EYFS Expressive Arts

| NSMINO OF CHRIST THINT CE PRIMARY SCHOOL | 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 | materials. The quality and variety | stic and cultural awareness supports their imagination and of what children see, hear and participate in is crucial for their progress in interpreting and appreciating what they hear the progress in interpreting and appreciating what they hear the progress in interpreting and appreciating what they hear the progress in interpreting and appreciating what they have been suppressed in the progress in interpreting and appreciating what they have been suppressed in the progress | developing their understanding, self-expression, v | | | | |

| INSPIRED BY CHRIST | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| TENT CE FEMANS SCHOOL COMMUNICATION OF THE SCHOOL COMMUNIC | | | | | | |
| 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/ | Art and Design/ | Art and Design | Art and Design/Design and Technology | Design and Technology | Art and Design/Design and | Art and Design/ Design and |
| Design and Technology | Design and Technology | | | | Technology | Technology |
| Inspirational Person | Pablo Picasso | Claude Monet | Mary Anning | NASA Engineers (Mars Rover) Wernher von Braun (designed Saturn | Georges Seurat | Eduardo Kobra |
| | | | | V) | Abdoulaye Konate | |
| | | | | | Cocher de Soleil | |
| Kara Manahadana | Donard In a like a section in a like | | | Alam Danie | Blue lune | |
| 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 | Pupils should be taught: | Pupils should be taught: | Pupils should be taught: | | Pupils should be taught: | Pupils should be taught: |
| Art and Design | ♣ to use a range of materials creatively to design and make products | to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop | to use a range of materials creatively to design and make products to use drawing, painting and sculpture to | | * to use a range of materials creatively to design and make products | * 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 | 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 | develop and share their ideas, experiences and imagination to develop a wide range of art and design | | to use drawing, painting and sculpture to develop and share their ideas, experiences and | * 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, | 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 | 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 | | imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, | 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 | links to their own work. | and similarities between different practices and disciplines, and making links to their own work. | | form and space about the work of a range of artists, craft makers and designers, | shape, form and space about the work of a range of artists, craft makers and designers, |
| | designers, describing the differences and similarities between different practices and | | | | describing the differences and similarities between different practices and disciplines, and | describing the differences and similarities between different practices and disciplines, and |
| | disciplines, and making links to their own work. | | | | making links to their own work. | making links to their own work. |
| National Curriculum Design and | When designing and making, pupils should be taught to: | | When designing and making, pupils should be taught to: | Design design purposeful, functional, | When designing and making, pupils should be taught to: | When designing and making, pupils should be taught to: |
| Technology | Design design purposeful, functional, | | Make * select from and use a range of tools and | appealing products for themselves and other users based on design | Design design purposeful, functional, | Make ♣ select from and use a range of |
| | appealing products for | | equipment to perform practical tasks [for | criteria | appealing products for themselves | tools and equipment to perform |
| | themselves and other users based on design criteria | | example, cutting, shaping, joining and finishing] select from and use a wide range of materials | ♣ generate, develop, model and | and other users based on design criteria | practical tasks [for example, cutting, shaping, joining and |
| | • generate, develop, model and | | and components, including construction | communicate their ideas through talking, drawing, templates, mock- | ♣ generate, develop, model and | finishing] |
| | communicate their ideas through | | materials, textiles and ingredients, according to | ups and, where appropriate, | communicate their ideas through | select from and use a wide range |
| | talking, drawing, templates, mock-ups and, where | | their characteristics | information and communication technology | talking, drawing, templates, mock- ups and, where appropriate, | of materials and components, including construction materials, |
| | appropriate, information and | | | Make | information and communication | textiles and ingredients, according |
| | communication technology Make | | | select from and use a range of tools and equipment to perform | technology Make | to their characteristics Cooking and Nutrition |
| | select from and use a range of | | | practical tasks [for example, cutting, | select from and use a range of | As part of their work with food, |
| | tools and equipment to perform | | | shaping, joining and finishing] | tools and equipment to perform | pupils should be taught how to |

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

| INSPIRED BY CHRIST | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| TERN CE PRANAD SCHOOL Common Construction (1979) | / Automit 1 | , ataliii 2 | Sping 1 | Spring 2 | Summer 2 | 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 | Thomas Wyke, Charles J. B. Dodd, Ludovico Marchetti, Henry Raeburn, Henry Hainsselin, Henry | Tudor architects, Thomas Farynor, Samuel Pepys and Christopher Wren | Nadiya Hussain | Clementine Hunter Georgia O'Keeffe | Penny Rose |
| | Reggie Laurent | 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 | | | Claude Monet (Water lilies) Vincent Van Gogh (Sunflowers) Édouard Manet Ambrosius Bosschaert Rachel Ruysch Katsushika Hokusai William Morris Andy Warhol Anna Atkins Jeff Koons | |
| 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 | communicate their ideas through | | ates, mock-ups and, |
|-------------------------------------|--|-------------------|----------------------------|
| range of materials and | talking, drawing, templates, mock- | | ate, information and |
| components, including | ups and, where appropriate, | communication | technology |
| construction materials, textiles | information and communication | Make | |
| and ingredients, according to their | technology | ♣ select from ar | nd use a range of tools |
| characteristics | Make | and equipment | to perform practical tasks |
| Technical knowledge | ♣ select from and use a range of | [for example, cu | itting, shaping, joining |
| ♣ explore and use mechanisms | tools and equipment to perform | and finishing] | |
| [for example, levers, sliders, | practical tasks [for example, cutting, | ♣ select from ar | nd use a wide range of |
| wheels and axles], in their | shaping, joining and finishing] | | omponents, including |
| products. | ♣ select from and use a wide range | | aterials and textiles |
| | of materials and components, | according to the | eir characteristics |
| | including construction materials, | Evaluate | |
| | textiles and ingredients, according | ♣ explore and e | evaluate a range of |
| | to their characteristics | existing product | J |
| | Evaluate | | r ideas and products |
| | ♣ explore and evaluate a range of | against design of | • |
| | existing products | against acsign of | riteria |
| | ♣ evaluate their ideas and products | | |
| | against design criteria | | |
| | Technical knowledge | | |
| | | | |
| | h build structures, exploring how | | |
| | they can be made stronger, stiffer | | |
| | and more stable. | | |
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| INSPIRED BY CHRIST | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| TINY CE PRIMAYS SCHOOL Construct Coccourts. Servit | | | | | | |
| 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 | Skeuopoios (maker of props) | Vincent Van Gogh | Banksy |
| | | | More, Pierre Jacques Volaire | | Georges Seurat | |
| | | | | | _ | |
| 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 | | |

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| | evaluate their ideas and products | | ♣ explore and use mechanisms [for | |
| | against their own design criteria and | | example, levers, sliders, wheels and | |
| | consider the views of others to improve | | axles], in their products. | |
| | 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 | | | |

| INSPIRIO DY CHRIST | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| TRINT C PRIMARY SCHOOL CONSIDER OF CONTROL IN THE | | | | | | |
| 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 | Basli Brown | Derek DeYoung | Benjamin Franklin | Kate Malone |
| | | Shepherd Fairey | | | Thomas Edison | |
| 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 | When designing and making, pupils | designers in history. | When designing and making, pupils | and designers in history. | When designing and making, pupils | Pupils should be taught to: |
| 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 | | 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 | | 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 | 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 | | ♣ understand how key events and | |
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| existing products | | individuals in design and technology | |
| - ' | | | |
| ♣ evaluate their ideas and products | | have helped shape the world | |
| against their own design criteria and | | Technical knowledge | |
| consider the views of others to | | understand and use electrical | |
| improve their work | | systems in their products [for | |
| understand how key events and | | example, series circuits incorporating | |
| individuals in design and technology | | switches, bulbs, buzzers and motors] | |
| 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. | | | |

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| TRAN CE PRIMAN SCHOOL | 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. | |
| 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 investigate and analyse a range of existing products | | | 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 | | 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 understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. |

| ♣ understand how key events and | ♣ investigate and analyse a range | |
|---------------------------------------|-------------------------------------|--|
| individuals in design and technology | of existing products | |
| have helped shape the world | • evaluate their ideas and | |
| Technical knowledge | products against their own design | |
| • apply their understanding of how | criteria and consider the views of | |
| to strengthen, stiffen and reinforce | others to improve their work | |
| more complex structures | understand how key events | |
| ♣ understand and use mechanical | and individuals in design and | |
| systems in their products [for | technology have helped shape | |
| example, gears, pulleys, cams, levers | the world | |
| and linkages] | Technical knowledge | |
| and mikagesj | 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. | |

