

Art and Design 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 3 & 4 Year olds (Development Matters 2021) (Nursery to do woodwork for part of DT)	<p style="text-align: center;">Ourselves</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Show different emotions in their drawings and paintings,</p>	<p style="text-align: center;">Colour and Light</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore colour and colour mixing.</p> <p>Show different emotions in their drawings – happiness, sadness, fear, etc.</p>	<p style="text-align: center;">Once upon a Time</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore colour and colour mixing.</p> <p>Create closed shapes with continuous lines and begin</p>	<p style="text-align: center;">Mini-Beasts</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore colour and colour mixing.</p>	<p style="text-align: center;">Transport and Journeys</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore colour and colour mixing.</p> <p>Use drawing to represent ideas like</p>	<p style="text-align: center;">Great Outdoor Explorers</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore colour and colour mixing.</p>

	<p>like happiness, sadness, fear, etc.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Black history month focus: Art around musical instruments (Atta Kwami – Focus Artist)</p>	<p>Join different materials and explore different textures.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Wassily Kandisky (Concentric Circles) – linked to shape in maths</p>	<p>to use these shapes to represent objects.</p> <p>Join different materials and explore different textures.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Illustrations of Rapunzel and Hansel and Gretel inspired by Rachel Isadora</p>	<p>Use drawing to represent ideas like movement or loud noises.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Creating mini-beasts on BusyThings (digital art) inspired by Jess Allbert</p>	<p>movement or loud noises.</p> <p>Join different materials and explore different textures.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Creating Maps inspired by Mychael Barrat e.g. Map of London/Where the Wild Things Are/School</p>	<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Join different materials and explore different textures.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Leaf Art – Andy Goldsworthy</p>
<p>R</p> <p>In Reception</p>	<p>Ourselves</p> <ul style="list-style-type: none"> - Develop storylines in their pretend play. 	<p>Space</p> <ul style="list-style-type: none"> - Develop storylines in their pretend play. 	<p>People Who Help Us</p> <ul style="list-style-type: none"> - Develop storylines in their pretend play. 	<p>Animals</p> <ul style="list-style-type: none"> - Develop storylines in their pretend play. 	<p>Water</p> <ul style="list-style-type: none"> - Develop storylines in their pretend play. 	<p>Great Outdoor Explorers</p> <ul style="list-style-type: none"> - Develop storylines in

<p>(Development Matters 2021)</p> <p>(Reception to do woodwork for part of DT)</p>	<ul style="list-style-type: none"> - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills. <p>Black history month focus: Handprints (Esther Mahlangu)</p>	<ul style="list-style-type: none"> - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills. <p>Van Gogh – Starry Night</p>	<ul style="list-style-type: none"> - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills. <p>Roy Leichtenstein – Pop Art</p>	<ul style="list-style-type: none"> - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills. <p>Tilen Ti – Animal Art (creating a chick/hen using watercolours)</p>	<ul style="list-style-type: none"> - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills. <p>Jessica Warboys – Sea Paintings</p>	<p>their pretend play.</p> <ul style="list-style-type: none"> - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills. <p>Henri Matisse – Nature Inspired Art (Landscape at Collioure)</p>
<p>1</p>	<p>ART</p> <p>Formal Elements of Art Shape, line and colour</p>	<p>ART</p> <p>Art & Design Skills</p>	<p>DT</p> <p><u>Mechanisms</u></p>	<p>ART</p> <p>Landscapes using Different Media</p>	<p>ART</p> <p>Sculptures and Collages Example theme: Living Things</p>	<p>DT</p> <p><u>Structures</u></p>

	<p>-To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>-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.</p> <p>-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.</p> <p>-Evaluate and analyse creative works using the language of art, craft and design.</p> <p>Black history month focus: Notting Hill Carnival Masks</p>	<p>Design, drawing, craft, painting and art appreciation</p> <p>- 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.</p> <p>-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</p> <p>-To use a range of materials creatively to design and make products.</p> <p>-Evaluate and analyse creative works using the language of art, craft and design.</p> <p>-To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>	<p>Making a Moving Story Book (link to topic 'Music from around the World')</p> <p>- Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>-Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>-Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>-select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p>Example theme: At the Seaside</p> <p>-Use a range of materials creatively to design and make products</p> <p>-Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>-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</p> <p>- Develop a wide range of art and design techniques In using colour, pattern, texture, line, shape, form and space.</p> <p>-Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> <p>DT Mechanisms</p>	<p>-Use sculpture to develop and share their ideas.</p> <p>-Develop art and design and techniques in using pattern.</p> <p>- To use a range of materials creatively to design and make products.</p> <p>- To use their experiences and imagination</p> <p>-Taught about the work of a range of artists, craft makers and designers.</p> <p>-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.</p>	<p>Constructing a windmill (link to topic 'Great Outdoor Explorers')</p> <p>- Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>-Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>-Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>-select from and use a wide range of materials and components, including construction materials, textiles and</p>
