

EYFS Expressive Art and Design (Art and DT) Curriculum Map 2026/2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p style="text-align: center;"><u>Expressive art and design:</u></p> <p>Creating with materials:</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. <p>Being imaginative and expressive:</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 					

Year 1 Art and DT Curriculum Skills Map 2025/2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p><u>Drawing: Exploring line and shape</u> Explore their own ideas using a range of media.</p> <p>Use sketchbooks to explore ideas.</p> <p>Develop observational skills to look more closely.</p> <p>Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p> <p>Drawing different lines by varying control and pressure, e.g. straight, wavy, zig zags, broken, lighter, darker etc.</p> <p>Noticing 2D shapes within objects and how they can be used to form the 'bones' of a drawing.</p> <p>Identifying known shapes (in different sizes and orientations*) in objects, scenes or</p>	<p><u>Mechanisms: Matching slider game</u> Thinking about what others might want from a design.</p> <p>Beginning to recognise how products and designs in the world around us solve certain needs.</p> <p>Considering who they are designing for, by identifying the user.</p> <p>Stating what they intend to make and why, by identifying the purpose.</p> <p>Talking about ideas with purpose and the user in mind.</p> <p>Talking about existing products when generating ideas.</p> <p>Creating mock-ups to communicate designs.</p> <p>Planning more than one step ahead.</p> <p>Choosing between a small number of</p>	<p><u>Painting and mixed media: Colour Splash</u> Know that the primary colours are red, yellow and blue.</p> <p>Know primary colours can be mixed to make secondary colours.</p> <p>Know that using different tools or using the same tool in different ways can create different types of lines.</p> <p>Know a pattern is a design in which shapes, colours or lines are repeated.</p> <p>Know that different tools, and how they are used, create different types of marks.</p> <p>Know that there are many different shades (or 'hues') of the same colour.</p> <p>Know that changing the amount of the primary colours mixed affects the shade of</p>	<p><u>Structures: Stable structures</u> Thinking about what others might want from a design.</p> <p>Beginning to recognise how products and designs in the world around us solve certain needs.</p> <p>Considering who they are designing for – identifying the user.</p> <p>Stating what they intend to make and why – identifying the purpose.</p> <p>Talking about ideas, with purpose and user in mind.</p> <p>Talking about existing products when generating ideas.</p> <p>Using basic drawing skills to communicate ideas.</p>	<p><u>Craft and design: Woven Wonders:</u> Know that three dimensional art is called sculpture.</p> <p>What materials can be cut, knotted, threaded or plaited.</p> <p>How to wrap objects/shapes with wool.</p> <p>How to measure a length.</p> <p>How to tie a knot, thread and plait.</p> <p>How to make a box loom.</p> <p>How to join using knots.</p> <p>How to weave with paper on a paper loom.</p> <p>How to weave using a combination of materials.</p>	<p><u>Cooking and nutrition: Smoothies</u> Designing smoothie carton packaging by hand.</p> <p>Chopping fruit and vegetables safely to make a smoothie.</p> <p>Juicing fruits to make a smoothie.</p> <p>Identifying if a food is a fruit.</p> <p>Learning where and how fruits and vegetables grow.</p> <p>Tasting and evaluating different foods.</p>

	<p>images they wish to draw.</p> <p>Recognising that applying more pressure when drawing or colouring, gives a darker tone.</p>	<p>materials, ingredients or components. Explaining their choices based on personal experiences.</p> <p>Requesting equipment appropriate to the purpose (e.g. scissors for cutting, glue for joining).</p> <p>Explaining in simple terms why certain tools must be handled carefully.</p> <p>Following and recalling simple safety instructions.</p> <p>Beginning to use objects with a fixed width or length to create even spacing of markings or cuts (e.g. a lolly stick).</p> <p>Refining their grip to cut competently and confidently.</p> <p>Cutting straight lines and evenly spaced lines.</p> <p>Beginning to cut large shapes and thicker materials like card.</p> <p>Puncturing holes.</p>	<p>the secondary colour produced.</p>	<p>Choosing between a small number of materials, ingredients or components.</p> <p>Explaining their choices based on personal experiences.</p> <p>Requesting equipment appropriate to the purpose (e.g. scissors for cutting, glue for joining, etc.).</p> <p>Beginning to use objects with a fixed width or length to create even spacing of markings or cuts (e.g. a lolly stick).</p> <p>Refining their grip to cut competently and confidently.</p> <p>Cutting straight and evenly spaced lines.</p> <p>Beginning to cut large shapes and thicker materials like card.</p> <p>Discussing existing products, saying what they like about them.</p>	<p>Describing appearance, smell and taste.</p> <p>Suggesting information to be included on packaging.</p>
