

- Pupils should be taught 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.
- About great artists, architects and designers in history.

- materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- -Investigate and analyse a range of existing products
- -Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- -Understand how key events and individuals in design and technology have helped shape the world
- -Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

-Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

- -Investigate and analyse a range of existing products
- -Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

-Apply their understanding of how to strengthen, stiffen and reinforce more complex structures

ו<mark>ט</mark> <u>Food</u> Seasonally <mark>(a</mark>:

Eating Seasonally (as part of 'Healthy Living Week')

-Use research and develop design criteria

- Т	Γo create sketch books to		to inform the design of
re	cord their observations and		innovative, functional,
us	se them to review		appealing products
an	nd revisit ideas.		that are fit for
			purpose, aimed at
- T	To improve their mastery of		particular individuals
art	t and design techniques,		or groups
inc	cluding drawing, painting		
an	nd sculpture [for example,		-Select from and use a
	encil, charcoal, paint, clay].		wider range of
			materials and
	DT		components, including
	Electrical Systems		construction materials,
S	Static Electricity <mark>(as part of</mark>		textiles and
	science topic 'Forces')		ingredients, according
			to their functional
-	-Use research and develop		properties and
d	lesign criteria to inform the		aesthetic qualities
	design of innovative,		·
	functional, appealing		-Understand and apply
	products that are fit for		principles of a healthy
pı	urpose, aimed at particular		and varied diet
	individuals or groups		
			-Prepare and cook a
_	-Generate, develop, model		variety of
	nd communicate their ideas		predominantly savoury
	through discussion,		dishes using a range of
a	annotated sketches, cross-		cooking techniques
	sectional and exploded		
	diagrams, prototypes,		-Understand
	pattern pieces and		seasonality, and know
	computer-aided design		where and how a
			variety of ingredients
-S	Select from and use a wider		are grown, reared,
rai	nge of tools and equipment		caught and processed
	to perform practical tasks		

		[for example, cutting,				
		shaping, joining and				
		finishing], accurately				
		-Select from and use a wider				
		range of materials and				
		components, including				
		construction materials,				
		textiles and ingredients,				
		according to their functional				
		properties and aesthetic				
		qualities				
		4.1.000				
		-Investigate and analyse a				
		range of existing products				
		-Evaluate their ideas and				
		products against their own				
		design criteria and consider				
		the views of others to				
		improve their work				
		-Understand and use				
		electrical systems in their				
		products [for example, series				
		circuits and incorporating				
		switches, bulbs, buzzers and				
	ART	motors] ART	ART	DT	DT	DT
4	Formal Elements of Art	Art & Design Skills	Every Picture Tells a Story	Mechanisms	Electrical Systems	Structures
	Texture and pattern	Design, drawing, craft,	Analysing famous artists'	Making a Slingshot Car (as	Torches (as part of	Pavilions (link to topic
	resture and pattern	painting and art appreciation	work	part of STEAM Week)	science unit 'Electricity')	'Great Outdoor
	- To create sketchbooks to	painting and art appreciation	WOIK	part of STEAM WEEK)	science unit Electricity)	Explorers')
		- Produce creative work	- Learn about the work of a	-Use research and develon	-Use research and	Explorers /
		The state of the s				-Use research and
	record their observations and use them to review and revisit ideas.	- Produce creative work, exploring their ideas and recording their experiences.	- Learn about the work of a range of artists, craft makers and designers,	-Use research and develop design criteria to inform the design of innovative,	-Use research and develop design criteria to inform the design of	-Use research and develop design criteria

- To improve their mastery of Art and design techniques, including drawing, painting and sculpture [for example, pencil, charcoal, paint, clay].
- 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.

Black history month focus:

Batik printing

- Evaluate and analyse creative works using the language of art, craft and design.
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art form.
- Improve their mastery of art and design techniques, including drawing, painting and sculpture.
- To create sketchbooks to record their observations and use them to review and revisit ideas.
- To develop a wide range of Art and design techniques in using colour, pattern, texture, line, shape, form and space.