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		<p>DT Textiles Puppets (as part of Arts Week)</p> <ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> -Explore and evaluate a range of existing products -Evaluate their ideas and products against design criteria. -Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 	<p>Wheels and Axles (as part of STEAM Week)</p> <ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> -Describing the differences and similarities between different practices and disciplines, and making links to their own work. -To develop a wide range of art and design techniques in using shape, form and space. 	<p>ingredients, according to their characteristics</p> <ul style="list-style-type: none"> -Explore and evaluate a range of existing products -Evaluate their ideas and products against design criteria. -Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. -Build structures, exploring how they can be made stronger, stiffer and more stable. <p>Food Fruit and Vegetables (as part of 'Healthy Living Week')</p> <ul style="list-style-type: none"> -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
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		<p>-Evaluate their ideas and products against design criteria</p>		<p>-Explore and evaluate a range of existing products -Evaluate their ideas and products against design criteria.</p> <p>-Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>		<p>and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>-Use basic principles of a healthy and varied diet to prepare dishes</p> <p>-Understand where food comes from</p>
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<p>2</p>	<p>ART</p> <p>Formal Elements of Art Pattern, texture and tone</p> <p>-To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>-To develop a wide range of art and design techniques in using colour, texture, pattern, line, shape, form and space.</p> <p>-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.</p> <p>-To use a range of materials creatively to design and make products.</p> <p>Black history month focus: <i>Frank Bowling – watercolours</i></p>	<p>DT</p> <p>Textiles <i>Pouches (as part of Arts Week)</i></p> <p>- Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>-Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>-Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>-select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>-Evaluate their ideas and products against design criteria</p>	<p>ART</p> <p>Human Form Collage, portraits and sculpture</p> <p>-To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>-To use a range of materials creatively to design and make products.</p> <p>-To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>-Be taught 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.</p> <p>-To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>ART</p> <p>Sculpture and Mixed Media Example theme: Superheroes</p> <p>-To use a range of materials creatively to design and make products.</p> <p>-To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>-To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>-Be taught 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.</p> <p>DT Mechanisms</p>	<p>DT</p> <p>Mechanisms <i>Fairground Wheel (link to topic 'Pioneers')</i></p> <p>- Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>-Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>-Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>-select from and use a wide range of materials and components, including construction materials, textiles and</p>	<p>DT</p> <p>Structures <i>Baby Bear's Chair (link to topic 'Great Outdoor Explorers')</i></p> <p>- Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>-Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>-Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>-select from and use a wide range of materials and components, including construction materials,</p>
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		<p>-Explore and evaluate a range of existing products</p> <p>ART Art & Design Skills Design, drawing, craft, painting and art appreciation</p> <p>-To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>-To develop a wide range of art and design techniques in using line, shape, form and space.</p> <p>-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.</p>		<p>Making a Moving Monster (as part of STEAM Week)</p> <p>- Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>-Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>-Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>-select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p>ingredients, according to their characteristics</p> <p>-Evaluate their ideas and products against design criteria</p> <p>-Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>-Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	<p>textiles and ingredients, according to their characteristics</p> <p>-Evaluate their ideas and products against design criteria</p> <p>-Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>DT Food A Balanced Diet (as part of 'Healthy Living Week')</p> <p>-select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>-Use basic principles of a healthy and varied diet to prepare dishes</p>
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				<ul style="list-style-type: none">-Evaluate their ideas and products against design criteria-Explore and evaluate a range of existing products-Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.		<ul style="list-style-type: none">-Understand where food comes from
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<p>3</p>	<p>ART</p> <p>Formal Elements of Art Shape and tone - drawing from observation</p> <p>-Pupils should be taught to develop their techniques, including their control and their use of materials.</p> <p>- To improve their mastery of Art and design techniques, including drawing, painting and sculpture. with a range of materials [for example, pencil, charcoal, paint, clay].</p> <p>-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.</p> <p>Black history month focus: Sonia Boyce (Islington)</p>	<p>DT</p> <p>Textiles <i>Cushions (as part of Arts Week)</i></p> <p>-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</p> <p>-Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>-Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>-Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional</p>	<p>ART</p> <p>Prehistoric Art Design, drawing, craft, painting and art appreciation</p> <p>-Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p> <p>- 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.</p> <p>- Improve their mastery of art and design techniques, including drawing, painting and sculpture [for example, pencil, charcoal, paint, clay].</p>	<p>DT</p> <p>Mechanisms <i>Pneumatic Toys (as part of STEAM Week)</i></p> <p>-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</p> <p>-Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>-Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>-Select from and use a wider range of materials and components, including construction</p>	<p>ART</p> <p>Craft Materials: tie-dye, weave and sew</p> <p>- 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.</p> <p>- Create sketch books to record their observations and use them to review and revisit ideas.</p> <p>- Improve their mastery of art and design techniques, including weaving.</p> <p>- Learn about great artists, architects and designers in history.</p>	<p>DT</p> <p>Structures <i>Constructing a Castle (link to topic 'Great Outdoor Explorers')</i></p> <p>-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</p> <p>-Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>-Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p>
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		<p>properties and aesthetic qualities</p> <ul style="list-style-type: none"> -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 <p style="text-align: center;">ART Art & Design Skills Design, drawing, craft, painting and art appreciation</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<p>materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <ul style="list-style-type: none"> -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] 		<ul style="list-style-type: none"> -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 <p style="text-align: center;">DT Food Eating Seasonally (as part of 'Healthy Living Week')</p> <ul style="list-style-type: none"> -Use research and develop design criteria
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		<ul style="list-style-type: none"> - To create sketch books to record their observations and use them to review and revisit ideas. - To improve their mastery of art and design techniques, including drawing, painting and sculpture [for example, pencil, charcoal, paint, clay]. <p style="text-align: center;">DT</p> <p style="text-align: center;"><u>Electrical Systems</u> <i>Static Electricity</i> (as part of science topic 'Forces')</p> <ul style="list-style-type: none"> -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 -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 				<p>to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <ul style="list-style-type: none"> -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 -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
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		<p>[for example, cutting, shaping, joining and finishing], accurately</p> <ul style="list-style-type: none"> -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 -Understand and use electrical systems in their products [for example, series circuits and incorporating switches, bulbs, buzzers and motors] 				
4	<p>ART</p> <p>Formal Elements of Art Texture and pattern</p> <ul style="list-style-type: none"> - To create sketchbooks to record their observations and use them to review and revisit ideas. 	<p>ART</p> <p>Art & Design Skills Design, drawing, craft, painting and art appreciation</p> <ul style="list-style-type: none"> - Produce creative work, exploring their ideas and recording their experiences. 	<p>ART</p> <p>Every Picture Tells a Story Analysing famous artists' work</p> <ul style="list-style-type: none"> - Learn about the work of a range of artists, craft makers and designers, 	<p>DT</p> <p><u>Mechanisms</u> <i>Making a Slingshot Car (as part of STEAM Week)</i></p> <ul style="list-style-type: none"> -Use research and develop design criteria to inform the design of innovative, 	<p>DT</p> <p><u>Electrical Systems</u> <i>Torches (as part of science unit 'Electricity')</i></p> <ul style="list-style-type: none"> -Use research and develop design criteria to inform the design of 	<p>DT</p> <p><u>Structures</u> <i>Pavilions (link to topic 'Great Outdoor Explorers')</i></p> <ul style="list-style-type: none"> -Use research and develop design criteria