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|---|--|---|---|--|--|--|
| INSPIRED BY CHRIST | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| \$ | | | | | | |
| serve one another in Lore | | | | | | |
| TRENT CE PRIMARY SCHOOL CHINGH WAY-COCAROTHER-IN-1918 | | | | | | |
| Project Title | Battle of Barnet: What happened in | Britain at War: Why was winning the | Frozen Kingdoms: Antarctica: | Hola Mexico: Why did the ancient | Breathing Spaces: Who are Britain's | Gallery Rebels: What makes art |
| | Barnet in 1471? | Battle of Britain in 1940 so important? | everlasting winter wonderland or | Maya change their way of life? | National Parks for? | rebellious? |
| | Britain at War: What was life like | | treacherous terrain? | | | |
| | during World War 2? | | | | | |
| 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 | Enrique Olvera | Andy Singleton | Extinction Rebellion (Jeanne-Luc The |
| | | | | | | Octopus) |
| | | | Keith Ladzinski | | Ohni Lisle | |
| | | | | | | Hans Haacke, Jaques-Louis David, |
| | | | Brian Skerry | | | Michelangelo and Robert Rauschenberg |
| | | | | | | |
| | | | Daisy Gilardini | | | |
| | | | | | | |
| Key Vocabulary | nose, wings, propeller, tail, cockpit, | Impressionism, Renaissance, | Digital snow photography, | chef, cuisine, culinary, gastronomic, | overprint, opaque, opacity, | Rebel, undermine, institutions, social |
| | saw, glue gun, card, circuit, wire, | perspective, sketch, texture, tone | environmental message, arctic, | sustainable, ethical | composition, balance, emphasis, | injustice, engage, ethical concerns, |
| | battery | | significance, text, graphics, inspired. | | texture, subject | influence, inspire, features, materials, |
| | | | | | | extinct |
| National Curriculum | | Pupils should be taught: | Pupils should be taught: | | Pupils should be taught to develop | |
| Art and Design | | to create sketch books to record | to create sketch books to record | | their techniques, including their | |
| | | their observations and use them to | their observations and use them to | | control and their use of materials, | |
| | | review and revisit ideas | review and revisit ideas | | with creativity, experimentation and | |
| | | * to improve their mastery of art and | * to improve their mastery of art | | an increasing awareness of different | |
| | | design techniques, including drawing, | and design techniques, including | | kinds of art, craft and design. Pupils | |
| | | painting and sculpture with a range of | drawing, painting and sculpture | | should be taught: | |
| | | materials [for example, pencil, | with a range of materials [for | | to create sketch books to record | |
| | | charcoal, paint, clay] | example, pencil, charcoal, paint, | | their observations and use them to | |
| | | ♣ about great artists, architects and | clay] | | review and revisit ideas | |
| | | designers in history. | ♣ about great artists, architects and | | ♣ to improve their mastery of art and | |
| | | | designers in history. | | 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 | When designing and making, pupils | | | Pupils should be taught to: | | When designing and making, pupils |
| Design and Technology | should be taught to: | | | understand and apply the | | should be taught to: |
| | Design | | | principles of a healthy and varied | | Design |
| | ♣ use research and develop design | | | diet | | ♣ use research and develop design |
| | criteria to inform the design of | | | ♣ prepare and cook a variety of | | criteria to inform the design of |
| | innovative, functional, appealing | | | predominantly savoury dishes using | | innovative, functional, appealing products |
| | products that are fit for purpose, | | | a range of cooking techniques | | that are fit for purpose, aimed at |
| | aimed at particular individuals or | | | Design | | particular individuals or groups |
| | groups | | | ♣ use research and develop design | | ♣ generate, develop, model and |
| | ♣ generate, develop, model and | | | criteria to inform the design of | | communicate their ideas through |
| | communicate their ideas through | | | innovative, functional, appealing | | discussion, annotated sketches, cross- |
| | discussion, annotated sketches, | | | products that are fit for purpose, | | sectional and exploded diagrams, |
| | cross-sectional and exploded | | | aimed at particular individuals or | | prototypes, pattern pieces and |
| | diagrams, prototypes, pattern | | | groups | | computer-aided design |
| | pieces and computer-aided design | | | Make | | Make |
| | Make | | | select from and use a wider range | | select from and use a wider range of |
| | ♣ select from and use a wider | | | of tools and equipment to perform | | tools and equipment to perform practical |
| | range of tools and equipment to | | | practical tasks [for example, cutting, | | tasks [for example, cutting, shaping, |
| | perform practical tasks [for | | | shaping, joining and finishing], | | joining and finishing], accurately |
| | example, cutting, shaping, joining | | | accurately | | select from and use a wider range of |
| | and finishing], accurately | | | Evaluate | | materials and components, including |
| | , 22 / | 1 | 1 | • | 1 | , , , |

| select from and use a wider | ♣ evaluate their ideas and products | construction materials, textiles and |
|--------------------------------------|---------------------------------------|--|
| range of materials and components, | against their own design criteria and | ingredients, according to their functional |
| including construction materials, | consider the views of others to | properties and aesthetic qualities |
| textiles and ingredients, according | improve their work | |
| 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. | | |