DT

<u>Textiles</u>

Fastenings (as part of Arts Week)

-Use research and develop design criteria to inform the design of innovative, describing the differences and similarities between different practices and disciplines, and making links to their own work. functional, appealing products that are fit for purpose, aimed at particular individuals or groups

-Generate, develop,
model and communicate
their ideas through
discussion, annotated
sketches, cross-sectional
and exploded diagrams,
prototypes, pattern pieces
and computer-aided
design

-Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

-Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

-Investigate and analyse a range of existing products

innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

-Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computeraided design

-Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

-Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

-Generate, develop, model and communicate their ideas through discussion, annotated sketches, crosssectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

-Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

-Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional

functional, appealing products that are fit for purpose, aimed at particular individuals or groups

-Generate, develop, model and communicate their ideas through discussion, annotated sketches, crosssectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

-Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

-Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

-Investigate and analyse a range of existing products

-Evaluate their ideas and products against their own design criteria and consider

-Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

-Understand how key events and individuals in design and technology have helped shape the world

-Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

ART Sculpture Working with recycled materials

- 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. -Investigate and analyse a range of existing products

-Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

-Understand how key events and individuals in design and technology have helped shape the world

-Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] properties and aesthetic qualities

-Investigate and analyse a range of existing products

-Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

-Apply their understanding of how strengthen, stiffen and reinforce more complex structures

DT
Food

Adapting a Recipe (as part of 'Healthy Living Week')

-Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

the views of others to	- Improve their mastery of	Select from and use a
improve their work	art and design techniques,	wider range of
	including weaving.	materials and
		components, including
	- Learn about great artists,	construction materials,
	architects and designers	textiles and
	in history.	ingredients, according
		to their functional
	- Become aware of the	properties and
	work of well known	aesthetic qualities
	artists.	·
		-Investigate and
	- Create sketch books to	analyse a range of
	record their observations	existing products
	and use them to review	
	and revisit ideas.	-Evaluate their ideas
		and products against
		their own design
		criteria and consider
		the views of others to
		improve their work
		·
		-Understand and apply
		principles of a healthy
		and varied diet
		-Prepare and cook a
		variety of
		predominantly savoury
		dishes using a range of
		cooking techniques
		3 1 2 m.q. 100
		-Understand
		seasonality, and know
		where and how a
		variety of ingredients

						are grown, reared, caught and processed
5	ART	<mark>ART</mark>		<mark>DT</mark>	ART	<u>DT</u>
3	Formal Elements: Architecture	Art & Design Skills	<mark>ART</mark>	<u>Mechanisms</u>	Design for a Purpose	<u>Structures</u>
	Colour, line, shape and form	Design, drawing, craft,	Every Picture Tells a Story	Making a Pop-Up Book (as	A coat of arms, a brand	Bridges (link to topic
		painting and art appreciation	Analysing famous artists'	part of STEAM Week)	name and an advert	'Great Outdoor
	- Improve their mastery of art		work			Explorers')
	and design techniques,	- To create sketchbooks to		-Use research and develop	- Become proficient in	-Use research and
	including drawing, painting and	record their observations and	-Become proficient in	design criteria to inform	drawing, painting,	develop design criteria
	sculpture.	use them to review and	drawing, painting, sculpture	the design of innovative,	sculpture and other art,	to inform the design of
		revisit ideas.	and other art, craft and	functional, appealing	craft and design	innovative, functional,
	-Create sketchbooks to record		design techniques.	products that are fit for	techniques.	appealing products
	their observations. Improve	- To improve their mastery of		purpose, aimed at		that are fit for
	their mastery of art and design	Art and design techniques,	- Evaluate and analyse	particular individuals or	- Evaluate and analyse	purpose, aimed at
	techniques, including drawing.	including drawing,	creative works using the	groups	creative works using the	particular individuals
		painting and sculpture with a	language of art, craft and		language of art, craft	or groups
	- Create sketchbooks to record	range of materials [for	design.	-Generate, develop,	and design to improve	
	their observations and use them	example, pencil, charcoal,		model and communicate	their mastery of art	-Generate, develop,
	to review and revisit ideas.	paint, clay].	- To improve their mastery	their ideas through	and design techniques.	model and
	Develop the interlegions	Danama markini antin	of art and design	discussion, annotated	To improve the in	communicate their
	- Develop their techniques,	-Become proficient in	techniques, including	sketches, cross-sectional	- To improve their	ideas through
	including their control and their	drawing, painting, sculpture	drawing, painting and	and exploded diagrams,	mastery of art and	discussion, annotated
	use of materials, with creativity,	and other art, craft and	sculpture with a range of	prototypes, pattern pieces	design techniques.	sketches, cross-
	experimentation and an	design techniques.	materials [for example,	and computer-aided	Design nurnesoful	sectional and exploded
	increasing awareness of different kinds of art, craft and	- Evaluate and analyse	pencil, charcoal, paint, clay].	design	- Design purposeful, functional, appealing	diagrams, prototypes, pattern pieces and
	design.	creative works using the	ciayj.	-Select from and use a	products for themselves	computer-aided design
	uesigii.	language of art, craft and	- About great artists,	wider range of tools and	and other users.	computer-aided design
	- Learn about great artists,	design.	architects and designers in	equipment to perform	and other users.	-Select from and use a
	architects and designers in	acsign.	history.	practical tasks [for	-Based on design criteria	wider range of tools
	history	- A three-dimensional piece	Thistory.	example, cutting, shaping,	generate, develop,	and equipment to
	THISCOTY	of artwork with a range of		joining and finishing],	model and communicate	perform practical tasks
		materials [for example,		accurately	moder and communicate	[for example, cutting,