	<ul style="list-style-type: none"> - 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. <p>Black history month focus: Batik printing</p>	<ul style="list-style-type: none"> - 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. <p style="text-align: center;">DT <u>Textiles</u> <i>Fastenings (as part of Arts Week)</i></p> <ul style="list-style-type: none"> -Use research and develop design criteria to inform the design of innovative, 	<p>describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <ul style="list-style-type: none"> -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 	<p>innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <ul style="list-style-type: none"> -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 	<p>to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <ul style="list-style-type: none"> -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
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		<p>functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>-Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>-Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>-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</p> <p>-Investigate and analyse a range of existing products</p> <p>-Evaluate their ideas and products against their own design criteria and consider</p>		<p>-Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>-Understand how key events and individuals in design and technology have helped shape the world</p> <p>-Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>ART Sculpture Working with recycled materials</p> <p>- 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.</p>	<p>-Investigate and analyse a range of existing products</p> <p>-Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>-Understand how key events and individuals in design and technology have helped shape the world</p> <p>-Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p>	<p>properties and aesthetic qualities</p> <p>-Investigate and analyse a range of existing products</p> <p>-Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>-Apply their understanding of how strengthen, stiffen and reinforce more complex structures</p> <p>DT Food Adapting a Recipe (as part of 'Healthy Living Week')</p> <p>-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</p>
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		the views of others to improve their work		<ul style="list-style-type: none"> - Improve their mastery of art and design techniques, including weaving. - Learn about great artists, architects and designers in history. - Become aware of the work of well known artists. - Create sketch books to record their observations and use them to review and revisit ideas. 		<p>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</p> <ul style="list-style-type: none"> -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 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
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						are grown, reared, caught and processed
5	<p>ART</p> <p>Formal Elements: Architecture Colour, line, shape and form</p> <ul style="list-style-type: none"> - Improve their mastery of art and design techniques, including drawing, painting and sculpture. - Create sketchbooks to record their observations. Improve their mastery of art and design techniques, including drawing. - Create sketchbooks to record their observations and use them to review and revisit ideas. - 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. - Learn about great artists, architects and designers in history 	<p>ART</p> <p>Art & Design Skills Design, drawing, craft, painting and art appreciation</p> <ul style="list-style-type: none"> - To create sketchbooks to record their observations and use them to review and revisit ideas. - To improve their mastery of Art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. - Become proficient in drawing, painting, sculpture and other art, craft and design techniques. - Evaluate and analyse creative works using the language of art, craft and design. - A three-dimensional piece of artwork with a range of materials [for example, 	<p>ART</p> <p>Every Picture Tells a Story Analysing famous artists' work</p> <ul style="list-style-type: none"> - Become proficient in drawing, painting, sculpture and other art, craft and design techniques. - Evaluate and analyse creative works using the language of art, craft and design. - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. - About great artists, architects and designers in history. 	<p>DT</p> <p>Mechanisms Making a Pop-Up Book (as part of STEAM Week)</p> <ul style="list-style-type: none"> - 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 - 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 	<p>ART</p> <p>Design for a Purpose A coat of arms, a brand name and an advert</p> <ul style="list-style-type: none"> - Become proficient in drawing, painting, sculpture and other art, craft and design techniques. - Evaluate and analyse creative works using the language of art, craft and design to improve their mastery of art and design techniques. - To improve their mastery of art and design techniques. - Design purposeful, functional, appealing products for themselves and other users. - Based on design criteria generate, develop, model and communicate 	<p>DT</p> <p>Structures Bridges (link to topic 'Great Outdoor Explorers')</p> <ul style="list-style-type: none"> - 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 - 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,

	<p>-Create a three-dimensional piece of artwork.</p> <p>Black history month focus: Chris Ofili portraits</p>	<p>pencil, charcoal, paint, clay].</p> <p>DT Textiles- <i>Stuffed Toys (as part of Arts Week)</i></p> <p>-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</p> <p>-Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>-Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>-Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional</p>		<p>-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</p> <p>-Investigate and analyse a range of existing products</p> <p>-Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>-Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>	<p>their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>- Develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>	<p>shaping, joining and finishing], accurately</p> <p>-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</p> <p>-Investigate and analyse a range of existing products</p> <p>-Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>-Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>DT Food <i>What Could be Healthier? (as part of 'Healthy Living Week')</i></p>
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		<p>properties and aesthetic qualities</p> <p>-Investigate and analyse a range of existing products</p> <p>-Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>DT</p> <p><u>Electrical Systems</u></p> <p><i>Greetings Card (as part of RE topic 'What would Jesus do?')</i></p> <p>-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</p> <p>-Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>				<p>-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</p> <p>-Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>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</p> <p>-Understand how key events and individuals in design and technology have</p>
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		<ul style="list-style-type: none">-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 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]				<p>helped shape the world</p> <ul style="list-style-type: none">-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
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<p>6</p>	<p>ART</p> <p>Make My Voice Heard Messaging in drawing, painting and sculpture</p> <ul style="list-style-type: none"> - To improve their mastery of Art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. - 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. <p>Black history month focus: Elizabeth Catlett</p>	<p>ART</p> <p>Art & Design Skills Design, drawing, craft, painting and art appreciation</p> <ul style="list-style-type: none"> - To improve their mastery of Art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. - Evaluate and analyse creative works using the language of art, craft and design - Become proficient in drawing, painting, sculpture and other art, craft and design techniques. <p>DT</p> <p>Textiles <i>Waistcoats (as part of Arts Week)</i></p> <ul style="list-style-type: none"> -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 	<p>ART</p> <p>Photography Photomontage, macro photography and self-portrait</p> <ul style="list-style-type: none"> - Become proficient in drawing, painting, sculpture and other art, craft and design techniques. - Evaluate and analyse creative works using the language of art, craft and Design. -To improve their mastery of art and design techniques. <p>DT</p> <p>Electrical Systems <i>Steady Hand Game (as part of science revision unit in particular looking making links to Electricity)</i></p> <ul style="list-style-type: none"> -Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at 	<p>ART</p> <p>Still Life Example theme: Memory Box</p> <ul style="list-style-type: none"> - 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 - Use the sketchbook to make observations and preparatory drawings - Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay <p>DT</p> <p>Mechanisms <i>Automata Toys (as part of STEAM Week)</i></p> <ul style="list-style-type: none"> -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 -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 	<p>DT</p> <p>Structures <i>Playground (link to topic 'Great Outdoor Explorers')</i></p> <ul style="list-style-type: none"> -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 -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
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		<ul style="list-style-type: none"> -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 -Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 	<p>particular individuals or groups</p> <ul style="list-style-type: none"> -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 -Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 	<ul style="list-style-type: none"> -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] 	<ul style="list-style-type: none"> -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 <p>DT Food <i>Come Dine with Me (as part of 'Healthy Living Week')</i></p> <ul style="list-style-type: none"> -Use research and develop design criteria
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			<ul style="list-style-type: none">-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]		<ul style="list-style-type: none">to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groupsSelect 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-Understand and apply principles of a healthy and varied diet-Prepare and cook a variety of
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					<p>predominantly savoury dishes using a range of cooking techniques</p> <p>-Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>
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