

YEAR GROUP	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas (ONGOING)	<ul style="list-style-type: none"> safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form & function 	<ul style="list-style-type: none"> Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work. Explore the work of artists, craftspeople and designers. 	<ul style="list-style-type: none"> Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about processes they have used for their work. Develop their ideas through discussion. Explore the differences and similarities within the work of artists, craftspeople and designers. 	<ul style="list-style-type: none"> Record from first hand observation, experience and imagination. Question and make observations about starting points and select ideas to use in their work. Explore the differences and similarities within the work of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
Developing, planning and communicating ideas.	<ul style="list-style-type: none"> To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. 	<ul style="list-style-type: none"> Suggest ideas (based on their own experiences) and explain what they are going to do Identify a target group (audience) for what they intend to design and make Share their ideas with others verbally. 	<ul style="list-style-type: none"> Generate ideas by drawing on their own and other people's experiences Identify a purpose for what they intend to design and make Develop their design ideas through discussion Make simple drawings and label parts. 	<ul style="list-style-type: none"> Generate ideas for an item, considering its purpose and the user/s Identify a purpose and establish simple criteria for a successful product. Make drawings with labels when designing Develop their design ideas through discussion, observation and drawing 	<ul style="list-style-type: none"> Evaluate products and identify criteria that can be used for their own designs Generate ideas, considering the purposes for which they are designing Plan the order of their work before starting Make labelled drawings showing specific features Develop a clear idea of what has to be done, plan how to use materials, equipment and processes, and suggest alternative methods of making 	<ul style="list-style-type: none"> Generate ideas through brainstorming and identify a purpose for their product Use results of investigations, information sources, including ICT when developing ideas Make labelled drawings from different views showing specific features. Plan the order of their work carefully. Develop a clear idea of what has to be done, plan how to use materials, equipment and processes, and suggest alternative methods of making if the first attempts fail 	<ul style="list-style-type: none"> Use results of investigations, information sources, including ICT when developing design ideas Communicate their ideas through detailed labelled drawings from different views showing specific features. Develop a design specification Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways Plan the order of their work, choosing appropriate materials, tools and techniques for each stage.
Evaluating and developing work	<ul style="list-style-type: none"> Know that different media can be combined to create new effects. 	<ul style="list-style-type: none"> Review what they have done say what they think and feel about it. 	<ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it. 	<ul style="list-style-type: none"> Compare their own and others' work and say what they think about them. 	<ul style="list-style-type: none"> Compare their own and others' work and say what they think and feel about them. 	<ul style="list-style-type: none"> Compare and contrast their own and others' work and say what they think and feel about them. 	<ul style="list-style-type: none"> Compare different approaches to their own and others' work and say about them.

(ONGOING)		<ul style="list-style-type: none"> Identify what they might change in their current work or develop in their future work. 	<ul style="list-style-type: none"> Identify what they might change in their current work or develop in their future work. 	<ul style="list-style-type: none"> Adapt their work according to their views and describe how they might develop it further. 	<ul style="list-style-type: none"> Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. 	<ul style="list-style-type: none"> Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. 	<ul style="list-style-type: none"> what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.
Drawing	<ul style="list-style-type: none"> Use a variety of resources to make marks. Use lines to enclose a space, and then begin to use these shapes to represent objects 	<ul style="list-style-type: none"> Use different resources to make marks. Draw simple recognisable shapes. 	<ul style="list-style-type: none"> Experiment with different grades of pencil and other implements to make marks. Use shading techniques – hatching, cross hatching Draw recognisable shapes (e.g. a flower) Sketch lightly as a starting point for ideas. 	<ul style="list-style-type: none"> Experiment with different grades of pencil and other implements to make marks, holding them correctly. Use shading techniques previously taught plus stippling Draw recognisable shapes (e.g. a flower) smaller and larger than life. 	<ul style="list-style-type: none"> Control line weight Use shading techniques previously taught plus scumbling. Copy an artist's work in simplistic terms. 	<ul style="list-style-type: none"> Use shading techniques previously taught plus contour lines to make images appear 3D. Copy an artist's/ architect's work 	<ul style="list-style-type: none"> Create their own sketch book using a range of papers (colour/ size/ textures). Develop and improve previously taught techniques including appropriate selection of resources for tasks. Understand that drawings are used for different purposes (technical drawing/ art)
Painting	<ul style="list-style-type: none"> Explore colour and how colours can be changed. Explore what happens when colours are mixed. 	<ul style="list-style-type: none"> Use a variety of different brush sizes and types. Mix and match colours to objects. Mix secondary colours. Create different textures of paint e.g. use of sawdust/ salt/ sand. 	<ul style="list-style-type: none"> Name primary colours. Mix a range of secondary colours using different types of paint. Work on different scales e.g. large brush on large paper etc. Create different paint effects by holding paintbrushes in different ways 	<ul style="list-style-type: none"> Know which primary colours make secondary colours. Name different types of paint. Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. Work confidently on a range of scales e.g. thin brush on small picture etc. 	<ul style="list-style-type: none"> Mix primary with secondary colours to make tertiary colours. Make and match colours with increasing accuracy. Plan and create different effects and textures with paint according to what they need for the task. Show control of brushes and paint application 	<ul style="list-style-type: none"> Demonstrate a secure knowledge about primary and secondary colours Learn that colours are warm and cold, complementary and contrasting. Choose paints and implements appropriately for a task. Blend paint tones to create highlights and shadows. 	<ul style="list-style-type: none"> Use specific colour language e.g. tint, tone, shade, hue. Create shades and tints using black and white. Choose appropriate paint, paper and implements for their work. Work from a variety of sources as inspiration, inc. those researched independently. Show an awareness of how paintings are created (composition).
Printing	<ul style="list-style-type: none"> Select tools and techniques needed to shape, assemble and join materials being used. Manipulate materials to achieve a planned effect. Explore sculpture with a range of malleable 	<ul style="list-style-type: none"> Make marks in print with a variety of objects, both natural and made objects. Make rubbings. Recognise patterns in the environment. Create images from imagination, experience or observation. 	<ul style="list-style-type: none"> Recognise patterns in the environment and build repeating patterns. Print using a variety of materials, objects and techniques. 	<ul style="list-style-type: none"> Print using a variety of materials and objects. Discuss the processes used to produce a simple print. Explore pattern and shape, creating designs for printing. 	<ul style="list-style-type: none"> Create prints using a variety of materials, objects and techniques including layering. Select broadly the kinds of material to print with in order to get the effect they want Select the right tool for the material they are using. 	<ul style="list-style-type: none"> Research and create prints Choose the printing method appropriate to task. Layer prints. Understand differences in terms of pattern, repetition, symmetry or random printing styles. Choose inks and overlay colours. 	<ul style="list-style-type: none"> Research, create and refine prints. Be confident with printing on different mediums inc. paper and fabric. Work relatively independently. Organise their work in terms of pattern, repetition, symmetry or random printing styles.