-Create a three-dimensional	pencil, charcoal, paint, clay].		their ideas through	shaping, joining and
piece of artwork.		-Select from and use a	talking, drawing,	finishing], accurately
	DT	wider range of materials	templates, mock-ups	
	<u>Textiles-</u>	and components,	and, where appropriate,	-Select from and use a
	Stuffed Toys (as part of Arts	including construction	information and	wider range of
Black history month focus:	Week)	materials, textiles and	communication	materials and
Chris Ofili portraits	-Use research and develop	ingredients, according to	technology.	components, including
	design criteria to inform the	their functional properties		construction materials,
	design of innovative,	and aesthetic qualities	- Develop, model and	textiles and
	functional, appealing		communicate their ideas	ingredients, according
	products that are fit for	-Investigate and analyse a	through talking,	to their functional
	purpose, aimed at particular	range of existing products	drawing, templates,	properties and
	individuals or groups		mock-ups and, where	aesthetic qualities
		-Evaluate their ideas and	appropriate, information	
	-Generate, develop, model	products against their	and communication	-Investigate and
	and communicate their ideas	own design criteria and	technology	analyse a range of
	through discussion,	consider the views of		existing products
	annotated sketches, cross-	others to improve their		
	sectional and exploded	work		-Evaluate their ideas
	diagrams, prototypes,			and products against
	pattern pieces and	-Understand and use		their own design
	computer-aided design	mechanical systems in		criteria and consider
		their products [for		the views of others to
	-Select from and use a wider	example, gears, pulleys,		improve their work
	range of tools and equipment	cams, levers and linkages]		
	to perform practical tasks			-Apply their
	[for example, cutting,			understanding of how
	shaping, joining and			to strengthen, stiffen
	finishing], accurately			and reinforce more
				complex structures
	-Select from and use a wider			
	range of materials and			<mark>DT</mark>
	components, including			<u>Food</u>
	construction materials,			What Could be
	textiles and ingredients,			Healthier? (as part of
	according to their functional			'Healthy Living Week')

properties and aesthetic	-Use research and
qualities	develop design criteria
	to inform the design of
-Investigate and analyse a	innovative, functional,
range of existing products	appealing products
	that are fit for
-Evaluate their ideas and	purpose, aimed at
products against their own	particular individuals
design criteria and consider	or groups
the views of others to	
improve their work	-Generate, develop,
	model and
	communicate their
<mark>DT</mark>	ideas through
<u>Electrical Systems</u>	discussion, annotated
Greetings Card (as part of RE	sketches, cross-
topic 'What would Jesus	sectional and exploded
do?' <i>)</i>	diagrams, prototypes,
-Use research and develop	pattern pieces and
design criteria to inform the	computer-aided design
design of innovative,	
functional, appealing	Select from and use a
products that are fit for	wider range of
purpose, aimed at particular	materials and
individuals or groups	components, including
	construction materials,
-Generate, develop, model	textiles and
and communicate their ideas	ingredients, according
through discussion,	to their functional
annotated sketches, cross-	properties and
sectional and exploded	aesthetic qualities
diagrams, prototypes,	
pattern pieces and	-Understand how key
computer-aided design	events and individuals
	in design and
	technology have

-Sele	ct from and use a wider		helped shape the
range	e of tools and equipment		world
top	perform practical tasks		
[f	for example, cutting,		-Understand and apply
	shaping, joining and		principles of a healthy
	inishing], accurately		and varied diet
-Sele	ect from and use a wider		-Prepare and cook a
ra	inge of materials and		variety of
	omponents, including		predominantly savoury
	onstruction materials,		dishes using a range of
	xtiles and ingredients,		cooking techniques
	rding to their functional		· ·
	operties and aesthetic		-Understand
	qualities		seasonality, and know
	·		where and how a
-Inv	estigate and analyse a		variety of ingredients
	ge of existing products		are grown, reared,
	0 01		caught and processed
-Ev	aluate their ideas and		5
	ducts against their own		
· · · · · · · · · · · · · · · · · · ·	gn criteria and consider		
	ne views of others to		
	improve their work		
-Und	erstand how key events		
	ndividuals in design and		
	chnology have helped		
	shape the world		
	Shape the World		
	Understand and use		
	ctrical systems in their		
	ucts [for example, series		
· · · · · · · · · · · · · · · · · · ·	ircuits incorporating		
	ches, bulbs, buzzers and		
SWICE	motors]		
	11101013]		

-	ART	ART	ART	ART	DT
6	Make My Voice Heard	Art & Design Skills	Photography	Still Life	Structures
	Messaging in drawing, painting	Design, drawing, craft,	Photomontage, macro	Example theme: Memory Box	Playground (link to
	and sculpture	painting and art appreciation	photography and self-	Example themer memory box	topic 'Great Outdoor
	and courped to		portrait	- Develop their techniques, including their control	Explorers')
	- To improve their mastery of	- To improve their mastery of	por trait	and their use of materials, with creativity,	-Use research and
	Art and design techniques,	Art and design techniques,	- Become proficient in	experimentation and an increasing awareness of	develop design criteria
	including drawing, painting and	including drawing, painting	drawing, painting, sculpture	different kinds of art, craft and design	to inform the design of
	sculpture with a range of	and sculpture with a range of	and other art, craft and		innovative, functional,
	materials [for example, pencil,	materials [for example,	design techniques.	- Use the sketchbook to make observations and	appealing products
	charcoal, paint, clay].	pencil, charcoal, paint, clay].		preparatory drawings	that are fit for
	, , , , , , , , , , , , , , , , , , , ,	, , , , , , , , , , , , , , , , , , , ,	- Evaluate and analyse	, ,	purpose, aimed at
	- Pupils should be taught to	- Evaluate and analyse	creative works using the	- Improve their mastery of art and design techniques,	particular individuals
	develop their techniques,	creative works using the	language of art, craft and	including drawing, painting and sculpture with a range	or groups
	including their control and	language of art, craft and	Design.	of materials [for example, pencil, charcoal, paint, clay	
	their use of materials, with	design		_	-Generate, develop,
	creativity, experimentation and		-To improve their mastery	<mark>DT</mark>	model and
	an increasing awareness of	- Become proficient in	of art and design	<u>Mechanisms</u>	communicate their
	different kinds of art, craft	drawing, painting, sculpture	techniques.	Automata Toys (as part of STEAM Week)	ideas through
	and design.	and other art, craft and			discussion, annotated
		design techniques.		-Use research and develop design criteria to inform	sketches, cross-
	- About great artists, architects	_		the design of innovative, functional, appealing	sectional and exploded
	and designers in history.	DT	DT	products that are fit for purpose, aimed at particular	diagrams, prototypes,
		<u>Textiles</u>	<u>Electrical Systems</u>	individuals or groups	pattern pieces and
	Black history month focus:	Waistcoats (as part of Arts	Steady Hand Game (as part		computer-aided design
	Elizabeth Catlett	Week)	of science revision unit in	-Generate, develop, model and communicate their	
			particular looking making	ideas through discussion, annotated sketches, cross-	-Select from and use a
		-Use research and develop	links to Electricity)	sectional and exploded diagrams, prototypes, pattern	wider range of tools
		design criteria to inform the		pieces and computer-aided design	and equipment to
		design of innovative,	-Use research and develop		perform practical tasks
		functional, appealing	design criteria to inform the	-Select from and use a wider range of tools and	[for example, cutting,
		products that are fit for	design of innovative,	equipment to perform practical tasks [for example,	shaping, joining and
		purpose, aimed at particular	functional, appealing	cutting, shaping, joining and finishing], accurately	finishing], accurately
		individuals or groups	products that are fit for		
			purpose, aimed at		

T.			
-Generate, develop, model	particular individuals or	-Investigate and analyse a range of existing products	-Select from and use a
and communicate their ideas	groups		wider range of
through discussion,		-Evaluate their ideas and products against their own	materials and
annotated sketches, cross-	-Generate, develop, model	design criteria and consider the views of others to	components, including
sectional and exploded	and communicate their	improve their work	construction materials,
diagrams, prototypes,	ideas through discussion,		textiles and
pattern pieces and	annotated sketches, cross-	-Understand how key events and individuals in design	ingredients, according
computer-aided design	sectional and exploded	and technology have helped shape the world	to their functional
	diagrams, prototypes,		properties and
-Select from and use a wider	pattern pieces and	-Understand and use mechanical systems in their	aesthetic qualities
range of tools and equipment	computer-aided design	products [for example, gears, pulleys, cams, levers	
to perform practical tasks		and linkages]	-Investigate and
[for example, cutting,	-Select from and use a		analyse a range of
shaping, joining and	wider range of tools and		existing products
finishing], accurately	equipment to perform		
	practical tasks [for example,		-Evaluate their ideas
-Select from and use a wider	cutting, shaping, joining		and products against
range of materials and	and finishing], accurately		their own design
components, including			criteria and consider
construction materials,	-Select from and use a		the views of others to
textiles and ingredients,	wider range of materials		improve their work
according to their functional	and components, including		
properties and aesthetic	construction materials,		-Apply their
qualities	textiles and ingredients,		understanding of how
	according to their		to strengthen, stiffen
-Investigate and analyse a	functional properties and		and reinforce more
range of existing products	aesthetic qualities		complex structures
-Evaluate their ideas and	-Investigate and analyse a		<mark>DT</mark>
products against their own	range of existing products		<u>Food</u>
design criteria and consider			Come Dine with Me (as
the views of others to	-Evaluate their ideas and		part of 'Healthy Living
improve their work	products against their own		Week')
	design criteria and consider		

the views of others to improve their work

-Use research and

develop design criteria

-understand how key events and individuals in design and technology have helped shape the world	to inform the design of innovative, functional, appealing products that are fit for
events and individuals in design and technology have	appealing products
design and technology have	
	that are fit for
helped shape the world	
	purpose, aimed at
	particular individuals
-Understand and use	or groups
electrical systems in their	
products [for example,	Select from and use a
series circuits incorporating	
switches, bulbs, buzzers	materials and
and motors]	components, including
	construction materials,
	textiles and
	ingredients, according
	to their functional
	properties and
	aesthetic qualities
	lavortinate and
	-Investigate and analyse a range of
	existing products
	existing products
	-Evaluate their ideas
	and products against
	their own design
	criteria and consider
	the views of others to
	improve their work
	-Understand and apply
	principles of a healthy
	and varied diet
	-Prepare and cook a
	variety of

		predominantly savoury
		dishes using a range of
		cooking techniques
		-Understand
		seasonality, and know
		where and how a
		variety of ingredients
		are grown, reared,
		caught and processed