










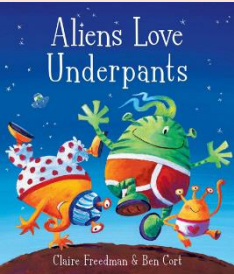








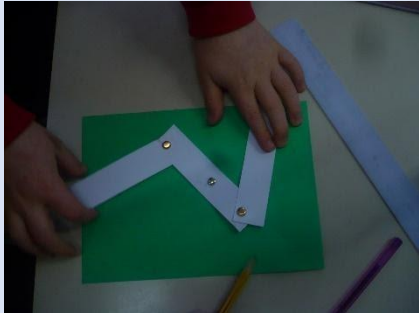

Art & DT at Weetwood

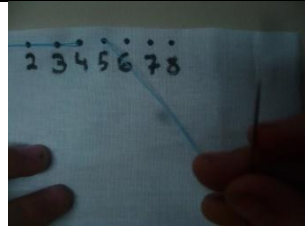
	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
EYFS learning in Art: 3 and 4 year olds	<p><u>Physical Development</u></p> <ul style="list-style-type: none"> ● Use large-muscle movements to wave flags and streamers, paint and make marks. ● Choose the right resources to carry out their own plan. ● Use one-handed tools and equipment, for example, making snips in paper with scissors. ● Use a comfortable grip with good control when holding pens and pencils. <p><u>Expressive Art and Design</u></p> <ul style="list-style-type: none"> ● Explore different materials freely, in order to develop their ideas about how to use them and what to make. ● Develop their own ideas and then decide which materials to use to express them. ● Join different materials and explore different textures. ● Create closed shapes with continuous lines, and begin to use these shapes to represent objects. ● Draw with increasing complexity and detail, such as representing a face with a circle and including details. ● Use drawing to represent ideas like movement or loud noises. ● Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. ● Explore colour and colour mixing. 		
EYFS learning in Art: Reception	<p><u>Physical Development</u></p> <ul style="list-style-type: none"> ● Develop their small motor skills so that they can use a range of tools competently, safely and confidently. ● Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. ● Develop overall body-strength, balance, coordination and agility. <p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> ● Explore, use and refine a variety of artistic effects to express their ideas and feelings. ● Return to and build on their previous learning, refining ideas and developing their ability to represent them. ● Create collaboratively, sharing ideas, resources and skills. 		

<p>EYFS learning in Art: Early learning goal at the end of Reception</p>	<p><u>Physical Development</u></p> <ul style="list-style-type: none"> ● Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. ● Use a range of small tools, including scissors, paintbrushes and cutlery. ● Begin to show accuracy and care when drawing. <p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> ● Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ● Share their creations, explaining the process they have used.
<p>Learning in DT: Overview of EYFS</p>	<p>In Reception, Children will focus on exploring the skills needed for DT throughout school, this will be done through explorative play. Both EYFS classrooms have a 'Creative Area' where the children can experiment with many resources such as clay, glue, material, junk modelling and other decorative resources. Children will explore creative skills such as gluing, decorating, cutting and moulding, beginning to practice the skills that are needed to begin DT lessons in Key Stage One and Key Stage Two. Reception and Nursery explore food throughout the year, especially when focusing on Harvest and healthy eating and also to support the learning of different events such as Chinese new year and Diwali.</p> <p><i>In Reception, We are working on embedding the four areas of DT in adult led focus lessons. This will embed the knowledge of the four areas of DT to prepare the children for Key Stage One.</i></p> <p><u>Investigate</u>- Children will begin to investigate what they plan on making, researching what exists by looking online and at existing products first hand.</p> <p><u>Design</u>- Children will begin to design what they want to make, thinking creatively about their desired outcome and making their own choices in regards to resources/colour/size ect..</p> <p><u>Make</u>- Children will have a chance to make their product, independently or with support of an adult if needed.</p> <p><u>Evaluate</u>- Children will discuss their finished product, focusing on what went well and what they would change if they were to do it again, comparing it to their design specification.</p> <p><i>Recent projects include making Potions. The children investigated existing potions by researching the internet and looking at relevant books, they then thought about the purpose of their product- Who is it for? What will it do?</i></p> <p><i>The children designed their product by drawing and listing the ingredients. In small groups, the children made their potions using their design plan. Finally, they evaluated their potions- Was it the same as your design? What worked well? What would you change next time?</i></p>
<p>EYFS learning in DT: 3 and 4 year olds</p>	<p><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> ● Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. <p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> ● Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. ● Explore different materials freely, in order to develop their ideas about how to use them and what to make.