Collage	<p>media e.g. plasticine/ play doh/ clay.</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. 	<ul style="list-style-type: none"> Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. Make a simple mosaic. 		<ul style="list-style-type: none"> Join materials Name the tools and materials they have used. Experiment with a range of media e.g. overlapping, layering etc. Create textured collages 		<ul style="list-style-type: none"> Use a range of media to create collage. Build up layers and colours/textures. Alter ideas and explain choices using an art vocabulary. 	
Textiles	<ul style="list-style-type: none"> To handle equipment and tools effectively, including pencils for writing. 		<ul style="list-style-type: none"> Cut with scissors. Thread a needle, cut, glue and trim material. Stitch (running), knot and use other manipulative skills. Manipulate materials in different ways, e.g. weaving, fabric crayons and wax resist. 		<ul style="list-style-type: none"> Develop skills in stitching (running/ back/ cross stitch), cutting accurately with scissors. Join fabrics in different ways, including stitching. Manipulate materials in different ways, e.g. dying, weaving, embroidery and paper. Measure, tape, cut and join fabric with some accuracy Weave different materials. 		<ul style="list-style-type: none"> Have an awareness of the potential of the uses of material. Measure, pin, cut and join fabric with some accuracy Sew using a range of different stitches Use different techniques, colours and textures etc when designing and making pieces of work. Use different grades of threads and needles. Refine and alter ideas and explain choices using an art vocabulary.
Technical knowledge		<ul style="list-style-type: none"> Build structures exploring how they can be made stronger stiffer and more stable. With help measure, mark out, cut and shape a range of materials Use tools <i>eg scissors and a hole punch</i> safely Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or tape Explore and use mechanisms (e.g. levers, sliders, wheels and axels) in their products. 		<ul style="list-style-type: none"> Begin to select tools and materials; use vocabulary to name and describe them Measure, mark out, cut, score and assemble components with some accuracy. Work safely and accurately with a range of simple tools Think about their ideas as they make progress and be willing change things if this helps them improve their work Assemble, join and combine materials in order to make a product Use techniques that strengthen, stiffen and reinforce. Understand and use mechanical systems in products (levers and linkages) e.g. pop up mechanisms 		<ul style="list-style-type: none"> Select appropriate materials, tools, components and techniques Work safely with a range of hand tools. Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques Join and combine materials and components accurately in temporary and permanent ways. Understand and use mechanical systems in products (gears, pulleys, cams) Make modifications as they go along. Use finishing techniques that strengthen, stiffen and reinforce. Improve the appearance of their product using a range of equipment inc. ICT 	<p>Post SATs project also taught through Science - understand and use electrical systems in their products (circuits)</p> <p>Apply their understanding of computing to program, monitor and control a product.</p>

