



Creative

Stage 1

	Stage 1					
Year 1	Autumn 1 Autumn Leaves	Autumn 2 Sparkle and Shine	Spring 1 Once Upon a Time...	Spring 2 Spring Time	Summer 1 Minibeasts	Summer 2 What's at the Beach?
	DT- Explore texture and natural materials to create 3D art, e.g. hedgehog pinecone/ clay hedgehog		DT- Explore a range of materials to create related to stories, e.g. three little pigs house.		DT- Explore materials to create a mini beast hotel.	
		Art- Explore creating with a range of shiny materials to create 3D art e.g. Christmas decorations.		Art- Explore colour and paints related to Spring flowers		Art- Explore debris and materials from the beach to explore collage work.
	Music- Take part in Harvest songs	Music- Take part in Christmas Songs				Music- Explore sounds, and music related to the seaside.
Year 2	Autumn 1 Explorers	Autumn 2 Light and Shade	Spring 1 Let it Snow!	Spring 2 Let's Build!	Summer 1 Going on Safari	Summer 2 At the Seaside
	DT- Explore large building with boxes.			DT- Explore shape and size to make 2D buildings Explore larger construction to make 3D buildings.	DT- Explore patterns, using patterns to make masks, jewellery,	

		Art- Explore pattern through snowflakes, ice cubes etc, snow ball garlands.	Art- Explore pattern with items from nature.			Art- Explore animal art through sponge painting and collage.
	Music- Explore rhythm through song and rhyme.				Music- Explore instruments and sound	Music- Explore songs related to seaside
Year 3	Autumn 1 Healthy Choices	Autumn 2 Hibernating	Spring 1 Our Colourful World	Spring 2 Knights and Dragons	Summer 1 Take me on a Journey	Summer 2 Splash!
	DT- Explore cooking with a range of healthy food			DT- Explore materials for building and using larger materials for building.	DT- Explore junk modelling to make vehicles	
		Art- Explore materials through collage and 3D art.	Art- Explore colour through paint, song and collage.			Art- Explore colour and mixing colours
	Music- Explore music and rhythm related to class stories.	Music- Take part in Christmas Songs.			Music- Explore songs related to travel	

Stage 2

	Stage 2					
Year 1	Autumn 1 Me and My memories	Autumn 2 Make some noise	Spring 1 Let's get fit	Spring 2 Exploring our neighbourhood	Summer 1 Nature Detectives	Summer 2 Colourful Carnivals
		DT- Make musical instruments	DT- Materials; Mechanisms	DT- Making models; Baking; Making signs; Designing buildings	DT- Exploring cooking a range of healthy foods from different origins	DT- Carnival masks and headdresses; Collage

	Art- Drawing; Painting; Collage; Family portraits			Art- Famous local artists; Creating views from the local area	Art- Observational drawing; Model making	
	Music- Songs that we enjoy e.g. nursery rhymes, chart music	Music- Percussion; Listening; Improvising; Using voices				Music- Carnival music; Percussion; Song lyrics
Year 2	Autumn 1 Whatever the weather	Autumn 2 Down in the woods	Spring 1 London Life	Spring 2 In the Past	Summer 1 The Animal Kingdom	Summer 2 Beach Explorers
		DT- Building Structures Making party food.	DT- Constructing landmarks Making a building		DT- Designing labels; Designing and making animal enclosures	
	Art- Collage; Painting Describe and explore work of significant artists, work in relation to colour, shape and material and subject matter. Collage as an art technique			Art- Use malleable materials to make a sculpture		Art- Sketchbooks; 3-D modelling; Sand art; Seascapes
	Music- Listen and respond to music Use voiced to join in with music Use sounds by playing instrument		Music- Nursery rhymes		Music- Animal songs	
Year 3	Autumn 1 Blast Off!	Autumn 2 I Need a Hero!	Spring 1 Messy Mixtures	Spring 2 In the Garden	Summer 1 A Pirate Life	Summer 2 On the Coast
	DT- Designing and making space-themed		DT- Food tasting; Origins of food;		DT- Mechanisms; Structures	

	vehicles; Evaluating toys; Using mechanisms		Healthy meals; Following recipes;			
		Art- Drawing and modelling superheroes	Art- Printing; Food landscapes; Mixed media pictures and collages; Colour mixing; Using clay	Art- Observational drawing; Sculpture; Flower-pressing		Art- Materials and techniques
	Music- Space sounds; Space-themed song	Music- Action rhymes			Music- Sea shanties	
Year 4	Autumn 1 A Land Before Time	Autumn 2 The Big Freeze	Spring 1 Mighty Machines	Spring 2 Brilliant Buildings	Summer 1 Let's Get Growing!	Summer 2 All about Africa
	DT Dinosaur sock puppets		DT Design and make a robot.	DT Building a bridge with towers	DT Food Tech-harvesting and food preparation to cook/bake a healthy meal	
	Art Dinosaur Eggs with malleable materials	Art Winter art			Art Explore fruit art through the study of <i>The Fruit Basket</i> picture card by Giuseppe Arcimboldo.	Art Exploring camouflage and animal patterns
		Music Winter themed music Winter from the Four seasons by Vivaldi, Walking in the air by Howard Blake, The Nutcracker by Tchaikovsky	Music Explore rhythm and rhyme through songs and noises.	Music Medieval Music		Music African Music and drums

Stage 3

	Stage 3					
	The Blue Planet	Ancient Egypt	Battle of Hastings	Natural disasters	Good vs Bad	Farm to fork
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1		DT- Egyptian food; Making tombs and pyramids	DT- Making Norman helmets; Designing drawbridges and castles; Making a Domesday Book		DT- Making puppets; Flip books	DT- harvesting foods, where food comes from, food prep
	Art- Observational drawing; 3-D models; Clay sculpture; Anthony Gormley; Batik; Printing; Seascapes	Art- Drawing artefacts; Headwear; Hieroglyphic amulets		Art- Sculpture; Photography		
		Music- Composing			Music- Singing and performing; Comparing music; Listening and appreciation; Notation; Composing; Rhythm	
	All things delicious	Our bodies	Food chains	Vicious Vikings	Water Cycle	Marvellous Mountains
Year 2	DT- Food prep smoothies etc	DT- Working models		DT- Planning, creating and reviewing a large		DT- Mountain climbing equipment

				structure (Viking long boat)		
			Art -3-D models		Art - Painting	
	Music - Playing instruments; Performing	Music - Composing lyrics		Music - Composing lyrics		
	Press play	Star and stripes	Urban Life	Roman Empire	Hubble Bubble toil and trouble	Magnificent metal
Year 3		DT - Preparing US dishes; Making models; Designing totem pole		DT - helmets and shields	DT - Developing products	DT - Working model
	Art - Music-inspired art		Art - Photography; Graffiti art		Art - Design; Clay work; Crayon art; Photography	
	Music - Music of the 20th century	Music - Traditional and cultural music				Music - Performing

Key Stage 4

Pre-entry	Stage 3					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Music -Singing and Percussion	DT - Sketching a design			DT - Designing a Product	DT - Designing a Product

			Music- World music			
Year 2			DT- Design		DT- Den making Wood crafting	DT- Den making Wood crafting
	Art- Sensory drawing	Art- Sketching Christmas Art				
	Music- Composing and performing		Music- World music			

Entry level	Stage 3					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1			Music- Drama	DT- Enterprise product	DT- Enterprise product	
Year 2		DT- Design Creating chocolate	DT- Making animal shelters	DT- Making animal shelters		
					Music- Music expression	Music- Music expression

Music Stage 1

Stage 1 End Points	
Use voices expressively	To find a singing voice and begin to use their voice confidently
Listening, memory and movement	Remember short songs and sounds
Playing untuned percussion	To begin to explore and create sounds by selecting instruments

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 Coverage	Topic: Autumn Leaves Music- Take part in Harvest songs	Topic: Sparkle and Shine Music- Take part in Christmas Songs				Topic: What's at the beach? Music- Explore sounds, and music related to the seaside.
Knowledge outcomes	I know how to perform in front of an audience. I know some familiar songs.	I know how to perform in front of an audience. I know how to clap. I can recognise some familiar Christmas songs. .				I know key seaside sounds. I know instruments make sounds. I know how to match an instrument with a sound. I know loud and quiet, fast and slow.
Skill outcomes	I can explore singing to music. I can respond to a familiar song. I can start and stop. I can join in with a song. I can listen and respond to music.	I can demonstrate rhythm by clapping I can start and stop. I can join in with a song. I can listen and respond to music				I can listen to different seaside sounds. I can make seaside sounds with a percussion instrument. I can make loud and quiet, fast and slow sounds.

Year 2 Coverage	Topic: Explorers Music- Exploring rhythm through song and rhyme				Topic: Going on Safari Music- Exploring instruments and sound	Topic: At the Seaside Music- Exploring sounds related to the seaside
Knowledge outcomes	I know how to start and stop when playing instruments				I know the different sounds instruments can make	I know key seaside sounds
Skill outcomes	I can explore different rhythms with an instrument I can experiment with shaking my instruments fast/slow I can sing/sign to a simple song/rhyme				I can identify different instrument sounds I can play a range of percussion instruments I can listen for a brief period of time I can explore different ways of playing my instrument	I can listen to different seaside sounds I can make seaside sounds with a percussion instrument I can sing/explore music with a group
Year 3 Coverage	Topic: Healthy Choices Music- Exploring rhythm and music related to class stories	Topic: Hibernating Music- Taking part in Christmas songs			Topic: Take me on a Journey Music- Exploring songs related to travel	
Knowledge outcomes	I know how to sing echo songs and perform movements to a steady beat.	I know how to perform in front of an audience			I know how to create sounds from different countries	

Skill outcomes	I can repeat back a simple song	I can explore singing			I can explore a wide variety of instruments	
	I can use movements to reflect my singing	I can sing/sign/express in front of an audience			I can relate certain sounds to different places	
	I can explore different types of beat	I can listen for short periods of time I can start and stop			I can explore a variety of percussion instruments	

Music Stage 2

Stage 2 End Points	
Use voices expressively	To confidently use voices in different ways including singing, speaking and chanting to a steady beat.
Listening, memory and movement	Repeat patterns of sounds with increasing accuracy.
Playing untuned percussion	To choose sounds and instruments for a specific purpose.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Building on stage 1 learning: I can explore singing I can experiment with the different sounds my voice can make I can listen for short periods of time	Building on stage 1 learning: I can explore singing I can experiment with the different sounds my voice can make I can listen for short periods of time				Building on stage 1 learning: I can explore singing I can experiment with the different sounds my voice can make I can listen for short periods of time I can start and stop

	I can start and stop	I can start and stop				
Year 1 Coverage	Topic: Me and My Memories Music- Songs that help us remember	Topic: Make some Noise! Music- Drumming ensemble				Topic: Colourful Carnivals Music- Carnival Day
ENGAGEMENT PATHWAY Knowledge outcomes	I know how to start and stop when playing instruments (link to nursery rhymes).	I know the different sounds musical instruments can make (link to a story).				I know how to respond to music, including clapping, creating actions and dance movements.
Skill outcomes	I can explore different rhythms with an instrument, to a chosen nursery rhyme. I can experiment with shaking my instrument fast and slow to a nursery rhyme, song or chant. I can sing/sign to a simple song/rhyme.	I can identify different musical instrument sounds that are used in a simple story. I can play a range of musical instruments that link to a story. I can listen for a brief period of time. I can explore ways of playing my instrument during my story.				I can listen to different music. I can begin to play instruments to a beat. I can explore how loud and quiet instruments are.
Knowledge outcomes	I know traditional songs, nursery rhymes and chants have been passed	I know how to identify different instruments				I know how to respond to music include playing or clapping along to the pulse and

	down to different generations using the oral tradition. They usually contain repeated rhythms or melodies, a strong pulse and rhyming words.	I know how to create music that links to a story.				rhythms, humming or singing melodies, creating actions and dance movements, and using adjectives, such as lively or cheerful, to describe the music.
Skill outcomes	I can sing traditional songs, nursery rhymes and chants clearly I can use my voice to change the volume I can sing fast and slow	I can listen and respond with movement, words and pictures to a range of and recorded music that tell a story. I can play a range of rhythms and pulses and identify the differences between them.				I can listen to a range of music I can play a range of percussion instruments to a beat I can explore different volumes of instruments
Year 2 Coverage	Topic: Whatever the Weather Music- Weather themed music		Topic: London Life Music- London's burning		Topic: The Animal Kingdom Music- Animal songs and rhymes	
ENGAGEMENT PATHWAY Knowledge outcomes	I know how to respond to music by clapping or singing.		I know some traditional nursery rhymes.		I know how to explore music played by a group of musicians.	
Skills outcomes	I can explore music that links to the weather I can begin to play different instruments like a rain stick		I can explore different traditional nursery rhymes and songs. I can explore differences between volume.		I can play music starting and finishing together I can explore different beats	

	I can play my instruments with different volumes, with support.		I can experiment with repetition in songs.		I can express an animal through instrumentation, with support.	
Knowledge outcomes	I know how to respond to music by using clapping along to rhythms or singing melodies		I know how to use my voice to sing traditional nursery rhymes.		I know a piece of music played by a group of musicians should be played at the same time. Musicians should finish together to make the piece of music sound pleasing and ensure that the audience can hear the tune.	
Skill outcomes	I can explore music that represents the weather I can play different instruments like a rain stick I can play my instruments with different volumes		I can explore the history of the song I'm singing I can explore the emotional impact of volume I can experiment with round singing and repetition		I can play music starting and finishing together I can explore different beats I can express an animal through instrumentation	
Year 3 Coverage	Topic: Blast off! Music- Space sounds/Space themed rhymes	Topic: I need a hero Music- Action Rhymes			Topic: A Pirate Life Music- Sea Shanties	
EARLY ENGAGEMENT PATHWAY	I know how to play instruments creatively.	I know some action rhymes.			I know of some sea shanties.	

Knowledge outcomes	I know how to play along to the beat of a song that I am listening to, with support.					
Skills outcomes	I can explore playing instruments in different creative ways. I can explore how to play along to the beat of a song I am listening to, with support. I can listen to and explore music about space through sound.	I can explore a range of rhymes and songs. I can listen to different music (rhymes). I can use symbols to show how the music makes me feel.			I can perform a sea shanty with my friends and teachers. I can move to music from a sea shanty.	
ENGAGEMENT PATHWAY Knowledge outcomes	I know sounds can be made by playing instruments, using our voices, hitting, shaking or scraping objects, or using our bodies to make sounds.	I know that a tune can be called a melody. I know how to add actions to my songs			I know what a sea shanty is.	
Skills outcomes	I can create, choose and mix sounds and rhythms using different	I can listen to simple songs with a melody I can create actions to match my song			I can perform a sea shanty to my friends and teachers. I can explore different volumes.	

	instruments and our voices. I can create music about space through sound.	I can copy simple movements to a song.			I can explore using different tones of voice to sing.	
PROGRESSION PATHWAY Knowledge outcomes	I know sounds can be made by playing tuned or untuned instruments, using the voice, hitting, shaking or scraping objects, or using the body to make percussive sounds	I know the melody is the main tune I know how to add actions to my songs			I know what a sea shanty is and I can perform one	
Skill outcomes	I can create, select and combine sounds and rhythms using a variety of instruments, objects and the voice I can represent space through sound	I can sing simple songs with a melody I can create actions to match my song I can copy simple movement to reflect a song			I can perform a sea shanty to an audience I can explore different volumes I can explore using different tones of voice to sing	

Year 4 Coverage	Topic: A Land Music- Before Time	Topic: The Big Freeze! Music- Winter themed music Winter from the Four seasons by Vivaldi, Walking in the air by Howard Blake, The Nutcracker by Tchaikovsky	Topic: Mighty Machines Music- Explore rhythm and rhyme through songs and noises.	Topic: Brilliant Buildings Music- Medieval Music		Topic: All About Africa Music- African Music and drums
Knowledge outcomes		I know some musical instruments. I know changes in tempo. I know the name and composer of the music. I know what the concept of pitch is.	I know some songs and rhymes. I know the beat of the music. I know that music can have a specific rhythm. I know music can be written down.	I know the names of and can identify a variety of medieval musical instruments. I know the sounds and characteristic of medieval music. I know the historical context of medieval music.		I know various African rhythms and beats. I know the sounds produced by African drums.
Skill outcomes		I can match the instrument to the sound it makes. I can respond to the different pieces of music by moving my body. I can use the zones of regulation to day how the music makes me feel. I can listen attentively to music.	I can recognise the rhythm of the music. I can copy a simple rhythm. I can explore how sounds are made and can be changed. I can explore simple notation.	I can take part in basic rhythmic activities related to medieval music. I can describe the main features of medieval music. I can make musical preferences.		I can imitate various African rhythms and beats. I can compare the sounds produced by different African drums. I can create a short composition using African instruments.

Music Stage 3

Stage 3 End Points	
Use voices expressively	Find out how to sing with expression, confidence and creativity to an audience. Sing with a sense of awareness of pulse and control of rhythm.
Listening, memory and movement	To begin to identify pitch and pattern of long and short sounds in music pitch. To begin to create sequences of movements in response to sounds.
Playing untuned percussion	To hear the pulse and join in getting faster and slower together with instruments. Begin to explore and create sounds to a given stimulus.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					Building on stage 2 learning: I can listen and respond with movement, words and pictures to a range of and recorded music that tell a story. I can play a range of rhythms and pulses and identify the differences between them.	

Year 1 Coverage					Topic: Good vs Bad Cruella De Vil	
Knowledge outcomes					I know the voice can be used to create notes of different pitches, durations and dynamics (loudness) to add interest to the music by highlighting certain lyrics or creating different moods.	
Skill outcomes					I can use my voice in a variety of ways I can use my voice to create a villain I can record a group performance	
Year 2 Coverage	Topic: All Things Delicious! Music- Food glorious food	Topic: Our Bodies Music- Funny songs		Topic: Vicious Vikings Music- When King Arthur ruled the land		
Knowledge outcomes	I know my voice can be used in different ways to add interest to the music	I know how pitch and the length of notes effect the music		I know how dynamics have an effect on a piece of music		
Skill outcomes	I can take part in a group performance	I can play or sing from memory		I can sing simple melodies with dynamics		

	I can use my voice to create interest I can perform to an audience I can express different items of food and my feelings towards it through my voice	I can write my own funny song I can explore different ways of adding humour to a song or performance		I can compose my own verse to a song I can use syllabic patterns I can use basic instruments whilst I'm singing		
Year 3 Coverage	Topic: Press Play! Music-Musical Performance	Topic: Stars and Stripes Music- Native American Music				Topic: Magnificent Metal Music- Steel Band time
Knowledge outcomes	I know how to choose appropriate instruments for songs	I know how instruments can present animals and different emotions				I know how sequences of sounds combine melodies, harmonies, pitches, rhythms and dynamics. I know sequences can be written down using informal pictures or symbols in a graphic score or using musical notation.

Skill outcomes	I can describe how different instruments are used throughout a piece of music to add interest and meaning	I can describe how different instruments are used throughout a piece of music to add interest and meaning				I can improvise and compose sequences of sounds and vocals and record them using notes or pictures.
	I can perform a piece of music to an audience	I can express different attributes of a country through music				I can use home made instruments to create music
	I can explore different musicality's within the piece of music	I can highlight key themes in a musical piece				I can experiment with different ways to play an instrument

Music Stage 4

Stage 4 End Points	
Use voices expressively	Find out how to sing with expression, confidence and creativity to an audience. Sing with a sense of awareness of pulse and control of rhythm.
Listening, memory and movement	To begin to identify pitch and pattern of long and short sounds in music pitch. To begin to create sequences of movements in response to sounds.
Playing untuned percussion	To hear the pulse and join in getting faster and slower together with instruments. Begin to explore and create sounds to a given stimulus.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Pre-Entry	Topic: Music					
Year 1 Coverage	Music-Singing and Percussion 71353 MUSIC (UNIT 2)					
Knowledge outcomes	I know to beat or play a percussion instrument to obtain a note, noise or sound with that instrument on three occasions.					
Skill outcomes	I can choose and explore a percussion instrument from a selection offered, creating rhythmical patterns. I can sing along to a piece of music of own choice.					
Entry			Topic: Music Drama-Exploring Emotions through Performing art 108540			