	<ul style="list-style-type: none"> ● Develop their own ideas and then decide which materials to use to express them. ● Create closed shapes with continuous lines, and begin to use these shapes to represent objects. 		
EYFS learning in DT: Reception	<p style="text-align: center;"><u>Physical Development</u></p> <ul style="list-style-type: none"> ● Progress towards a more fluent style of moving, with developing control and grace. ● Develop their small motor skills so that they can use a range of tools competently, safely and confidently. ● Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. <p style="text-align: center;"><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> ● Explore, use and refine a variety of artistic effects to express their ideas and feelings. ● Return to and build on their previous learning, refining ideas and developing their ability to represent them. ● Create collaboratively, sharing ideas, resources and skills. 		
EYFS learning in DT: Early Learning Goals at the end of Reception	<p style="text-align: center;"><u>Physical Development</u></p> <p><u>Fine motor skills:</u></p> <ul style="list-style-type: none"> ● Use a range of small tools, including scissors, paintbrushes and cutlery. <p style="text-align: center;"><u>Expressive Arts and Design</u></p> <p><u>Creating With Materials:</u></p> <ul style="list-style-type: none"> ● Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ● Share their creations, explaining the process they have used. 		
Year 1 Art	<p style="text-align: center;"><u>Painting</u></p> <p>-Children will mix primary colours to make secondary colours. -Add white and black to colours to make tints and tones. Use different brushes for a specific purpose.</p> 	<p style="text-align: center;"><u>Textiles</u></p> <p>Children will learn a weaving technique to create a pattern. Join materials using glue and sort materials depending on colour and texture.</p> 	<p style="text-align: center;"><u>Printing</u></p> <p>-Children will press, roll, rub and stamp to make prints. -They will make repeating patterns and replicate prints from their natural environment.</p> 
Year 1 DT	<p style="text-align: center;"><u>Mechanisms</u></p> <p>Children will investigate simple slider and lever mechanisms.</p>	<p style="text-align: center;"><u>Structures</u></p> <p>Children will investigate freestanding structures.</p>	<p style="text-align: center;"><u>Food</u></p> <p>Children will look at the different food groups and the food in those groups.</p>

	<p>They will design, make and evaluate a greetings card with a sliding mechanisms.</p> 	<p>They will design, make and evaluate a chair for a story book character.</p> 	<p>They will design, make and evaluate a healthy fruit salad</p> 
<p>Year 2 Art</p>	<p><u>Collage</u> Children will combine materials using cutting, tearing and gluing techniques. Sort materials to create texture and use natural materials to create a nature collage.</p> 	<p><u>Drawing</u> Children will learn to draw lines of different thickness. Use colouring pencils to create shades and tones. Use dots and lines to add texture.</p> 	<p><u>Sculpture</u> Children will work with clay to learn techniques such as rolling, moulding and carving. Use paper and card to combine shapes and create sculptures.</p> 
<p>Year 2 DT</p>	<p><u>Mechanisms</u> Children will investigate wheels and axles. They will design, make and evaluate a moving vehicle for an alien to escape in.</p> 	<p><u>Food</u> Children will investigate the food groups needed for a healthy, balanced diet. They will design, make and evaluate a fruit kebab for a Mr Man of their choice.</p> 	<p><u>Textiles</u> Children will learn how to thread a needle and complete a simple running stitch. They will design, make and evaluate a bendy bag.</p> 