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Year 2 Art and DT Curriculum Skills Map 2025/2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	<p><u>Drawing: Understanding tone and texture</u></p> <p>Beginning to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Experimenting in sketchbooks, using drawing to record ideas.</p> <p>Using sketchbooks to help make decisions about what to try out next.</p> <p>Demonstrating increased control with a greater range of media.</p> <p>Making choices about which materials and techniques to use to create an effect.</p> <p>Developing observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p>	<p><u>Textiles: Pouches</u></p> <p>Designing a pouch.</p> <p>Selecting and cutting fabrics for sewing.</p> <p>Decorating a pouch using fabric glue or running stitch.</p> <p>Threading a needle.</p> <p>Sewing running stitch, with evenly spaced, neat, even stitches to join fabric.</p> <p>Neatly pinning and cutting fabric using a template.</p> <p>Troubleshooting scenarios posed by teacher.</p> <p>Evaluating the quality of the stitching on others' work.</p> <p>Discussing as a class, the success of their</p>	<p><u>Painting and mixed media: Life in colour</u></p> <p>Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Further demonstrate increased control with a greater range of media.</p> <p>Make choices about which materials and techniques to use to create an effect.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p> <p>Talk about art they have seen using some appropriate subject vocabulary.</p>	<p><u>Structures: A chair for Baby Bear.</u></p> <p>Using a simple design brief that outlines the intended use, target user and key features of the product to create simple design criteria.</p> <p>Creating ideas with design criteria in mind.</p> <p>Referring to specific parts of existing products when generating ideas.</p> <p>Choosing materials, ingredients or components from a wider range of materials, ingredients or components.</p> <p>Explaining their choices based on the properties of materials and components.</p> <p>Looking for ways to make cutting easier, for example, turning the material they are</p>	<p><u>Craft and design: Map it out</u></p> <p>Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Experiment in sketchbooks, using drawing to record ideas.</p> <p>Further demonstrate increased control with a greater range of media.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Talk about art they have seen using some appropriate subject vocabulary.</p> <p>Create work from a brief, understanding that artists are sometimes commissioned to create art.</p> <p>Create and critique both figurative and abstract art,</p>	<p><u>Cooking and nutrition: Balanced diet</u></p> <p>Chopping foods safely to make a wrap.</p> <p>Grating foods to make a wrap.</p> <p>Snipping smaller foods instead of cutting.</p> <p>Spreading soft foods to make a wrap.</p> <p>Identifying the five food groups.</p> <p>Learning about a balanced diet.</p> <p>Tasting and evaluating different food combinations.</p> <p>Describing appearance, smell and taste.</p> <p>Designing three wrap ideas.</p>

	<p>Applying their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</p> <p>Explaining their ideas, opinions about their own, and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.</p> <p>Beginning to talk about how they could improve their own work.</p> <p>Talking about how art is made.</p>	<p>stitching against the success criteria.</p> <p>Identifying aspects of their peers' work that they particularly like and why.</p>	<p>Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</p> <p>Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.</p> <p>Begin to talk about how they could improve their own work.</p> <p>Talk about how art is made.</p>	<p>cutting, not fully closing the scissors, etc.</p> <p>Choosing known geometric shapes when making.</p> <p>Beginning to shape objects to improve how they work.</p> <p>Discussing a range of existing products and saying what they like and dislike about them.</p> <p>Comparing a range of products and explaining why some better meet different design criteria than others.</p> <p>Evaluating their ideas and creations against simple design criteria.</p> <p>Recognising that different structures are used for different purposes.</p> <p>Exploring the features of structures.</p> <p>Making stable structures from card. Creating supporting structures to aid stability.</p>	<p>recognising some of the techniques used.</p> <p>Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.</p> <p>Begin to talk about how they could improve their own work.</p> <p>Talk about how art is made.</p>	
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				<p>Using stable objects like cylinders to create structures.</p> <p>Building a strong and stiff structure by folding paper.</p> <p>Folding to strengthen or stiffen.</p> <p>Comparing the stability of different shapes.</p> <p>Identifying the weakest part of a structure.</p>		
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Year 3 Art and DT Curriculum Skills Map 2025/2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p><u>Painting and mixing media- Prehistoric painting</u></p> <p>Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p>Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p>Confidently use a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p> <p>Discuss how artists produced art in the past and understand the influence and impact of their methods and styles</p>	<p><u>Textiles: Cross stitch & applique: cushions</u></p> <p>Designing and making a template from an existing cushion and applying individual design criteria.</p> <p>Following design criteria to create a cushion.</p> <p>Selecting and cutting fabrics with ease using fabric scissors.</p> <p>Threading needles with greater independence.</p> <p>Tying knots with greater independence.</p> <p>Sewing cross-stitch to join fabric.</p> <p>Decorating fabric using appliqué.</p> <p>Completing design ideas with stuffing and sewing the edges.</p> <p>Evaluating an end product and thinking of</p>	<p><u>Drawing: Developing drawing skills</u></p> <p>Generating ideas from a range of stimuli and carrying out simple research and evaluation as part of the making process.</p> <p>Using sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p>Confidently using a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form.</p> <p>Confidently explaining their ideas and opinions about their own and others' artwork, with an</p>	<p><u>Cooking and nutrition: Eating seasonally</u></p> <p>Describing how climate affects where foods grow.</p> <p>Identifying seasonal ingredients from the UK.</p> <p>Tasting seasonal ingredients.</p> <p>Describing the texture and flavour of ingredients.</p> <p>Peeling foods by hand or with a peeler.</p> <p>Cutting ingredients safely.</p> <p>Choosing ingredients based on a design brief.</p> <p>Following the instructions within a recipe.</p> <p>Describing the benefits of seasonal fruits and vegetables and their impact on the environment.</p>	<p><u>Sculpture and 3D: Abstract shape & space</u></p> <p>Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p>Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>Use hands and tools confidently to cut, shape and join materials for a purpose.</p> <p>Consider how to display artwork, understanding how artists consider their viewers and the impact on them.</p> <p>Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can</p>	<p><u>Structures: Constructing a castle</u></p> <p>Designing a castle with key features to appeal to a specific person/purpose.</p> <p>Drawing and labelling a castle design using 2D shapes.</p> <p>Designing and/or decorating a castle tower on CAD software.</p> <p>Constructing a range of 3D geometric shapes using nets.</p> <p>Creating special features for individual designs.</p> <p>Making facades from a range of recycled materials.</p> <p>Evaluating own work and the work of others based on the aesthetic of the finished product and in comparison to the original design.</p>

	<p>on art today, using their own experiences and historical evidence.</p> <p>Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects.</p> <p>Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.</p> <p>Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.</p>	<p>other ways to create similar items.</p>	<p>understanding of the breadth of what art can be and that there are many ways to make art.</p>		<p>be and that there are many ways to make art.</p> <p>Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate.</p> <p>Begin to carry out a problem-solving process and make changes to improve their work.</p>	<p>Suggesting points for modification of the individual designs.</p>
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Year 4 Art and DT Curriculum Skills Map 2025/2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	<p><u>Painting and mixing media- Light and dark</u></p> <p>Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p>Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.</p> <p>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</p> <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p> <p>Use subject vocabulary confidently to describe and compare creative works.</p>	<p><u>Textiles: Fastenings</u></p> <p>Writing design criteria for a product, articulating decisions made.</p> <p>Designing a personalised book sleeve.</p> <p>Making and testing a paper template with accuracy and in keeping with the design criteria.</p> <p>Measuring, marking and cutting fabric using a paper template.</p> <p>Selecting a stitch style to join fabric.</p> <p>Sewing neatly using small regular stitches.</p> <p>Incorporating a fastening to a design.</p> <p>Testing and evaluating an end product against the original design criteria.</p>	<p><u>Craft and design: Ancient Egyptian scrolls</u></p> <p>Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p>Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p>Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>Use hands and tools confidently to cut, shape and join materials for a purpose.</p> <p>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p> <p>Discuss how artists produced art in the past</p>	<p><u>Digital world - mindful moments timer</u></p> <p>Writing design criteria for a programmed timer (micro:bit).</p> <p>Exploring different mindfulness strategies.</p> <p>Applying the results of research to further inform my design criteria.</p> <p>Developing a prototype case for a mindful moment timer.</p> <p>Using and manipulating shapes and clipart by using computer-aided design (CAD), to produce a logo.</p> <p>Following a list of design requirements.</p> <p>Creating a 3D using modelling materials.</p> <p>Programming a micro:bit in the Microsoft micro:bit editor, to time a set number of seconds/minutes upon button press.</p>	<p><u>Craft and design: Fabric of Nature</u></p> <p>Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p>Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.</p> <p>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</p> <p>Use growing knowledge of different materials, combining media for effect.</p>	<p><u>Cooking and nutrition: Adapting a recipe</u></p> <p>Designing a biscuit within a given budget.</p> <p>Conducting market research following a baking recipe.</p> <p>Understanding safety and hygiene rules. Adapting a recipe.</p> <p>Evaluating an adapted recipe.</p> <p>Evaluating and comparing a range of products. Suggesting modifications.</p>

	<p>Understand how artists use art to convey messages through the choices they make.</p> <p>Use more complex vocabulary when discussing their own and others' art.</p> <p>Discuss art, considering how it can affect the lives of the viewers or users of the piece.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p>		<p>and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.</p> <p>Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.</p> <p>Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate.</p>	<p>Investigating and analysing a range of timers by identifying and comparing their advantages and disadvantages.</p> <p>Evaluating a program against points on a design criteria and amending them to include any changes made.</p> <p>Documenting and evaluating a project.</p> <p>Understanding what a logo is and why they are important in the world of design and business.</p> <p>Testing a program for bugs (errors in the code).</p> <p>Finding and fixing bugs (debug) in code.</p> <p>Using an exhibition to gather feedback.</p> <p>Gathering feedback from the user to make suggested improvements to a product.</p>	<p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p> <p>Use subject vocabulary confidently to describe and compare creative works.</p> <p>Work as a professional designer does by collating ideas to generate a theme.</p> <p>Use more complex vocabulary when discussing their own and others' art.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p>	
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Year 5 Art and DT Curriculum Skills Map 2025/2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<p><u>Mechanical systems: Pop-up book</u></p> <p>Designing a pop-up book which uses a mixture of structures and mechanisms.</p> <p>Naming each mechanism, input and output accurately.</p> <p>Storyboarding ideas for a book.</p> <p>Following a design brief to make a pop up book, neatly and with focus on accuracy.</p> <p>Making mechanisms and/or structures using sliders, pivots and folds to produce movement.</p> <p>Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result.</p> <p>Evaluating the work of others and receiving feedback on own work. Suggesting points for improvement.</p>	<p><u>Craft and design: Architecture</u></p> <p>Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p> <p>Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p> <p>Research and discuss the ideas and</p>	<p><u>Drawing: Depth, emotion and movement</u></p> <p>Developing ideas more independently from their own research.</p> <p>Exploring and recording their plans, ideas and evaluations to develop their ideas towards an outcome.</p> <p>Confidently using sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p>Working with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>Creating in a more sustained way, revisiting artwork over time and applying their understanding of tone,</p>	<p><u>Structures: Bridges</u></p> <p>Designing a stable structure that is able to support weight.</p> <p>Creating a frame structure with a focus on triangulation.</p> <p>Making a range of different shaped beam bridges.</p> <p>Using triangles to create truss bridges that span a given distance and support a load.</p> <p>Building a wooden bridge structure.</p> <p>Independently measuring and marking wood accurately.</p> <p>Selecting appropriate tools and equipment for particular tasks.</p> <p>Using the correct techniques to saw safely.</p> <p>Identifying where a structure needs reinforcement and using card corners for support.</p>	<p><u>Painting: Portrait</u></p> <p>Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p> <p>Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>Combine a wider range of media, e.g. photography and digital art effects.</p> <p>Create in a more sustained way, revisiting artwork over time and applying their</p>	<p><u>Cooking and nutrition: Developing a recipe</u></p> <p>Explaining the farm-to-fork process.</p> <p>Researching existing recipes.</p> <p>Suggesting alternative ingredients.</p> <p>Analysing nutritional content.</p> <p>Writing an alternative recipe.</p> <p>Understanding cross-contamination.</p> <p>Using preparation skills.</p> <p>Designing a jar label.</p> <p>Making a developed recipe.</p>

		<p>approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Discuss how artists create work with the intent to create an impact on the viewer.</p> <p>Consider what choices can be made in their own work to impact their viewer.</p> <p>Discuss the processes used by themselves, and by other artists, and describe the particular outcome achieved.</p>	<p>texture, line, colour and form.</p> <p>Researching and discussing the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Discussing how artists create work with the intent to create an impact on the viewer.</p> <p>Considering what choices can be made in their own work to impact their viewer.</p> <p>Discussing the processes used by themselves and by other artists and describing the particular outcome achieved.</p> <p>Considering how effectively pieces of art express emotion and encourage the viewer to question their own ideas.</p> <p>Using their knowledge of tools, materials and processes to try alternative solutions and make</p>	<p>Explaining why selecting appropriate materials is an important part of the design process.</p> <p>Understanding basic wood functional properties.</p> <p>Adapting and improving own bridge structure by identifying points of weakness and reinforcing them as necessary.</p> <p>Suggesting points for improvements for own bridges and those designed by others.</p>	<p>understanding of tone, texture, line, colour and form.</p> <p>Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Discuss how artists create work with the intent to create an impact on the viewer.</p> <p>Consider what choices can be made in their own work to impact their viewer.</p> <p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	