Knowledge outcomes			I know the emotions people may feel in different situations I know how performing arts can be used to express emotion.			
Skills outcomes			I can use facial expression or gesture to mime three different emotions. I can discuss how at least three pieces of music make us feel and express this with physical movement/dance. I can understand a person's emotion from their body language/facial expression. I can watch a theatrical performance on youtube which expresses emotion performing a short piece of drama or dance that expresses an emotion.			
Year 2 Coverage	Topic: Drama Music- Performance		Topic: Exploring Culture Music- European Cultures			

Knowledge outcomes	I know how to prepare a performance for a audience		I know the different features of music from around different cultures			
Skill outcomes	I can use a variety of performance techniques to create a performance for an audience I can perform with confidence		I can identify key features of European music I can sing or perform a piece of European music I can explore different musical techniques within my performance			

DT Stage 1

Stage 1 learning is planned to be the building blocks for the learning in stages 2 & 3. It is planned so all students receive a full and broad design and technology curriculum which is carefully planned into topics, within these topics students cover a range of areas that they will build upon throughout their school career. DT skills are also planned into the how my world works curriculum to ensure that the students are getting all the knowledge and skills they require to progress onto stage 2 learning,

Stage 1 is based upon experience learning and students learning from real life experiences, the aim of our stage 1 curriculum is to foster engagement and develop a love of learning. Stage 1 is an open platform for all students to make progress whatever their starting point or educational background.

Stage 1 End Points	
Design	I can create my own designs
Evaluate	I can share my own creations

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Year 1 Coverage	Topic: Autumn Leaves DT- Making a hedgehog		Topic: Once Upon a Time... DT- Explore a range of materials to create a piece of work related to stories, e.g. three little pigs.	Topic: Spring Time DT- Explore materials for creating a duck pond.	Topic: Minibeasts DT- Explore materials to create a mini beast hotel.	
Knowledge outcomes	I know what a hedgehog is. I know how to match materials. I know simple equipment.		I know the materials of the 3 little pigs houses. I know how to match the houses to the story.	I know what a duck pond is. I know water can be indifferent containers.	I know what a mini beast hotel is. I know how to look at the different parts.	
Skill outcomes	I can explore the materials of a hedgehog. I can choose natural materials to make a hedgehog. I can use simple equipment.		I can use simple equipment. I can match the materials to make the houses. I can explore the materials using my senses. I can experiment with textures.	I can explore through water play. I can explore the materials using my senses. I can explore waterproof materials.	I can explore the materials using my senses. I can experiment with textures. I can explore how materials can be combined. I can use simple equipment.	
Year 2 Coverage	Topic: Explorers DT- Explore large building with boxes		Topic: Let it Snow! DT- Explore pattern through snowflakes, ice cubes etc, snow ball garlands.	Topic: Let's Build! DT- Explore shape and size to make 2D buildings Explore larger construction to make 3D buildings.	Topic: Going on Safari DT- Explore patterns, using patterns to make masks, jewellery,	

Knowledge outcomes	.I know how to join different materials together.		I know how to print different patterns	I know what a building looks like and can construct a replica.	I know how to create different patterns using a variety of materials.	
Skill outcomes	I can experiment with blocks colours and marks I can join boxes together I can explore different sticking agents		I can print using Ice cubes I can use snowflake prints to create garlands I can explore snow printing	I can construct using 2D shapes I can explore different structures and how they work	I can print patterns onto a mask I can using threading to make a necklace/bracelet	
Year 3 Coverage	Topic: Healthy Choices DT- Explore printing with a range of food and materials.			Topic: Knights and Dragons DT- Explore materials for building and using larger materials for building. Explore materials for weaving.	Topic: Take me on a Journey DT- Explore junk modelling to make vehicles	Topic: Splash! DT- Explore building structures for water.
Knowledge outcomes	I know that different objects when printed give different shapes and patterns			I know how different materials can be used for different purposes	I know how to use a variety of recycled materials to create something new	I know how to use different materials to create a stable structure
Skill outcomes	I can use a variety of healthy foods to print I can experiment with how different colours can be used			I can experiment with different blocks, colours and marks I can explore how different media can	I can use a variety of materials to create new shapes I can explore how to combine different	I can explore objects that hold water and objects that do not

	I can explore different shapes when printed			be combined to create new effects	elements to create something new	I can explore how paper boats float and sink
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DT Stage 2

Stage 2 End Points	
Design	I can design purposeful, functional, appealing products for myself and other users based on design criteria.
Evaluate	I can explore and evaluate a range of existing products
Cooking and nutrition	I understand where food comes from.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
			Building on stage 1 learning: I can construct using 2D shapes I can explore different structures and how they work	Building on stage 1 learning: I can construct using 2D shapes I can explore different structures and how they work	Building on stage 1 learning: I can use a variety of healthy foods to print I can experiment with how different colours can be used I can explore different shapes when printed	Building on stage 1 learning: I can use a variety of materials to create new shapes I can explore how to combine different elements to create something new
Year 1 Coverage	Topic: Me and My Memories	Topic: Make Some Noise	Topic: Let's Get Fit!	Topic: Exploring our Neighbourhood DT- Model making	Topic: Nature Detectives DT- Exploring honey	Topic: Colourful Carnivals

	Art focus	Art focus	DT- Balloon powered cars			DT- Making headdresses
ENGAGEMENT PATHWAY Knowledge outcomes			I know how to join materials together to make a model.	I know what a building looks like and can create my own building.	I know what honey is.	I know how to print different patterns. I know how to make patterns using different materials.
Skill outcomes			I can experiment with blocks, colours and marks. I can join boxes together. I can explore different sticking agents.	I can construct using 2D shapes. I can explore different structures and how they work.	I can prepare food with the help of a teacher. I can explore and taste raw honey.	I can print patterns to make my headdress. I can explore printing.
Knowledge outcomes			I know how a mechanism works	I know how shapes work together to create a structure	I know where honey comes	I know the process in making a piece of clothing for a festival
Skill outcomes			I can use a range of levers, sliders, wheels and axels I can create a car that moves on its own	I can differentiate between shiny and dull materials I can manipulate shapes to create a structure	I can explore a range of food I can prepare food safely and correctly I can observe and taste raw honey	I can use different materials for different purposes I can create something using contrasting colours I can use a range of materials
Year 2 Coverage	Topic: Whatever the Weather Art focus	Topic: Down in the Woods Woodland treats	Topic: London Life Constructing landmarks	Topic: In the Past Art focus	Topic: The Animal Kingdom Animal enclosures	Topic: Beach Explorer Art focus

ENGAGEMENT PATHWAY Knowledge outcomes		I know some foods that are good for us.	I know how to create strong and stable structures with support.		I know how to make an enclosure that works and is safe.	
Skills outcomes		I can create treats for woodland animals I can cut different treats safely, with support. I can mix and create mixtures	I can build a stable structure, with support. I can choose materials for a building. I can stick material together firmly, with support. I can use the 'plan, do, review cycle' with support to review my structure.		I can create a structure using recycled materials, with support. I can explore using different shapes, with support. I can use the 'plan, do, review cycle' with support to review my structure.	
Knowledge outcomes		I know the principles of a balanced diet	I know how structures can be made stronger and more stable		I know what makes an enclosure functional and safe	
Skill outcomes		I can create treats for woodland animals I can cut different treats safely I can mix and create mixtures	I can build a stable structure I can choose materials for a building I can stick material together firmly		I can create a structure using recycled materials I can explore the impact of using different shapes	
Year 3 Coverage	Topic: Blast off! DT- Spaceships	Topic: I Need a Hero! Art focus	Topic: Messy Mixtures DT- Taste Test	Topic: In the Garden Art focus	Topic: A Pirate Life DT- Making boats	Topic: On the Coast Art focus

EARLY ENGAGEMENT PATHWAY Knowledge outcomes	I know of some tools and materials I can use to make my structure.		I know how to explore different flavours in foods using my senses- sweet, sour, salty, spicy.		I can name which materials float and what sinks using objects of reference, photos or symbols.	
Skills outcomes	I can build a structure using materials and tools safely. I can build a structure thinking of colour, design, texture, form and function. I can join materials together firmly (using masking tape, glue or other methods). I can share my creation with a teacher.		I can safely prepare food, with support. I can wash my hands before preparing and eating food. I can explore and (if appropriate) taste a range of foods.		I can explore different 3D mechanisms. I can choose appropriate materials for a boat structure. I can construct a mechanism, with support.	
ENGAGEMENT PATHWAY Knowledge outcomes	I know how structures can be made stronger and more stable.		I know how to recognise different flavours in foods.		I know what materials float and what sinks	
Skills outcomes	I can build a stable structure. I can choose materials for a building.		I can safely prepare food, with support. I can wash my hands before preparing and eating food.		I can explore different mechanisms. I can choose correct materials for a boat I can construct a boat.	

	I can stick material together firmly. I can use the 'plan, do, review cycle' with support to review my structure.		I can explore and (if appropriate) taste a range of foods.		I can use the 'plan, do, review cycle' with support to review my structure.	
PROGRESSION PATHWAY Knowledge outcomes	I know how structures can be made stronger and more stable		I know how different flavours are associated with different foods		I know what materials float and what sinks	
Skill outcomes	I can build a stable structure I can choose materials for a building I can stick material together firmly I can use the 'plan, do, review cycle' with support to review my structure.		I can safely prepare food I can wash my hands before preparing and eating food I can taste a range of foods		I can explore different mechanisms I can choose correct materials for a boat I can construct a object I can use the 'plan, do, review cycle' with support to review my structure.	

Year 4 Coverage	Topic: Dinosaur Planet DT- Dinosaur biscuits Dinosaur sock puppets	Topic: Winter Wonderland DT- Design and make a bird feeder	Topic: Marvellous Machines DT- Design and make a robot.	Topic: Towers Tunnels and Turrets DT- Building a bridge with towers	Topic: Ready Steady Grow DT- Making farm vehicles	Topic: Animal Safari DT- African Masks
Knowledge outcomes	I know the need for safety measures. I know the need for basic hygiene I know that planning is important. I know how to evaluate my work.	I know why it is important to provide food and water to birds. I know the key features of a good bird feeder.	I know the need for safety measures. I know the need for basic hygiene I know that planning is important. I know how to evaluate my work.	I know the purpose of a bridge and that it is designed to support weight and allow passage. I know how to identify different types of bridges.	I know the names of different vehicles. I know the purpose of various vehicles. I know the different parts of the vehicle. I know how different vehicles are powered.	I know what African masks are and their significance. I know the different materials to make African masks.
Skill outcomes	I can design and make basic products I can use simple tools and equipment safely. I can work collaboratively to plan and design. I can use basic measuring, marking and cutting techniques. I can evaluate my work.	I can plan and design a simple bird feeder. I can use basic tools and equipment safely. I can explore different designs and evaluate my product.	I can design and make basic products I can use simple tools and equipment safely. I can work collaboratively to plan and design. I can use basic measuring, marking and cutting techniques. I can evaluate my work.	I can create a simple design using drawings. I can use simple tools and equipment to construct a simple bridge. I can evaluate my final product.	I can create a simple design using drawings. I can use simple tools and equipment to construct a simple vehicle. I can evaluate my final product.	I can select appropriate materials to make a mask. I can apply simple techniques like cutting, shaping, and joining. I can discuss and plan my designs. I can evaluate my final product.

DT Stage 3

Stage 3 End Points	
Design	I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
Evaluate	I can evaluate my ideas and products against design criteria.
Cooking and nutrition	I can use the basic principles of a healthy and varied diet to prepare dishes.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 Coverage	Topic: The Blue Planet Art focus	Building on stage 2 learning: I can use different materials for different purposes I can create something using contrasting colours I can use a range of materials	Building on stage 2 learning: I can use different materials for different purposes I can create something using contrasting colours I can use a range of materials	Topic: Natural Disasters Art focus	Building on stage 2 learning: I can differentiate between shiny and dull materials I can manipulate shapes to create a structure	Topic: Farm to Fork Art focus
		Topic: Ancient Egypt DT- Building pyramids	Topic: The Battle of Hastings DT- Designing drawbridges		Topic: Good vs Bad DT- Sock puppets	
Knowledge outcomes		I know how a pyramid is constructed	I know how the mechanism of a drawbridge works		I know how to combine different construction materials	

Skill outcomes		I can explain the strength of triangles I can arrange different materials to create a pyramid I can select appropriate materials for building I can use the 'plan, do, review' cycle to create my structure.	I can explain how different mechanisms work I can explore how different features work I can design a solid structure I can use the 'plan, do, review' cycle to create my structure.		I can design a sock puppet I can use recycled products to create something new I can use the 'plan, do, review' cycle to create my product.	
Year 2 Coverage	Topic: All Things Delicious! Art focus	Topic: Our Bodies DT- Healthy snacks	Topic: Food Chains Art focus	Topic: Vicious Vikings DT- Boat structure	Topic: The Water Cycle Art focus	Topic: Marvellous Mountains
Knowledge outcomes		I know a selection of healthy snacks and how to prepare them		I know how to create a large structure		I know how climbing equipment is designed
Skill outcomes		I can design a healthy lunch I can design a balanced diet I can prepare a healthy snack		I can create a large boat using a net. I can choose the correct materials for my boat. I can design my boat using detail.		I can explain how to make equipment safe I can identify key features of equipment I can design my own piece of equipment
Year 3 Coverage	Topic: Press Play! Art focus	Topic: Stars and Stripes DT- Traditional Dish	Topic: Urban Life Art Focus	Topic: The Roman Empire Art focus	Topic: Hubble, Bubble, Toil and Trouble DT- Making bath bombs	Topic: Magnificent Metal Art focus

