EYFS Expressive Arts

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project Title	**Transitions to school Orientation Who am I?**	**Journeys & festivals Where are they/we going?**	**Winter What happens in winter?**	**Spring What happens in springtime in London?**	**Transition to Y1 What makes us healthy?**	**Minibeasts/Traditional Tales What happens in the story?**
Early Learning Goals: Fine Motor Skills	**Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.**					
Early Learning Goals: Arts and Design *Creating with Materials*	**Children at the expected level of development will: • 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.**					
Development Matters – Educational Programme Expressive Arts and Design	**The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.**					

Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project Title	Memory Box: How can you capture your memories?	Bright Lights, Big City: Where should everywhere Bear visit when he travels to London? Why?	Dinosaurs: How do we know dinosaurs existed?	Moon Zoom: How could you send Beegu back to the moon?	Splendid Skies: How does the weather change?	Rio de Vida: What is Brazil like compared to the UK?
Art and Design/ Design and Technology	Art and Design/ Design and Technology	Art and Design	Art and Design/Design and Technology	Design and Technology	Art and Design/Design and Technology	Art and Design/ Design and Technology
Inspirational Person	Pablo Picasso	Claude Monet	Mary Anning	NASA Engineers (Mars Rover) Wernher von Braun (designed Saturn V)	Georges Seurat Abdoulaye Konate Cocher de Soleil Blue lune	Eduardo Kobra
Key Vocabulary	Prepare, health, safety, healthy, vitamins, minerals, fruit, vegetables, manual, electronic, portrait, facial features, effects, primary colours, lines, materials, memory, capture, important	impressionism, landscape, brushstroke, observation, silhouette	Fossil, tonal value, construct, cut, join, template, label.	claw, mirror, rover, Mars Rover, Saturn V	pointillism, collage, Beaufort scale, roll, cut, coil	portrait, geometric, origins, decorative
National Curriculum Art and Design	Pupils should be taught: ♣ to use a range of materials creatively to design and make products ♣ 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 ♣ 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.	Pupils should be taught: ♣ to use a range of materials creatively to design and make products ♣ 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 ♣ 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.	Pupils should be taught: ♣ to use a range of materials creatively to design and make products ♣ 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 ♣ 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.		Pupils should be taught: ♣ to use a range of materials creatively to design and make products ♣ 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 ♣ 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.	Pupils should be taught: ♣ to use a range of materials creatively to design and make products ♣ 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 ♣ 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.
National Curriculum Design and Technology	When designing and making, pupils should be taught to: Design ♣ 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 Make ♣ select from and use a range of tools and equipment to perform		When designing and making, pupils should be taught to: Make ♣ 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	Design ♣ 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 Make ♣ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	When designing and making, pupils should be taught to: Design ♣ 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 Make ♣ select from and use a range of tools and equipment to perform	When designing and making, pupils should be taught to: Make ♣ 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 Cooking and Nutrition As part of their work with food, pupils should be taught how to

	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 Evaluate ♣ evaluate their ideas and products against design criteria Cooking and Nutrition ♣ use the basic principles of a healthy and varied diet to prepare dishes ♣ understand where food comes from.			♣ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate ♣ explore and evaluate a range of existing products ♣ evaluate their ideas and products against design criteria Technical knowledge ♣ build structures, exploring how they can be made stronger, stiffer and more stable ♣ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	practical tasks [for example, cutting, shaping, joining and finishing] ♣ select from and use a wide range of materials and components, including construction materials , according to their characteristics Evaluate ♣ explore and evaluate a range of existing products ♣ evaluate their ideas and products against design criteria Technical knowledge ♣ build structures, exploring how they can be made stronger, stiffer and more stable ♣ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Pupils should be taught to: ♣ use the basic principles of a healthy and varied diet to prepare dishes ♣ understand where food comes from.

Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project Title	Street Detective: What is the geography of where I live?	London Frost Fair: How did people enjoy themselves at London Frost Fairs?	Fire, Fire! (Great Fire of London): How do we know so much about what happened in the Great Fire of London?	Muck, Mess and Mixtures: Can you create a marvellous mixture that is better than George's?	The Scented Garden: Can Trent's garden be beautiful and useful?	Land Ahoy: Why do we love being beside the sea so much?
Art and Design/ Design and Technology	Art and Design	Art and Design Design and Technology	Design and Technology	Design and Technology	Art and Design	Design and Technology
Inspirational Person	Piet Mondrian Reggie Laurent	Thomas Wyke, Charles J. B. Dodd, Ludovico Marchetti, Henry Raeburn, Henry Hainsselin, Henry Thomas Alken, Millicent Emily Ayrton, Stan Brooks, Peter Doig, Henry George Gawthorn, Robin Darwin, William John Connon, Salomon van Ruysdael, Andries Vermeulen, Adriaen van de Velde, Antoni van Stralen, Aert van der Neer, John McGhie, Charles Martin Hardie	Tudor architects, Thomas Farynor, Samuel Pepys and Christopher Wren	Nadiya Hussain	Clementine Hunter Georgia O'Keeffe Claude Monet (Water lilies) Vincent Van Gogh (Sunflowers) Édouard Manet Ambrosius Bosschaert Rachel Ruysch Katsushika Hokusai William Morris Andy Warhol Anna Atkins Jeff Koons	Penny Rose
Key Vocabulary	Primary colours, squares, shape, chalk, pastels, patterns, line, collaborate, improve, space.	Bristle, ferrule, handle, shoulder, rounds, flats, brushstroke, modern, contemporary, abstract, traditional, photographic	Architecture, Tudor, gavel roofs, elaborate masonry chimneys, embellished doorways, decorative half-timbering, masonry, stucco	Autobiography, traits, integrity, determined, caring, achieve, humble, observant, nervous, brave, proud, perseverance, energetic, hygiene, bacteria, anti-bacterial, cross-contamination, allergy, recipe, peel, chop, mix, food groups, fruits, vegetables, starchy carbohydrates, proteins, dairy, fats, sugars, categorise, ratio	flower, floral, botanist, translucent, silhouette, block printing	eyepatch, material, design, stitch
National Curriculum Art and Design	Pupils should be taught: ♣ to use a range of materials creatively to design and make products ♣ 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 ♣ 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.	Pupils should be taught: ♣ to use a range of materials creatively to design and make products ♣ 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 ♣ 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.			Pupils should be taught: ♣ to use a range of materials creatively to design and make products ♣ 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 ♣ 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.	
National Curriculum Design and Technology		When designing and making, pupils should be taught to: Make ♣ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	When designing and making, pupils should be taught to: Design ♣ design purposeful, functional, appealing products for themselves and other users based on design criteria ♣ generate, develop, model and	Cooking and Nutrition ♣ use the basic principles of a healthy and varied diet to prepare dishes ♣ understand where food comes from.		When designing and making, pupils should be taught to: Design ♣ design purposeful, functional, appealing products for themselves and other users based on design criteria ♣ generate, develop, model and communicate their ideas through talking,

		♣ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Technical knowledge ♣ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make ♣ 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 Evaluate ♣ explore and evaluate a range of existing products ♣ evaluate their ideas and products against design criteria Technical knowledge ♣ build structures, exploring how they can be made stronger, stiffer and more stable.			drawing, templates, mock-ups and, where appropriate, information and communication technology Make ♣ 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 and textiles according to their characteristics Evaluate ♣ explore and evaluate a range of existing products ♣ evaluate their ideas and products against design criteria

Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project	Stone: How do we know what happened in the Stone Age?	Bronze and Iron: How did they change lives?	Tremors: Why do some earthquakes cause more damage than others?	Gods and Mortals: What was the ancient Greek's greatest achievement?	Predator: Which animal is the ultimate predator and why?	Urban Pioneers: Is graffiti art of vandalism? Why?
Art and Design/ Design and Technology	Design and Technology	Design and Technology	Art and Design	Design and Technology	Art and Design	Art and Design
Inspirational Person	Al-Jazari	Engineers of the bronze and iron age	J.M.W. Turner, Andy Warhol, Stephanie Peters, Kate Fortin; also James W Johnson, Jacob More, Pierre Jacques Volaire	Skeuopoios (maker of props)	Vincent Van Gogh Leonardo DaVinci Georges Seurat	Banksy
Key Vocabulary	Cam, axel, follower, machine, mechanism, sliders, levers, axles, wheels	Quern stone, invention, similar, different, grain, grind, ergonomics, benefit, improvements, aesthetics, purpose, rotating, stationary, hopper	Space, composition, balance, emphasis, texture, mood, message, realistic, artistic interpretation.	Mask, expression, purpose, functionality	Malleable, rigid, mould, cross-hatching, stippling	graffiti, landscape, urban, symbolism, communication, expression, facial expression, facial features, scale, emotions, draw, paint, photograph, combine
National Curriculum Art and Design			Pupils should be taught: ♣ 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 with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history.		Pupils should be taught: ♣ 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 with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history.	Pupils should be taught: ♣ 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 with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history.
National Curriculum Design and Technology	and making, pupils should be taught to: Design ♣ 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 Make ♣ 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	When designing and making, pupils should be taught to: Design ♣ 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 Make ♣ 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 Evaluate ♣ investigate and analyse a range of existing products		Design ♣ 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 Make ♣ 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 Evaluate ♣ explore and evaluate a range of existing products ♣ evaluate their ideas and products against design criteria Technical knowledge ♣ build structures, exploring how they can be made stronger, stiffer and more stable		

		♣ 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 Cooking and nutrition As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Pupils should be taught to: ♣ understand and apply the principles of a healthy and varied diet ♣ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques		♣ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.		

Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project title	Ruthless Romans: How did the arrival of the Romans change Britain?	Road Trip USA: What could I see out of my window?	Anglo-Saxons: Who were the Anglo-Saxons and how do we know what was important to them?	Raging River: What is river?	Seen and not heard (Victorians and Queen Victoria): Who held the power in Victorian society?	Bottoms, burps and bile: What do our bodies do with the food we eat?
Art and Design/ Design and Technology	Art and Design/ Design and Technology	Art and Design	Design and Technology/Art and Design	Art and Design	Design and Technology	Art and Design/ Design and Technology
Inspirational Person	Roman craftsmen	Kehinde Wiley Shepherd Fairey	Basli Brown	Derek DeYoung	Benjamin Franklin Thomas Edison	Kate Malone
Key Vocabulary	Shield, purpose, function, equipment, design, material, effectiveness	Portrait, portray, significance, intention	stitch, neat, consistent, thread, floss, needle	warm, cool, texture, curved surface, diamond pattern, tone, gradient	Inventions, electricity, telephone, gaslight, lightbulb, typewriter, radioactivity, x-rays, base, supporting column, tripod, decorative, adjustable, hinge, dimmer, switch, brightness, internal, external, wired, bulb, incandescent decorative bulbs, fluorescent /neon, low energy LED, components, shade	Wire cutter, needle tool, loop tool, wooden trimmer, wooden modeller, sponge, ribbon tool, wood rib, shredder, hole cutter, fettling knife, rubber rib
National Curriculum Art and Design		Pupils should be taught: ♣ 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 with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history.	Pupils should be taught: ♣ 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 with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history.	Pupils should be taught: ♣ 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 and painting [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history.		Pupils should be taught: ♣ 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 with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history.
National Curriculum Design and Technology	When designing and making, pupils should be taught to: Design ♣ 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 Make ♣ 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 Evaluate		When designing and making, pupils should be taught to: Make ♣ 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		When designing and making, pupils should be taught to: Design ♣ 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 Make ♣ 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 Evaluate ♣ 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	Pupils should be taught to: Cooking and Nutrition ♣ understand and apply the principles of a healthy and varied diet ♣ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

	♣ 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 Technical knowledge ♣ apply their understanding of how to strengthen, stiffen and reinforce more complex structures ♣ apply their understanding of computing to program, monitor and control their products.				♣ understand how key events and individuals in design and technology have helped shape the world Technical knowledge ♣ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]	

Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project Title	Vikings and Anglo-Saxons: Raiders or settlers: How should we remember the Vikings?	Pharaoh: How can we know so much about the ancient Egyptians as they lived so long ago?	Stargazer: Could humans live on another planet?	Scream Machine: What is needed to make a spine-tingling ride?	Misty Mountain: Mountains: Natural wonders or danger zones?	Allotment: Can you grow a sandwich? Use cucumbers if ready to make sandwiches.
Art and Design/ Design and Technology	Design and Technology	Art and Design	Art and Design	Design and Technology	Art and Design	Design and Technology
Inspirational Person	The Vikings – craftsmen and women	Egyptian artists (Egyptian tomb paintings)	Vincent Van Gogh (Starry Night, Starry Night over the Rhone)	Franz Scharwazkopf and Anton Schwarzkopf	Karine Aigner (Wildlife Photographer of the year 2022)	Jamie Oliver
Key Vocabulary	Circular brooch, trefoil brooch, openwork lozenge brooch, pin, hole, rest, loop, frame, tip, shaft, terminal	Egyptian, tomb, hieroglyph, relief	impressionism, light, colour, bold brushstrokes, outdoors, composition, silhouette, modern, contrast, impasto	Swing ride or chair swing ride (sometimes called a swing carousel, wave swinger, yo-yo, Chair-O-Planes or swinger); amusement ride; carousel; suspended; rotating; centre axis; forces; tension	subject, zoom, focus, exposure, crop, contrast, effect. Form, shade, tonal value.	seasonal, organic, environment, flavour, nutrition, chemicals, preservatives, agriculture, allergies, pesticides
National Curriculum Art and Design		Pupils should be taught: ♣ 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 with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history.	Pupils should be taught: ♣ 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 with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history.		Pupils should be taught: ♣ 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 with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history.	
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	♣ understand how key events and individuals in design and technology have helped shape the world Technical knowledge ♣ apply their understanding of how to strengthen, stiffen and reinforce more complex structures ♣ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]			♣ 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 Technical knowledge ♣ apply their understanding of how to strengthen, stiffen and reinforce more complex structures ♣ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] ♣ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] ♣ apply their understanding of computing to program, monitor and control their products.		

Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project Title	Battle of Barnet: What happened in Barnet in 1471? Britain at War: What was life like during World War 2?	Britain at War: Why was winning the Battle of Britain in 1940 so important?	Frozen Kingdoms: Antarctica: everlasting winter wonderland or treacherous terrain?	Hola Mexico: Why did the ancient Maya change their way of life?	Breathing Spaces: Who are Britain's National Parks for?	Gallery Rebels: What makes art rebellious?
Art and Design/ Design and Technology	Art and Design	Art and Design	Art and Design	Design and Technology	Art and Design	Design and Technology
Inspirational Person	Reginald Mitchell	LS Lowry	Paul Nicklen Keith Ladzinski Brian Skerry Daisy Gilardini	Enrique Olvera	Andy Singleton Ohni Lisle	Extinction Rebellion (Jeanne-Luc The Octopus) Hans Haacke, Jaques-Louis David, Michelangelo and Robert Rauschenberg
Key Vocabulary	nose, wings, propeller, tail, cockpit, saw, glue gun, card, circuit, wire, battery	Impressionism, Renaissance, perspective, sketch, texture, tone	Digital snow photography, environmental message, arctic, significance, text, graphics, inspired.	chef, cuisine, culinary, gastronomic, sustainable, ethical	overprint, opaque, opacity, composition, balance, emphasis, texture, subject	Rebel, undermine, institutions, social injustice, engage, ethical concerns, influence, inspire, features, materials, extinct
National Curriculum Art and Design		Pupils should be taught: ♣ 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 with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history.	Pupils should be taught: ♣ 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 with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history.		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. Pupils should be taught: ♣ 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 with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history.	
National Curriculum Design and Technology	When designing and making, pupils should be taught to: Design ♣ 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 Make ♣ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately			Pupils should be taught to: ♣ understand and apply the principles of a healthy and varied diet ♣ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Design ♣ 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 Make ♣ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Evaluate		When designing and making, pupils should be taught to: Design ♣ 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 Make ♣ 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

	♣ 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 Evaluate ♣ 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 Technical knowledge ♣ apply their understanding of how to strengthen, stiffen and reinforce more complex structures ♣ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] ♣ apply their understanding of computing to program, monitor and control their products.			♣ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work		construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities