

Art & Design Long Term Plan

Year Group	Children should be taught:	The topic this may be based on:	Essential Learning Objectives: (Taken from Chris Quigley)
Year 1	<ul style="list-style-type: none"> ➤ 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 ideas
Year 2	<ul style="list-style-type: none"> ➤ To develop a range of techniques using colour, line, pattern, texture, shape form and space ➤ Learning about the work of a range of artists, describing the differences and similarities between different practices and making links to their own work 	Animals (Henri Rousseau – art work)	❖ To master the techniques of: Painting, collage, sculpture, drawing, print, textiles, digital media
Year 3	<ul style="list-style-type: none"> ➤ To create a sketch book to record observations and use them to review and revisit ideas 	Our Local Area	❖ To take inspiration from the greats (classic and modern)
Year 4	<ul style="list-style-type: none"> ➤ To improve their mastery of art and design techniques, including drawing, painting, and sculpture ➤ Learning about great artists 		
Year 5	<ul style="list-style-type: none"> ➤ To improve their mastery of art and design techniques, including drawing, painting, and sculpture ➤ Learning about great artists, architects and designers in history 	Ancient Greeks	

Design & Technology Long Term Plan

Year Group	Children should be taught to:	The topic this will be based on:	Essential Learning Objectives:
Year 1	<ul style="list-style-type: none"> ➤ Design purposeful, functional and appealing products for themselves and other users based on design criteria ➤ Make - Select from and use a range of materials ➤ Explore and evaluate a range of existing materials ➤ Evaluate their ideas and products against design criteria 	Chocolate	<ul style="list-style-type: none"> ❖ To design, make, evaluate and improve. ❖ To master practical skills
Year 2	<ul style="list-style-type: none"> ➤ Design, generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and where appropriate, ICT ➤ Make - Select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining, finishing) ➤ 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 (levers, sliders, wheels and axles) 	The Great Fire of London	<ul style="list-style-type: none"> ❖ To take inspiration from design throughout history
Year 3	<p>Design</p> <ul style="list-style-type: none"> ➤ 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 <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make</p> <ul style="list-style-type: none"> ➤ 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 <p>Evaluate</p> <ul style="list-style-type: none"> ➤ 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 	Magnetic Toys	
Year 4		Electricity	
Year 5		Moving toys	

	<ul style="list-style-type: none"> ➤ understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> ➤ 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 		
--	---	--	--

Cooking and Nutrition within D&T

Year Group	Children should be taught to:	The topic this will be based on:	Essential Learning Objectives:
Year 1	<ul style="list-style-type: none"> ➤ Use the basic principles of a healthy and varied diet to prepare dishes. ➤ Understand where food comes from 	All about me Farm to fork visit	❖ To master practical skills
Year 2	<ul style="list-style-type: none"> ➤ Use the basic principles of a healthy and varied diet to prepare dishes. ➤ Understand where food comes from 	Plants (science)	
Year 3	<ul style="list-style-type: none"> ➤ Understand and apply the principles of a healthy and varied diet ➤ Prepare and cook a range of savoury dishes using a range of cooking techniques 	Romans (Bread)	
Year 4	<ul style="list-style-type: none"> ➤ Understand and apply the principles of a healthy and varied diet ➤ Prepare and cook a range of 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 	Cooking in the kitchen (Abi) Farm to fork visit	
Year 5	<ul style="list-style-type: none"> ➤ Understand and apply the principles of a healthy and varied diet ➤ Prepare and cook a range of savoury dishes using a range of cooking techniques 	Harvest (soup)	