

Below outlines the learning focus for each term

Term	Learning Focus		Conceptual Development
	Knowledge	Skills	
Autumn 1	<p style="text-align: center;">Art</p> <p>Increasing awareness of different kinds of art, craft and design techniques</p> <p>To understand how various drawing and painting (acrylic paints, powder paint, Tempera Paint, marble paints, sand) can create different effects. Understand how different techniques (mixing paints/tints and tones) can create different effects in artwork.</p>	<p>Create sketch books to record observations, review and revisit them.</p> <p>Experiment with works of art Experiment with drawing/painting including shading to create tone, creating effects using splashes and scratches To experiment with different materials and types of paints. To explore the effects of adding glue and sand to paint.</p>	<p>Build upon: Experiment with drawing/painting including shading to create tone – Yr 3 Prepare for: To develop painting techniques by using different brush strokes, colour mixes textures to create a mood – Yr 5</p>
Autumn 2	<p>Increasing awareness of different kinds of art, craft and design techniques</p>	<p>To explore the properties of paper Mache and clay. To explore how Papier Mache can be used to create 3D forms. To explore how Clay can be used to create 3D forms.</p>	<p>Build upon: Experiment with works of art. To explore the properties of paper mache and clay – Yr 3. Prepare for: To select appropriate techniques and to manipulate a range of sculpting tools to achieve a specific outcome – Yr 5.</p>
Spring 1	<p style="text-align: center;">DT</p> <p>Textiles <i>Jane Morris – textiles.</i> <i>1839 – 1914</i></p> <p>To be able to devise a plan for my product To explain how to join materials in different ways. To explain why I have chosen to use a particular joining material. To research different events shaped textiles</p>	<p>Design Select tools, equipment and materials that are good for the purpose they need it for.</p> <p>Make To be able to show expertise when using a range of tool and equipment. To select and use the correct tools, equipment, materials</p> <p>Evaluate To begin to explain how the original design could be improved To be able to say what improvements were made along the way and why. To evaluate my product- what went well what didn't- evaluate against appearance and the way it works.</p>	<p>Build upon: To practise different stiches: cross & running stitch To be able to select tools, equipment and materials that are good for the purpose they need it for – Yr 3. Prepare for: To use pattern pieces to measure, mark and cut fabric; to sew design elements according to a design – Yr 6.</p>

Spring 2	<p style="text-align: center;">Art</p> <p>Knowledge about artists, architects and designers in history (Andy Warhol- Pop Art)</p>	<p>Experiment with drawing/painting including shading to create tone.</p> <p>Evaluate and analyse creative works making links to own work To compare one's own work with that of an artist.</p>	<p>Build upon: To develop knowledge and experiment with drawing/painting tools to creatively explore techniques; pointalism (dot patterns) – Yr 3</p> <p>Prepare for: Proficiency in use of drawing and painting tools. Develop techniques of control and the use of materials with creativity – Yr 5</p>
Summer 1	<p style="text-align: center;">DT</p> <p>Cooking and nutrition To begin to know about food which is processed and reared Understand which foods are reared, caught, or grown and that this happens in the UK and across the globe Understand that the seasons can affect food produce</p>	<p>Cooking and nutrition To be able to use cooking techniques such as: chopping, slicing, spreading, kneading and baking To begin to plan their own recipes and which ingredients they will use.</p>	<p>Build upon: To be able to Use cooking techniques such as: chopping, peeling, grating slicing, mixing, spreading, kneading and baking</p> <p>Prepare for: To plan their recipes for their target audience. Understand that recipes can be adapted to change the appearance, taste and aroma of a dish – Yr 5</p>
Summer 2	<p style="text-align: center;">DT</p> <p>Electrical & mechanical components - Understand and use mechanical systems in their products To complete a simple circuit To evaluate, check and change my product after I have tested it.</p>	<p>Make To be able to show expertise when using a range of tool and equipment. To be able to explain how my product will appeal to the given audience To select and use the correct tools, equipment, materials</p> <p>Evaluate To be able to say I will ensure my product works To test my product To begin to explain how the original design could be improved To be able to say what improvements were made along the way and why. To evaluate my product- what went well what didn't- evaluate against appearance and the way it works.</p>	<p>Build upon: To be able to build structures, exploring how they can be made stronger, stiffer and more stable To be able to join materials together to create a moving product – Yr 2.</p> <p>Prepare for: To be able to use hydraulics and pneumatics in a product To be able to use cams to affect movement – Yr 5.</p>