Knowledge outcomes		I know the different components of a meal I know how to use plan, do and review for my product			I know how different components can create a product I know how to use plan, do and review for my product	
Skill outcomes		I can use hand hygiene when making food I can chop vegetables I can combine foods to make a meal			I can choose different scents I can mix a solution together to create something new	

DT Stage 4

Stage 4 End Points	
Design	-evaluate the quality and purpose of a design -evaluate ideas and finished product against design and specification -test and evaluate final product
Evaluate	-draw on market research to inform design and planning -create own design criteria and specification -create innovation design ideas
Cooking and nutrition	-prepare and cook a variety of savoury dishes safely and hygienically including, where appropriate, the use of heat source. -use a range of techniques confidently such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Pre-Entry					Topic: Forest Schools	Topic: Forest Schools
Year 1 Coverage					DT-Making a product	DT-Making a product
Knowledge outcomes					I know how to keep myself safe in forest schools I know how to create something using natural material	I know how to keep myself safe in forest schools I know how to create something using natural material
Skill outcomes					I can follow three forest school's safety rules I can collect wood ready for two different activities, e.g. den making, fire, jewellery making I can cook two different food items on the fire I can use a bow saw safely I can make two different items using forest school's skills.	I can follow three forest school's safety rules I can collect wood ready for two different activities, e.g. den making, fire, jewellery making I can cook two different food items on the fire I can use a bow saw safely I can make two different items using forest school's skills.

Year 2 Coverage			Topic: Design DT- Designing a chocolate bar		Topic: Forest Schools DT- Den making Wood crafting	Topic: Forest Schools DT- Den making Wood crafting
Knowledge outcomes			I know how to create and prepare an item for market		I know how to craft and build using natural materials	I know how to craft and build using natural materials
Skill outcomes			I can design a product and its packaging I can consider the environmental impact of the process I can create the product		I can build a den using wood I can ensure my structure is sound I can carve wood to fit my structure I can make internal reinforcement structures	I can build a den using wood I can ensure my structure is sound I can carve wood to fit my structure I can make internal reinforcement structures

Art Stage 1

Stage 1 learning is planned to be the building blocks for the learning in stages 2 & 3. It is planned so all students receive a full and broad art curriculum which is carefully planned into topics, within these topics students cover a range of areas that they will build upon throughout their school career.

Stage 1 is based upon experience learning and students learning from real life experiences, the aim of our stage 1 curriculum is to foster engagement and develop a love of learning. Stage 1 is an open platform for all students to make progress whatever their starting point or educational background.

Stage 1 End Points	
Interpretation and evaluation	I can attempt work without fear of failure
Drawing and colouring	I can experiment with mixing different colours.
Printing and textile	I can print with a range of hard and soft materials, e.g. corks, sponge, veg.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Year 1	Topic: Autumn Leaves DT focus	Topic: Sparkle and Shine Art- Space Rocks	Topic: Once Upon a Time... DT focus	Topic: Spring Time Art- Spring flowers	Topic: Minibeasts DT focus	Topic: What's at the beach? Art- Seashore art
Coverage						
Knowledge outcomes		I know how to manipulate clay to change its shape. I know I can alter the shape of clay. I know how to copy and action.		I know what a flower looks like. I know how to match colours. I know how to match flowers.	I know how to match mini beast images. I know what a mini beast is.	I know how different objects can make a picture. I know different seaside pictures.
Skill outcomes		I can copy and action to mould the clay. I can make a shape with a purpose- i.e. a space rock. I can paint my space rock. I can explore different artistic elements to decorate my rock.		I can use flowers to print shapes. I can make colour choices. I can use paint to create an image. I can mark make with paints.	I can choose different materials. I can copy an action to create a minibeast. I can make colour choices.	I can explore different textures with my senses. I can use different objects to make a collage.
Year 2	Topic: Explorers	Topic: Light and Shade Art- Patterns	Topic: Let it Snow! DT Focus.	Topic: Let's Build! DT Focus	Topic: Going on Safari DT Focus	Topic: At the Seaside Art- Star Prints
Coverage	DT Focus					

Knowledge outcomes		I know the effects of blocks, colours and marks				I know a variety of ways to print using different objects
Skill outcomes		I can explore a light box I can print with paint I can copy a simple pattern				I can print using natural materials I can experiment with blocks and colours I can explore what happens when colours mix
Year 3 Coverage	Topic: Healthy Choices DT Focus	Topic: Hibernating Art- Bed time	Topic: Our Colourful World Art- Painting	Topic: Knights and Dragons DT Focus	Topic: Art- Take me on a Journey	Topic: Splash! Art- Exploring colours
Knowledge outcomes		I know how to combine mediums to make a piece of art	I know how to blend and mix a range of colours		I know how to mix colours	I know how to mix colours
Skill outcomes		I can engage in imaginative play I can use artistic props to support role play I represent my feelings through art	I can explore how colours can change I can paint using a range of materials I can make marks using my hands and feet		I can mix colours to create something new I can choose and identify colours	I can mix colours to create something new I can choose and identify colours

Art stage 2

Stage 2 End Points	
Interpretation and Evaluation	I can ask questions about art and designs

Drawing, painting and colouring	I can use a variety of tools and name primary and non-primary colours
Printing and textiles	I can make rubbings to collect textures and patterns

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Building on stage 1 learning: I can use my fingers to mark make I can choose and identify colours	Building on stage 1 learning: I can use my fingers to mark make I can choose and identify colours		Building on stage 1 learning: I can join different shapes together to make a picture I can choose appropriate colours	Building on stage 1 learning: I can use different objects to make a collage I can explore different textures	
Year 1 Coverage	Topic: Me and My Memories Art- Family portraits	Topic: Make some Noise! Art- Colour March		Topic: Exploring our Neighbourhood Art- Urban landscapes	Topic: Nature Detectives Art- Observational Drawing	Topic: Colourful Carnivals DT Focus
ENGAGEMENT PATHWAY Knowledge outcomes	I know how to use marks to draw members of my family.	I know the effects of blocks, colours and marks.		I know how to create art in the style of Van Gogh.	I know ways to print using different objects.	
Skill outcomes	I can use collage materials to create my picture.	I can explore a light box. I can print with paint. I can copy a simple pattern.		I can use different media to draw in the style of Van Gogh. I can create a piece of artwork in the style of Van Gogh.	I can print using natural materials. I can experiment with blocks and colours.	

