

Year 1 Autumn 1 ART		
Theme: Drawing	Cross Curricular Links: Maths – Recognise and name common 2D and 3D shapes	
Key vocabulary	Prior learning	Next steps
<ul style="list-style-type: none"> • 2D shape /3D shape • Abstract • cross-hatch • Diagonal • Horizontal 	<ul style="list-style-type: none"> • Explore mark making using a range of drawing materials. • Investigate marks and patterns when drawing. • Practise looking carefully when drawing. • Combine materials when drawing. • Hold drawing tools in different ways. 	https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-2/year-2-drawing/
Key assessment questions		
<p>Can the children:</p> <ul style="list-style-type: none"> • look carefully at an object to identify shapes, lines and textures. • control a pen/pencil to create different types of lines. • use a range of drawing tools to create different marks. • layer different materials to experiment creating effects 		
Knowledge to be taught		Useful pictures / diagrams / weblinks
<p>That a continuous line drawing is a drawing with one unbroken line.</p> <p>Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend.</p> <p>Hold and use drawing tools in different ways to create different lines and marks.</p> <p>Create marks by responding to different stimulus such as music.</p> <p>Look carefully to make an observational drawing.</p> <p>Complete a continuous line drawing.</p>		https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-1/year-1-drawing-make-your-mark/
Definitions / technical vocabulary for teachers.		
<p>Optical art - Art that uses shape, colour and pattern in special ways to create images that look like they are moving.</p> <p>Abstract - Art where the subject doesn't necessarily look like it does in real life</p> <p>Medium - The material used to create artwork, e.g. paint</p>		

Medium term plan – Year 1 – Autumn 1 – ART Drawing						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.		Understanding about different types of line. Understanding of and experience with different medias	Understanding about different types of line. Understanding of and experience with different medias	. Understanding about different types of line. Understanding of and experience with different medias	Understanding about different types of line. Understanding of and experience with different medias	
Key learning focus for the lesson (s)	To know how to create different types of lines.	To explore line and mark making to draw water.	To draw with different media	To develop an understanding of mark making.	To apply an understanding of drawing materials and mark making to draw from observation.	
Potential amendments for SEND	Could display the image with the names of the different types of lines as well as what they look like; could give children only a few lengths of string and encourage them to stand up as they are working as they may find it easier.	May need to be encouraged to use a range of materials and draw using big, wider arm movements.	May need help to ensure that the colours and mediums they use vary.	May need help to observe carefully and to identify marks to use.	Should encourage them to use a range of materials and support to focus on the key shapes they can see within their object.	

Year 1 Autumn 2 DT		
Theme: Mechanisms – making a moving story book.	Cross Curricular Links:	
Key vocabulary	Prior learning	Next steps
Sliders mechanism Adapt design criteria input Model template Assemble test	Can use scissors to cut out. Know how to use glue to stick. Know how to use both scissors and glue safely.	https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-2/mechanisms-fairground-wheel/
Key assessment questions		
<ul style="list-style-type: none"> • Can I design three pages of my moving storybook? • Can I draw my background, draw and cut my moving parts and make sliders for my moving parts? • Can I evaluate my product against the design criteria? • Can I consider what I have learnt from making my moving storybook? 		
Knowledge to be taught	Useful pictures / diagrams / weblinks	
Identify whether a mechanism is a side-to-side slider or an up-and-down slider and determine what movement the mechanism will make. Clearly label drawings to show which parts of their design will move and in which direction. To know that a mechanism is the parts of an object that move together. To know that a slider mechanism moves an object from side to side. To know that a slider mechanism has a slider, slots, guides and an object. To know that bridges and guides are bits of card that purposefully restrict the movement of the slider.	https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-1/mechanisms-making-a-moving-story-book/lesson-1-exploring-sliders-and-movement/	
Definitions / technical vocabulary for teachers.		
Sliders - Something that can move from side to side or up and down. Mechanisms - A system of parts working together.		

Medium term plan – Year 1 – Autumn 2 – DT						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	Scissor safety understanding	Scissor safety understanding	Scissor safety understanding	Scissor safety understanding		
Key learning focus for the lesson (s)	To explore making mechanisms.	To design a moving storybook.	To construct a moving picture.	To evaluate my finished product.		
Potential amendments for SEND	Will need further direction to insert the car into the cut grooves. They may need to refer back to the demonstration model.	Could work together as a group with the teacher/TA to make a shared moving picture. mechanism) to complete on the task giving them greater focus on one or two aspects.	Will need support planning what they will do first and may need their steps recorded for them to tick off.	May need prompts to help them identify what areas of their design should be adapted.		

Year 2 Autumn 1 ART		
Theme: Drawing	Cross Curricular Links: Maths Recognise and name common 2-D and 3-D shapes.	
Key vocabulary	Prior learning	Next steps
<ul style="list-style-type: none"> • Concertina • Expression • Hatching • Stippling • storyboard 	<p>How to hold and use drawing tools in different ways.</p> <p>How mark making can be used to replicate texture.</p> <p>What an observational drawing is.</p> <p>Drawing techniques that help to draw objects from observation (such as seeing shapes).</p>	<p>https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-3/year-3-drawing/</p>
Key assessment questions		
<p>I can experiment with charcoal to draw different marks.</p> <p>I can sketch a new character, adding expressions, details and texture.</p> <p>I can use mark making to show different textures.</p>		
Knowledge to be taught	Useful pictures / diagrams / weblinks	
<p>Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Experiment in sketchbooks, using drawing to record ideas.</p> <p>Further demonstrate increased control with a greater range of media.</p> <p>Make choices about which materials and techniques to use to create an effect.</p> <p>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p> <p>Talk about art they have seen using some appropriate subject vocabulary.</p>	<p>https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-2/year-2-drawing/lesson-1-charcoal-mark-making/</p>	
Definitions / technical vocabulary for teachers.		
<p>Tone - How light or dark something is.</p> <p>Emoji - A digital image that is added to a message in order to express a particular feeling.</p> <p>Concertina - Folding something backwards and forwards so it becomes smaller but can be stretched out again.</p> <p>Frame - To carefully organise people or objects when taking a photograph</p> <p>Storyboard - A series of images or drawings showing the order of something.</p>		

Medium term plan – Year 2 – Autumn 1 – ART							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Pre- requisite knowledge required before the lesson.	Knowledge of different line styles. Knowledge and experience of observational drawing. Knowledge of shapes. Experience of books and stories. Experience of drawing faces.	Knowledge of different line styles. Knowledge and experience of observational drawing. Knowledge of shapes. Experience of books and stories. Experience of drawing faces.	Knowledge of different line styles. Knowledge and experience of observational drawing. Knowledge of shapes. Experience of books and stories. Experience of drawing faces.	Knowledge of different line styles. Knowledge and experience of observational drawing. Knowledge of shapes. Experience of books and stories. Experience of drawing faces.	Knowledge of different line styles. Knowledge and experience of observational drawing. Knowledge of shapes. Experience of books and stories. Experience of drawing faces.	Knowledge of different line styles. Knowledge and experience of observational drawing. Knowledge of shapes. Experience of books and stories. Experience of drawing faces.	
Key learning focus for the lesson (s)	To develop a range of mark making techniques.	To explore and experiment with mark-making to create textures.	To develop observational drawing.	To understand how to apply expressions to illustrate a character.	To develop illustrations to tell a story.		
Potential amendments for SEND	Can be shown how to break the charcoal and shape the end to make different types of marks; may benefit from a demonstration of how to hold the charcoal in different ways and to move their hand in different ways to vary their marks; may need words read aloud or explained to them; could alternatively, record an adult saying the words on a talking tin or tablet device.	N/A	Should support children by drawing the basic shapes with them and then allow them to focus on adding the details and textures; should use a photograph of a toy (or of their own) and take a light photocopy of this; can work on top of the photocopy so that they can focus on observing and drawing the texture and details with mark making.	May benefit from having printed images or storyboards to support creating poses; could provide a drawing of a simple stick figure and ask them to build on it with shape if the children find drawing a person hard; may provide some images of characters to inspire them with ideas for clothes, expressions and styles; could give them time with an adult to talk about their ideas aloud.	Will benefit from having the concertina books prepared for them, or having an adult work alongside to make one each, step by step; should use their storyboards to help children plan and know what they want to draw in their concertina books.		

Year 2 Autumn 2 DT		
Theme: Mechanisms – Fairground wheel	Cross Curricular Links: Mathematics - Identify and describe the properties of 2-D shapes, including the number of sides, and line of symmetry in a vertical line. Science - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.	
Key vocabulary	Prior learning	Next steps
Ferris wheel pods axle axle holder frame mechanism	<ul style="list-style-type: none"> • A mechanism is the parts of an object that move together. • A wheel needs an axle to move. • A wheel needs to be round to rotate and move. • An axle moves within an axle holder. 	
Key assessment questions		
<ul style="list-style-type: none"> • I can build a stable structure. • I can test elements of my design. • I can adapt my design as necessary. • I can make the wheel rotate. 		
Knowledge to be taught		Useful pictures / diagrams / weblinks
Design and label a wheel. Consider the designs of others and make comments about their practicality or appeal. Consider the materials, shape, construction and mechanisms of their wheel. Label their designs. Build a stable structure with a rotating wheel. Test and adapt their designs as necessary. Follow a design plan to make a completed model of the wheel.		https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-2/mechanisms-fairground-wheel/lesson-1-design-a-ferris-wheel/
Definitions / technical vocabulary for teachers.		
Mechanism - A set of parts of a machine that work together		

Medium term plan – Year 2 – Autumn 2 – DT						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	Experience designing.	N/A	N/A	Knowledge of how to evaluate work.		
Key learning focus for the lesson (s)	To explore wheel mechanisms and design a Ferris wheel.	To select appropriate materials.	To build and test a moving wheel.	To make and evaluate a structure with a rotating wheel.		
Potential amendments for SEND	Could benefit from having cards that say 'wheel' and 'axle' as well as a diagram so they can match the label to the correct part	Could benefit from discussing ideas with a partner; could have someone scribe their thoughts for them on the design sheet	Should talk through their plans before they start; could need support with the motor skills required for assembly.	May need support measuring and cutting materials.		

Year 2 Spring 1 ART

Theme: Painting	Cross Curricular Links: N/A	
Key vocabulary	Prior learning	Next steps
collage detail mixing overlap primary colour secondary colour surface texture	Before starting this unit, you might want to check that children can recall: That the three primary colours are red, yellow and blue. That the three secondary colours are green, orange and purple. How to mix primary colours to make secondary colours. How to make different shades of one secondary colour.	https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-3/year-3-painting/
Key assessment questions		
Lesson 1 I can name the primary and secondary colours. I can describe what happens when I mix two secondary colours. I can make choices about how to make colours lighter or darker. Lesson 2 I can describe colours and textures. I can choose painting tools to recreate a texture. I can mix a range of secondary colours.		

Lesson 3

I can explain the word 'collage'.

I can choose materials and tools to make textures with paint.

I can mix colours to match something I see.

Lesson 4

I can choose collage materials based on colour and texture.

I can describe how my choices match my ideas.

I can try out different arrangements of materials, including overlapping.

Lesson 5

I can say what I like or don't like about artwork.

I can talk about how I could improve my work.

I can choose which materials and tools to use.

Knowledge to be taught

Useful pictures / diagrams / weblinks

Name the primary and secondary colours.

Talk about the colour changes they notice and make predictions about what will happen when two colours mix.

Describe the colours and textures they see.

Try different tools to recreate a texture and decide which tool works best.

Show they can identify different textures in a collaged artwork.

Apply their knowledge of colour mixing to match colours effectively.

Choose collage materials based on colour and texture.

Talk about their ideas for an overall collage.

Try different arrangements of materials, including overlapping shapes.

Give likes and dislikes about their work and others'.

Describe ideas for developing their collages.

Choose materials and tools after trying them out.

Generating ideas:

Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.

Making skills:

Further demonstrate increased control with a greater range of media.

Make choices about which materials and techniques to use to create an effect.

Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.

Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.

Knowledge of artists:

Talk about art they have seen using some appropriate subject vocabulary.

Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.

Evaluating and analysing:

Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.

Begin to talk about how they could improve their own work.

Talk about how art is made.

https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-2/year-2-painting/lucy_lesson-1-colour-magic/

Key knowledge

Formal elements:

Colour: Different amounts of paint and water can be used to mix hues of

Colour: Different amounts of paint and water can be used to mix hues of secondary colours.

Colour: Colours can be mixed to 'match' real life objects or to create things from your imagination.

Form: That 'composition' means how things are arranged on the page.

Shape: Collage materials can be shaped to represent shapes in an image.

Pattern: Patterns can be used to add detail to an artwork.

Texture: Collage materials can be chosen to represent real-life textures.

Texture: Collage materials can be overlapped and overlaid to add texture.

Texture: Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.

Texture: Painting tools can create varied textures in paint.

Tone: Different amounts of paint and water can be used to mix hues of secondary colours.

Making skills:

How to mix a variety of shades of a secondary colour.

How to make choices about amounts of paint to use when mixing a particular colour.

How to match colours seen around them.

How to create texture using different painting tools.

How to make textured paper to use in a collage.

How to choose and shape collage materials eg cutting, tearing.

How to compose a collage, arranging and overlapping pieces for contrast and effect.

How to add painted detail to a collage to enhance/improve it.

Knowledge of artists:

Some artists create art to make people aware of good and bad things happening in the world around them.

Art can be figurative or abstract.

Artists try out different combinations of collage materials to create the effect they want.

Evaluating and analysing:

People use art to tell stories.

People make art about things that are important to them.

People make art to share their feelings.

People make art to help others understand something.

Definitions / technical vocabulary for teachers.

Collage - Arranging different materials together and sticking them to a surface.						
Overlap - To partly cover something.						
Medium term plan – Year 2 – Spring 1 – art						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	Knowledge of primary and secondary colours.	Knowledge of primary and secondary colours.	Knowledge of primary and secondary colours.	Knowledge of primary and secondary colours.	Knowledge of primary and secondary colours.	
Key learning focus for the lesson (s)	To develop knowledge of colour mixing.	To know how texture can be created with paint.	To use paint to explore texture and pattern.	To compose a collage, choosing and arranging materials for effect.	To evaluate and improve artwork.	
Potential amendments for SEND	Some pupils may need prompts for how to adapt secondary colours, for example,	Some pupils may not want to handle objects and may find it easier to recreate colour and texture from a picture	May find this task too open-ended and need to use specific pictures. Some children may work best in a small	Some pupils may find the decision making element of the task more tricky; they could work with a partner and take turns choosing and	Some pupils may need help getting started, including suggestions for what techniques to try out and how to adapt their collages. Support children by	

		Some children may need support with colour mixing initially.	group with an adult leading the activity.	sticking to build confidence.	asking questions about their intentions as they work. Working with a partner may be tricky for some if they have conflicting ideas.	
Link to key drivers						
Year 2 Spring 2 DT						
Theme:		Cross Curricular Links:				
Key vocabulary		Prior learning			Next steps	
Key assessment questions						
Knowledge to be taught				Useful pictures / diagrams / weblinks		

Definitions / technical vocabulary for teachers.						
Medium term plan – Year 2 – Spring 2 – DT						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.						
Key learning focus for the lesson (s)						

Potential amendments for SEND						
Link to key drivers						
Year 2 Summer 1 ART						
Theme: Sculpture	Cross Curricular Links: DT Generate, develop, model and communicate their ideas through talking, drawing and templates.					
Key vocabulary	Prior learning			Next steps		
casting ceramic cut detail	Before starting this unit, you might want to check that children can recall: That when something is three-dimensional it has form and is not flat. That three-dimensional is often referred to as 3D.			https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-3/year-3-3d-and-sculpture/		

<p>flatten</p> <p>glaze</p> <p>impressing</p> <p>in relief</p> <p>join</p> <p>negative space</p> <p>pinch pot</p> <p>plaster</p> <p>roll</p> <p>score</p> <p>sculptor</p> <p>sculpture</p> <p>shape</p> <p>slip</p> <p>smooth</p> <p>surface</p> <p>three dimensional</p>	<p>That they can explain the difference between something that is 2D and 3D. This could include suggesting ways to change a flat (2D) piece of paper into something 3D either through discussion or as a practical task with scrap paper.</p> <p>That sculpture is a 3D art form.</p>	
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thumb pot		
Key assessment questions		
<p>Lesson 1</p> <ul style="list-style-type: none"> • I can flatten clay to make a smooth surface. • I can shape clay using my hands. • I can make different marks in clay by pressing into it. • I can shape clay to make a model. <p>Lesson 2</p> <ul style="list-style-type: none"> • I can use the pinching technique to shape a pot. • I can use my fingers and thumbs to make the sides of the pot even. • I can join clay to help decorate my pot. <p>Lesson 3</p> <ul style="list-style-type: none"> • I can describe my ideas about the work of artist Rachel Whiteread. • I can roll a smooth clay tile. • I can create a pattern by pressing into and joining pieces onto my tile. <p>Lesson 4</p> <ul style="list-style-type: none"> • I can draw a house that will be made into a clay tile. • I can decide how to create features like a door, windows and the roof in clay. • I can label my drawing accurately. <p>Lesson 5</p> <ul style="list-style-type: none"> • I can use my design to guide my clay work. • I can use both pressing in and joining clay techniques on my tile. • I can evaluate my finished tile and say how it reflects my design. 		
Knowledge to be taught		Useful pictures / diagrams / weblinks

Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay.
Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique.
Roll a smooth tile surface.
Join clay shapes and make marks in the tile surface to create a pattern.
Draw a house design and plan how to create the key features in clay.
Create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes.

Generating ideas:

Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.

Using sketchbooks:

Experiment in sketchbooks, using drawing to record ideas.
Use sketchbooks to help make decisions about what to try out next.

Making skills:

Further demonstrate increased control with a greater range of media.
Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.

Knowledge of artists:

Talk about art they have seen using some appropriate subject vocabulary.
Create and critique both figurative and abstract art, recognising some of the techniques used.

Evaluating and analysing:

Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.
Begin to talk about how they could improve their own work.
Talk about how art is made.

Formal elements:

Form: Pieces of clay can be joined using the 'scratch and slip' technique.
Form: A clay surface can be decorated by pressing into it or by joining pieces on.
Shape: Patterns can be made using shapes.

Making skills:

How to smooth and flatten clay.
How to roll clay into a cylinder or ball.

<https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-2/year-2-3d-and-sculpture-clay/lesson-1-exploring-clay/>

<p>How to make different surface marks in clay. How to make a clay pinch pot. How to mix clay slip using clay and water. How to join two clay pieces using slip. How to make a relief clay sculpture. How to use hands in different ways as a tool to manipulate clay. How to use clay tools to score clay.</p> <p>Knowledge of artists: Art can be figurative or abstract. Artists can use the same material (felt) to make 2D or 3D artworks.</p> <p>Evaluating and analysing: People use art to tell stories. People make art about things that are important to them. People make art to share their feelings. People make art to explore an idea in different ways.</p> <p>Definitions / technical vocabulary for teachers.</p>	
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Medium term plan – Year 2 – Summer 1 – ART