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Year 6 Art and DT Curriculum Skills Map 2025/2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	<p><u>Mechanical systems:</u> <u>Automata toys</u></p> <p>Noticing wider-reaching problems or needs in the community.</p> <p>Coming up with a broader range of ideas and deeper innovation, requiring pupils to think critically about their ideas' practicality and originality.</p> <p>Beginning to use more complex annotated sketches, such as cross-sectional and exploded diagrams and pattern pieces in design.</p> <p>Producing lists of equipment, materials and tools that they need for a task.</p> <p>Selecting materials, components or ingredients based on research or user needs.</p>	<p><u>Drawing: Expressing ideas</u></p> <p>Drawing upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p> <p>Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p>Creating expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>Combining materials and techniques appropriately to fit with ideas.</p> <p>Working in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</p>	<p><u>Painting: Artist study</u></p> <p>Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p> <p>Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>Combine materials and techniques appropriate to fit with ideas.</p> <p>Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</p>	<p><u>Structures: playgrounds</u></p> <p>Designing a playground featuring a variety of different structures, considering how the structures will be used.</p> <p>Considering effective and ineffective designs.</p> <p>Building a range of play apparatus structures drawing upon new and prior knowledge of structures.</p> <p>Measuring, marking and cutting wood to create a range of structures.</p> <p>Using a range of materials to reinforce and add decoration to structures.</p> <p>Improving a design plan based on peer evaluation.</p> <p>Testing and adapting a design to improve it as it is developed.</p>	<p><u>Craft and design: Photo opportunity</u></p> <p>Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p> <p>Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may</p>	<p><u>Cooking and nutrition: Come dine with me</u></p> <p>Writing a recipe, explaining the key steps, method and ingredients.</p> <p>Including facts and drawings from research undertaken.</p> <p>Following a recipe, including using the correct quantities of each ingredient.</p> <p>Adapting a recipe based on research.</p> <p>Working to a given timescale.</p> <p>Working safely and hygienically with independence.</p> <p>Evaluating a recipe, considering: taste, smell, texture and origin of the food group.</p> <p>Taste testing and scoring final products.</p> <p>Suggesting and writing up points of</p>

	<p>Explaining their choices, referring to their research.</p> <p>Considering which equipment will work well together.</p> <p>Choosing from the known range of equipment available to them with little guidance.</p> <p>Assessing risks associated with different tools and equipment.</p> <p>Understanding and explaining the importance of each safety rule.</p> <p>Consistently apply safety instructions.</p> <p>Cutting jelutong or other harder wood with a coping saw or a tenon saw in small groups.</p> <p>Cutting in a back-and-forth sawing motion where appropriate.</p> <p>In supervised groups, using hot glue guns safely.</p>	<p>Describing, interpreting and evaluating the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Giving reasoned evaluations of their own and others' work which takes account of context and intention.</p> <p>Discussing how art is sometimes used to communicate social, political, or environmental views.</p> <p>Explaining how art can be created to cause reaction and impact and being able to consider why an artist chooses to use art in this way.</p> <p>Independently using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.</p> <p>Give reasoned evaluations of their own and others' work which takes account of context and intention.</p> <p>Discuss how art is sometimes used to communicate social, political, or environmental views.</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Identifying what makes a successful structure.</p>	<p>have influenced their creative work.</p> <p>Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.</p> <p>Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.</p> <p>Give reasoned evaluations of their own and others' work which takes account of context and intention.</p> <p>Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p> <p>.</p>	<p>improvements in productions.</p> <p>Evaluating health and safety in production to minimise cross contamination.</p>
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