	I can choose colours for my picture.				I can explore what happens when colours mix.	
PROGRESSION PATHWAY Knowledge outcomes	I know how to draw key members of my family	I know how to mix colours to create another colour		I know who Van Gough is and can create work in their style	I know how to complete an observational drawing of a flower	
Skill outcomes	I can use collage to create a picture that represents my family I can copy small aspects from a photograph I can choose appropriate colours	I can work as a team to create a large painting I can mix different primary colours I can experiment with different textures (glitter, paint, crayon)		I can use a variety of medium (crayons and paints) to draw Goughs sunflowers I can create art based on a Van Gough's sunflowers	I can draw what I see I can use different colours in my drawing I can explore different shapes of flowers	
Year 2 Coverage	Topic: Whatever the Weather Art- Weather themed art	Topic: Down in the Woods Art- Natural Art	Topic: London Life DT Focus	Topic: In the Past Art- Face sculptures	Topic: The Animal Kingdom Art- Animal Art	Topic: Beach Explorer Art- Beachcomber art
ENGAGEMENT PATHWAY Knowledge outcomes	I know how to recognise symbols/use signs relating to colour shape and materials to explore weather	I know how to use natural materials, with support, to create a piece of art (fairy house)		I know a human face includes features, such as eyes, nose and mouth.	I know key features of animals, with support.	I know how to print different sea objects and animals.

Skill outcomes	I can explore the different types of weather I can choose appropriate weather colours, with support. I can recognise and attempt to draw basic weather shapes	I can choose pieces of nature to use in my art. I can stick and arrange my objects in a way to make my fairy house.		I can make a human face using different materials. I can choose different shapes for different parts of the face.	I can copy colours and patterns of different animal furs, with support. I can collage different animal patterns with support. I can use a range of medium, with support.	I can choose and collect materials for my picture. I can use paint and print to create a beach collage, with support.
Knowledge outcomes	I know how to use words/signs relating to colour shape and materials to explore weather	I know how to use natural materials to create a piece of art (fairy house)		I know a human face includes features, such as eyes, nose, mouth, forehead, eyebrows and cheeks.	I know key features of animals and there distinguishing features	I know how to print different sea objects and creatures .
Skill outcomes	I can explore the different types of weather I can choose appropriate weather colours I can draw basic weather shapes	I can choose appropriate pieces of nature to use in my art I can stick and arrange my objects in a logical/artistic manner .		I can represent a human face using different medium I can choose different shapes for different facial features	I can copy different animal furs I can collage to show similar and different animals I can use a range of medium	I can forage and choose suitable materials for my picture I can use paint and print to create a beach collage

Year 3 Coverage	Topic: Blast Off! Art- Spaceship sculptures	Topic: I Need a Hero! Art- Modelling	Topic: Messy Mixtures Art- Messy mixture artwork	Topic: In the Garden Art- Pressing flowers	Topic: A Pirate Life Art- Boat artwork/Sketching boats	Topic: On the Coast Art- Waves/Beach themed artwork
EARLY ENGAGEMENT PATHWAY Knowledge outcomes	I know how to explore a range of materials and tools that can be used for different sculptures. I know how to explore colour and design to create my sculpture.	I know how to explore malleable materials, including rigid and soft materials, such as clay, plasticine and salt dough, with the support of my teachers. I know colours and materials that could be used to create a superhero picture.	I know how to explore different media or materials. I know how media and materials can be combined or mixed.	I know how to preserve a flower or plant using a flower press, with support.	I know how to explore tone-through colour and light and dark.	I know some materials and techniques that can be used to create a piece of beach themed art.
Skills outcomes	I can design and make a rocket ship using clay, with support. I can complete a picture of a rocket or spaceship, adding colour and texture, with support or prompts.	I can manipulate malleable materials. I can choose colours and materials for a superhero picture I am creating. I can find and match facial features that are included on a drawing.	I can mix paints to create a different colour. I can use splatter painting to create a picture. I can mix different paints, using sensory experiences.	I can choose different flowers for arrangements, looking at colour, texture and form. I can back the flowers on a painted background I can share my artwork with my friends.	I can explore light and dark creatively through different sensory materials. I can create a picture of a pirate ship using different tools, materials and techniques. I can explore the theme of pirates through sensory, small world play.	I can use a variety of medium for my work. I can use different shapes, colour and texture to suit my pictures.
ENGAGEMENT PATHWAY Knowledge outcomes	I know that different materials have different properties.	I know how to explore malleable materials include rigid and soft materials, such as	I know that different materials can be combined to make something new.	I know how to preserve a flower or plant by pressing and different processes.	I know how to explore tone as the lightness or darkness of a colour.	I know that materials and techniques that are well suited to different tasks.

	I know how these materials can be used for different sculptures	clay, plasticine and salt dough.				
Skill outcomes	I can design and make a rocket ship using clay. I can complete an observational drawing of a rocket or spaceship.	I can manipulate malleable materials. I can sketch an illustration of my favourite superhero. I can highlight facial features on my drawing.	I can mix paints to create a different colour. I can use splatter painting to create a picture. I can mix different paints.	I can choose different flowers for arrangements. I can back the flowers on a painted background	I can use pencil to sketch a boat I can use the pressure on my pencil to make light or dark lines.	I can use a variety of medium for my work. I can create a different lines and shapes to suit my pictures.
PROGRESSION PATHWAY Knowledge outcomes	I know that different materials have different properties which are suited for different sculptures	I know that malleable materials include rigid and soft materials, such as clay, plasticine and salt dough.	I know that different materials can be combined to make something new	I know how to preserve a flower or plant by pressing and different processes.	I know that tone is the lightness or darkness of a colour.	I know that materials and techniques that are well suited to different tasks
Skill outcomes	I can design and make a rocket ship using clay I can complete a observational drawing.	I can manipulate malleable materials I can sketch a illustration of my favourite superhero I can highlight facial features on my drawing	I can mix a variety of different paints to create a different colour. I can use splatter painting to create a picture I can mix different paints	I can choose a range of flowers for arrangement I can back the flowers on a painted background	I can use pencil to sketch a boat I can use the pressure on my pencil to make light or dark lines	I can use a variety of medium for my work I can create a variety of line shapes to suit my pictures

Year 4 Coverage	Topic: A Land Before Time	Topic: The Big Freeze!	Topic: Mighty Machines	Topic: Brilliant Buildings	Topic: Let's Get Growing!	Topic: All About Africa
	Art -Dinosaur Eggs with malleable materials	Art -Winter art	Art -Digital Art		Art - Explore fruit art through the study of <i>The Fruit Basket</i> picture card by Giuseppe Arcimboldo.	Art -Exploring camouflage and animal patterns
Knowledge outcomes	I know a range of materials. I know vocabulary to talk about texture. I know how colours are made by mixing colours. I know a variety of art forms.	I know what items depict winter. I know what makes a winter picture. I know what artists have made winter art.	I know that the computer or Ipad can be used to produce art. I know which programmes can be used to create art. I know famous pieces of digital art.		I know the colours and shapes of fruit. I know the Fruit Basket and explore the themes.	I know what a camouflage pattern is. I know the concept of camouflage.
Skill outcomes	I can use a range of materials to create dinosaur egg artwork. I can use materials to create texture. I can mix colours to create a new colour. I can reflect on my own artwork.	I can experiment with different materials and tools. I can develop observational skills by looking closely at objects. I can use my imagination to express through art.	I can use art programmes to create simple digital art. I can experiment with basic editing and techniques.		I can explore different techniques and brush strokes. I can mix and blend colours. I can use a variety of materials such as pencil, crayon, paints.	I can create my own camouflage artwork. I can develop observational skills to identify animals and objects hidden in camouflage. I can demonstrate an understanding of colour shape and texture.

Art stage 3

Stage 3 End Points	
Interpretation and Evaluation	-I can identify similarities and differences about different art pieces -I can attempt different styles, without fear of failure, and build on mistakes
Drawing, painting and colouring	-I can draw for a sustained period of time from the figure and real objects, including single and grouped objects. -I know how to make the main colours
Printing and textiles	I can overprint motifs and colour.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 Coverage	Building on stage 2 learning: I can draw what I see I can use different colours in my drawing	Building on stage 2 learning: I can create a model on a base structure I can represent what a ball looks like in my sculpture I can use a variety of colours	Building on stage 2 learning: I can draw what I see I can use different colours in my drawing	Building on stage 2 learning: I can create a model on a base structure I can represent what a ball looks like in my sculpture I can use a variety of colours	Building on stage 2 learning: I can create a model on a base structure I can represent what a ball looks like in my sculpture I can use a variety of colours	Building on stage 2 learning: I can represent a human face using different medium I can choose different shapes for different facial features
	Topic: The Blue Planet Art- Observational drawing	Topic: Ancient Egypt Art- Tomb Artefacts	Topic: The Battle of Hastings Art- Bayeux Tapestry	Topic: Natural Disasters Art- Sculptural stone work	Topic: Good vs Bad Art- Clay work	Topic: Farm to Fork Art - Still life
Knowledge outcomes	I know different materials,	I know preliminary sketches and	I know artists in Disney animation	I know the work of Banksy including	I know malleable materials, such as	I know a tint is a colour mixed with

	techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects.	models are usually simple line drawings or trial pieces of sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like.	use sketching to develop an idea over time	distinctive features, including the subject matter that inspires them, the movement to which they belong and the techniques and materials they have used.	clay, papier-mâché and Modroc, are easy to change into a new shape.	white, which increases lightness, and a shade is a colour mixed with black, which increases darkness.
Skill outcomes	I can develop techniques through experimentation to create different types of art I can experiment with a variety of different pencil lines	I can produce creative work on the theme of the Egyptians, developing ideas through a range of preliminary sketches or models. I can use a variety of pencil strokes and lines	I can create a series of sketches over time to develop ideas on a Disney film I can identify and explore Disney artists	I can work in the style of a significant artist, architect, culture or designer. I can work with a variety of different sculpting materials	I can Create a 3-D form using malleable or rigid materials, or a combination of materials.	I can mix and use tints and shades of colours using a range of different materials, including paint.
Year 2 Coverage	Topic: All Things Delicious! Art -Observational drawing	Topic: Our Bodies	Topic: Food Chains Art -3D models	Topic: Vicious Vikings Art -Anglo-Saxon patterns	Topic: The Water Cycle Art -Water patterns	Topic: Marvellous Mountains
Knowledge outcomes	I know visual elements include colour, line, shape, form, pattern and tone.		I know that nature and natural forms can be used as a starting point for creating artwork.	I know different printmaking techniques include monoprinting, engraving, etching, screen printing and lithography.	I know examples of contrasting colours include red and green, blue and orange, and yellow and purple (violet). They are obviously different to one another and are opposite each other on the colour wheel.	

Skill outcomes	I can use and combine a range of visual elements in artwork I can use a range of techniques for my drawing I can explore a variety of colours and create and mix my own		I can use natural form as a starting point for my artwork I can make 3D models of birds as a team I can make use of recycled materials	I can combine a variety of printmaking techniques and materials to create a print on a theme. I can use a variety of different patterns I can create patterns using a variety of different techniques to represent a culture	I can identify, mix and use contrasting coloured paints I can experiment with a variety of brush strokes	
Year 3 Coverage	Topic: Press Play! Art-Representing sounds	Topic: Stars and Stripes Art-Dreamcatchers	Topic: Urban Life Art Urban Art	Topic: The Roman Empire	Topic: Hubble, Bubble, Toil and Trouble Art-Perfume bottles	Topic: Magnificent Metal
Knowledge outcomes	I know how to interoperate music and create new ideas	I know materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects.	I know what graffiti art is and can explore the work of Banksy		I know techniques used to create a 3-D form from clay include coiling, pinching, slab construction and sculpting. Carving, slip and scoring can be used to attach extra pieces of clay. Mark making can be used to add detail to 3-D forms.	

Skill outcomes	I can sketch whilst listening to music	I can develop techniques through experimentation to create different types of art	I can experiment with different spray paints		I can use clay to create a detailed or experimental 3-D form	
	I can explore different emotions through art	I can use weaving to create a dreamcatcher	I can experience painting on different surfaces		I can use my hands to create different textures	
	I can represent emotions with colours	I can create art based on a period of time	I can design an eye catching design which people will look at		I can design ahead before I make	
		I can explore different patterns				

Art stage 4

Stage 4 End Points	
Interpretation and Evaluation	Make drawings in a sketchbook and record observations of a range of artefacts and images studied annotating work and commenting on distinctive features.
Drawing, painting and colouring	Use a wide range of techniques to create a range of effects. Use knowledge of colour families to create contrast. Create light and dark tones.

Printing and textiles	Use and incorporate shapes and patterns in nature, the environment and different cultures and times. Make a multi-coloured block print.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre-Entry		Topic: Christmas Art Sketching				
Year 1 Coverage						
Knowledge outcomes		I know key features of the 12 days of Christmas I know the different elements to the 12 days of Christmas.				
Skill outcomes		I can sketch at least two interesting things from a nature walk I can explore the twelve days of Christmas.				

		I can read or listen to poetry linked to Winter. I can explore art linked the topic, 'Christmas Tree'. I can explore nature as part of the Twelve days of Christmas.				
Year 2 Coverage	Topic: Exploring Cultures Art European Cultures	Topic: Design Art Food Packaging				
Knowledge outcomes	I know how to represent different cultures through art	I know how to design logos for food packaging				
Skill outcomes	I can recreate different countries flags through art I can use various mediums of art to represent a country I can use a country's colours to make a artistic collage of the country	I can use different mediums to create different logos I can experiment with different colours and analyse their effects I can write about my chosen product and its artistic aims				