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	Experience of designing. Knowledge of clay tools.					
Key learning focus for the lesson (s)	To use my hands as a tool to shape clay.	To shape a pinch pot and join clay shapes as decoration.	To use impressing and joining techniques to decorate a clay tile.	To use drawing to plan the features of a 3D model.	To make a 3D clay tile from a drawn design.	
Potential amendments for SEND	May need additional modelling of the key	Could be seated so that they can watch the video as they	May need to cut around the card tile template, or have an	Could draw their design and describe to an adult how they	May need to use the card templates to cut a tile shape; may need	

	skills as the lesson progresses.	work; could decorate their pot with just one shape, perhaps a circle rolled and flattened with a face added using tools pressed in; may need adult support to score the surface of the shape before attaching it.	adult do this for them; may need adult support to remember how to score and slip shapes to stick them to the tile.	plan to make it rather than labelling.	support to choose tools and objects to make the house features; may need reminding about joining techniques.	
Link to key drivers						
Year 3 Summer 2 DT						
Theme:		Cross Curricular Links:				
Key vocabulary		Prior learning			Next steps	
Key assessment questions						

Knowledge to be taught				Useful pictures / diagrams / weblinks		
Definitions / technical vocabulary for teachers.						
Medium term plan – Year * – Summer 2 – SUBJECT						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.						

Key learning focus for the lesson (s)						
Potential amendments for SEND						
Link to key drivers						

Year 4 Autumn 2 DT		
Theme: Electrical components – torches.	Cross Curricular Links: Science – electricity	
Key vocabulary	Prior learning	Next steps
circuit diagram, insulator, series circuit, component, design criteria, LED, target audience,	Before starting this unit check that children know Electrical systems are a group of parts (components) that work together to transport electricity around a circuit. Kettles, remote controls, etc... are electrical products.	Identify devices which use electricity. Name and know the function of components. Know the symbols used for circuit diagrams. Know that conductors are materials which allow electricity to flow and insulators prevent the flow of electricity. Predict if a lamp will light based on a circuit diagram.
Key assessment questions		
Can children:		
<p>make a working circuit with a switch?</p> <ul style="list-style-type: none"> • use appropriate equipment to cut and attach materials? • assemble a torch according to their design criteria? • assemble a torch which satisfies the success criteria? • test their torch to evaluate its success? 		
Knowledge to be taught	Useful pictures / diagrams / weblinks	
<ul style="list-style-type: none"> • Identify electrical products and explain why they are useful. • Help to make a working switch. • Identify the features of a torch and how it works. • Describe what makes a torch successful. • Create suitable designs that fit the success criteria and their own design criteria. • Create a functioning torch with a switch according to their design criteria. 	https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-4/electrical-systems-torches/	
Definitions / technical vocabulary for teachers.		
series circuit - A closed circuit where the current follows one path		

Medium term plan – Year 4 – Autumn 2 – DT						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	Simple knowledge of electrical systems.	Knowledge of different electrical products.	What a design criteria is.	How to evaluate.		
Key learning focus for the lesson (s)	To learn about electrical items and how they work.	To analyse and evaluate electrical products.	To design a product to fit a set of specific user needs.	To make and evaluate a torch.		
Potential amendments for SEND	May benefit from looking at a completed circuit while trying to create one of their own	Should spot the similarities and differences between the torches before evaluating them.	May need suggested materials for each component and should keep their design simple to ensure they have the time to create a quality product.	May benefit from using pre-made shapes such as bottles, boxes or toilet rolls rather than creating the housing from scratch. Use a pre-made circuit as a model for pupils to copy.		

Year 5 Autumn 2 DT		
Theme: Structures – bridges.	Cross Curricular Links: Maths - Draw given angles, and measure them in degrees.	
Key vocabulary	Prior learning	Next steps
<ul style="list-style-type: none"> • beam bridge /arch bridge /truss bridge • corrugation • rigid • sandpaper/glasspaper • bench hook/vice tenon saw/coping saw 	Know how to design something that is visually appealing. Know how to construct a free standing structure.	To design and create using different structures.
Key assessment questions		
Can children: complete a wooden truss bridge? identify points of weakness and reinforce them as necessary following testing? evaluate their truss bridge against a specification?		
Knowledge to be taught	Useful pictures / diagrams / weblinks	
Identify stronger and weaker shapes. Recognise that supporting shapes can help increase the strength of a bridge, allowing it to hold more weight. Identify beam, arch and truss bridges and describe their differences Use triangles to create simple truss bridges that support a load (weight). Cut beams to the correct size, using a cutting mat. Smooth down any rough cut edges with sandpaper. Follow each stage of the truss bridge creation as instructed by their teacher. Complete a bridge, with varying ranges of accuracy and finish, supported by the teacher. Identify some areas for improvement, reinforcing their bridges as necessary. Designing a stable structure that is able to support weight.	https://www.kapowprimary.com/subjects/design-technology/upper-key-stage-2/year-5/structure-bridges/	
Definitions / technical vocabulary for teachers.		
Arch bridge - A bridge which is built with a curved arch. Beam bridge - A bridge which is built with horizontal beams and vertical pillars. Corrugation - A material with lines or folds on the surface. Lamination - Layers of material bonded together.		

Medium term plan – Year 5 – Autumn 2 – DT						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	General knowledge of bridges. General knowledge of different ways to join materials. General safety knowledge around work working tools.	General knowledge of bridges. General knowledge of different ways to join materials. General safety knowledge around work working tools.	General knowledge of bridges. General knowledge of different ways to join materials. General safety knowledge around work working tools.	General knowledge of bridges. General knowledge of different ways to join materials. General safety knowledge around work working tools.		
Key learning focus for the lesson (s)	To explore how to reinforce a beam (structure) to improve its strength.	To build a spaghetti truss bridge.	To build a wooden truss bridge.	To complete, reinforce and evaluate my truss bridge.		
Potential amendments for SEND	Could make and test fewer structures, drawing simple conclusions; could use your demonstration piece as a visual model while they build a bridge design	Could work in pairs or small groups; could be given photos of each stage of the construction of a spaghetti bridge to refer to; could be provided with premade spaghetti triangles to allow them to focus on building the bridge structure.	Could break up the activity to make it feel more manageable by completing the making stages one at a time	Could break up the activity to make it feel more manageable by completing the making stages one at a time and reviewing with the teacher before moving on		

Year 6 Autumn 2 DT		
Theme: Structures – playgrounds.	Cross Curricular Links:	
Key vocabulary	Prior learning	Next steps
<ul style="list-style-type: none"> • apparatus • design criteria • equipment • playground • landscape features • cladding 	Understanding of how to strengthen structures.	<p>To develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations.</p> <p>To understand and use the properties of materials and the performance of structural elements to achieve functioning solutions.</p>
Key assessment questions		
<p>Can children</p> <ul style="list-style-type: none"> • attach structures to a base, reinforcing the join where necessary? • consider the surrounding environment of their playground? • create landscape features using a range of materials? 		
Knowledge to be taught	Useful pictures / diagrams / weblinks	
<p>Create five apparatus designs, applying the design criteria to their work.</p> <p>Make suitable changes to their work after peer evaluation.</p> <p>Make roughly three different structures from their plans using the materials available.</p> <p>Complete their structures, improving the quality of their rough versions and applying some cladding to a few areas.</p> <p>Secure their apparatus to a base.</p> <p>Make a range of landscape features using a variety of materials which will enhance their apparatus.</p>	<p>https://www.kapowprimary.com/subjects/design-technology/upper-key-stage-2/year-6/structure-playgrounds/</p>	
Definitions / technical vocabulary for teachers.		
Bench hook - A tool which hooks onto the edge of the workbench and is used to hold woodwork still when sawing.		

Medium term plan – Year 6 – Autumn 2 – DT						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	Understand what a design criteria is.	Knowledge of how to create strong structures.	N/A	N/A		
Key learning focus for the lesson (s)	To design a playground with a variety of structures.	To build a range of structures.	To improve and add detail to structures.	To create a surrounding landscape.		
Potential amendments for SEND	Could be given images of different playground apparatuses or a theme to work with, such as 'under the sea' or 'jungles' to help them generate ideas	Could be encouraged to simplify their structures and to use some pre-cut materials to complete the project in the time available.	Could be encouraged to make fewer, simpler structures.	Could recap how to use materials and equipment; could be encouraged to consider designs from a user's perspective.		