<p>Sculpture (3D form)</p>		<ul style="list-style-type: none"> Experiment with, construct and join recycled, natural and man-made materials more confidently. Manipulate clay in a variety of ways e.g. by hand and with tools for a purpose, e.g. thumb pots, simple coil pots and models. Join clay adequately by scratching both surfaces and applying slip. Understand the safety and basic care of materials and tools. 		<ul style="list-style-type: none"> Plan, design, make and adapt models. Choose from and use a variety of materials to create a form. Make a simple papier mache object. Cut and join wood safely and effectively. Talk about their work understanding that it has been sculpted, modelled or constructed. Take appropriate care of materials and tools used mostly independently (e.g. re-cover clay/wash tools) 		<ul style="list-style-type: none"> Plan a sculpture through drawing and other preparatory work. Use recycled, natural and man-made materials to create sculpture. Develop skills in using clay inc. slabs, coils, slips, etc. Make a mould and use plaster safely. Create sculpture and constructions with increasing independence. Choose appropriate materials and joining techniques for a task independently. Look at sculptures from all angles. 	
<p>Cooking and nutrition</p>	<ul style="list-style-type: none"> Use the basic principles of a healthy and varied diet to prepare dishes (e.g. sandwiches/ wraps) Use basic food handling, hygienic practices and personal hygiene with reminders Use knives and forks correctly (correct hand/ spreading) Layer and mix 	<ul style="list-style-type: none"> Understand where food comes from. Follow safe procedures for food safety and hygiene Use the basic principles of a healthy and varied diet to prepare dishes (colourful salad/ pate) Grate and peel. 	<ul style="list-style-type: none"> Understand the principles of a healthy diet (food in/ calories out = balanced weight) Know how a variety of ingredients are grown (e.g. potatoes under the ground, grapes on vines) Prepare and cook a variety of predominantly savoury dishes – kettle/ microwave (e.g. couscous/ noodles) Demonstrate hygienic food preparation and storage Chop and whisk/ stir 	<ul style="list-style-type: none"> Know where ingredients come from (e.g. pork from pigs, milk and beef from cows) Understand seasonality Understand the principles of a healthy and varied diet. <ul style="list-style-type: none"> Prepare and cook a variety of predominantly savoury dishes – oven (e.g. muffins/ bread) Kneading 	<ul style="list-style-type: none"> Understand seasonality and know where a variety of ingredients are grown, reared and caught. Understand the principles of a healthy and varied diet. food in/ calories out = balanced weight, why eating a range of foods is beneficial <ul style="list-style-type: none"> Weigh and measure accurately (time, dry ingredients, liquids) Prepare and cook a variety of predominantly savoury dishes – hob (e.g. pasta/ scrambled eggs) Sharp knife skills - chop 	<ul style="list-style-type: none"> Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. Understand and apply the principles of a healthy and varied diet Weigh and measure accurately (time, dry ingredients, liquids) Apply the rules for basic food hygiene and other safe practices <i>e.g. hazards relating to the use of ovens</i> Prepare and cook a variety of predominantly savoury dishes – choosing the most appropriate preparation and cooking method Sharp knife skills - slice and dice. 	
<p>Evaluating processes and products</p>	<ul style="list-style-type: none"> Talk about what they have made Discuss what they think and how they feel about it. 	<ul style="list-style-type: none"> Evaluate their product by discussing how well it works Evaluate the product by discussing possible changes they could make. Evaluate their product by asking questions about what they have made and how they have gone about it 	<ul style="list-style-type: none"> Evaluate their product by discussing how well it works in relation to the purpose Evaluate their products as they are developed, identifying strengths and possible changes they might make 	<ul style="list-style-type: none"> Evaluate their product by discussing how well it works in relation to the purpose Evaluate their products as they are developed, identifying strengths and possible changes they might make 	<ul style="list-style-type: none"> Evaluate their product against original design criteria <i>e.g. how well it meets its intended purpose</i> Evaluate their products carrying out appropriate tests Disassemble and evaluate familiar products 	<ul style="list-style-type: none"> Evaluate a product against the original design specification Evaluate their work both during and at the end of the assignment Evaluate it personally and seek evaluation from others 	<ul style="list-style-type: none"> Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests Record their evaluations using drawings with labels Evaluate against their original criteria and suggest

			<ul style="list-style-type: none"> • Talk about their ideas, saying what they like and dislike about them 				ways that their product could be improved
Breadth of study	<ul style="list-style-type: none"> • Work on their own and with others • Use ICT. 	<ul style="list-style-type: none"> • Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. • Use ICT • Investigate different kinds of art, craft and design. 	<ul style="list-style-type: none"> • Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. • Use ICT. • Investigate different kinds of art, craft and design. 	<ul style="list-style-type: none"> • Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. • Use ICT. • Investigate art, craft and design in the locality. 	<ul style="list-style-type: none"> • Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. • Use ICT. • Investigate art, craft and design in the locality and in a variety of genres. 	<ul style="list-style-type: none"> • Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. • Use ICT. • Investigate art, craft and design in the locality and in a variety of genres and styles. 	<ul style="list-style-type: none"> • Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. • Use ICT. • Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.