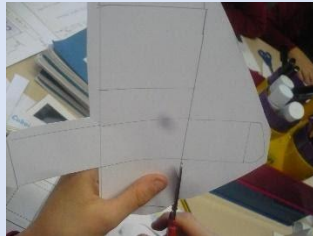
<p>Year 3 Art</p>	<p><u>Painting</u> Children will mix colours effectively, to create mood. They will paint a water colour background, and then experiment with different paintbrushes to add texture, patterns and lines to their artwork.</p> 	<p><u>Drawing</u> Children will use different pencil grades to sketch lightly. They will add light and shadow to their drawings and learn techniques such as hatching and cross hatching to add texture.</p> 	<p><u>Printing</u> Children will make their own printing blocks using string. They will create patterns observed in their natural environment and use 2 or more layers of colour to print.</p> 
<p>Year 3 DT</p>	<p><u>Food</u> Children will learn about the different food groups and understand what they need to have a healthy, balanced diet. They will design, make and evaluate a healthy snack using more than one food group</p> 	<p><u>Mechanical systems</u> Children will learn about lever and linkage systems. They will investigate objects that use this mechanical system and then they will design, make and evaluate a moving picture.</p> 	<p><u>Textiles</u> Children will use the running and over stitch to design, make and evaluate a 2D shape into a 3D product. They will create a template before they sew.</p> 
<p>Year 4 Art</p>	<p><u>Collage</u> Children will learn about, and look at collage artwork. They will explore different collage techniques such as mosaic, tessellation and montage.</p>	<p><u>Textiles</u> Children will shape and stitch materials using back and cross stitch sewing techniques.</p>	<p><u>Sculpture</u> Children will use clay to create and combine shapes. They will learn how to add detail and texture using clay tools.</p>



Year 4
DT

Structures

Children will learn how to make a 3D shape from a 2D net. They will investigate different packaging and then go on to design make and evaluate their own.



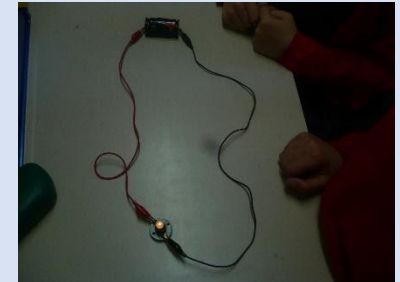
Food

Children will continue to learn about the different food groups, including the foods we need to eat to have a healthy balanced diet. They will design, make and evaluate a meal building on the cooking skills they have already learnt.



Electrical systems

Children will make an electrical circuit incorporating a light bulb. They will then go on to design, make and evaluate their own light product.



Year 5
Art

Drawing

Children will. They will learn how to add perspective to their drawings and other techniques such as movement and shadow. They will draw with an alternative media such as charcoal.



Textiles



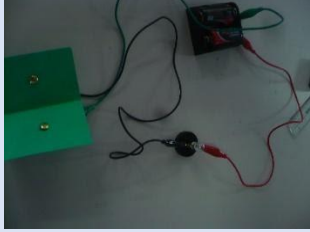

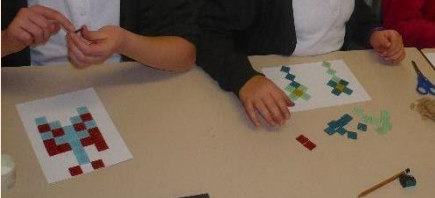
Children will continue to develop a range of sewing techniques including running stitch, back stitch over stitch and cross stitch.



Printing

Children will explore a range of printing techniques including roller and press printing. They will use materials such as polystyrene and lino to create accurate printing patterns.



<p>Year 5 DT</p>	<p><u>Structures</u></p> <p>Children will design, make and evaluate a freestanding, frame structure. They will develop joining techniques and investigate ways to strengthen their structure.</p> 	<p><u>Food</u></p> <p>Children will investigate the seasonality of foods. They will look at where food comes from, then design, make and evaluate their own bread.</p> 	<p><u>Electrical systems</u></p> <p>Children will create an electrical system to make light, movement and noise. They will incorporate a push to make switch, then design, make and evaluate a product using these features.</p> 
<p>Year 6 Art</p>	<p><u>Painting</u></p> <p>Children will explore watercolour paints and pencils. They will create a landscape using watercolours and acrylic paint incorporating brush techniques learnt in previous years.</p> 	<p><u>Sculpture</u></p> <p>The children will learn about figurative and abstract sculpture. They will use materials such as clay and mod roc to create their artwork.</p> 	<p><u>Collage</u></p> <p>Children will use ceramic mosaic materials to create their artwork. They will also explore other collage techniques.</p> 
<p>Year 6 DT</p>	<p><u>Textiles</u></p> <p>Children will design, make and evaluate a textile piece using applique to combine different fabric shapes.</p>	<p><u>Food</u></p> <p>Children will cook using a heat source. They will develop basic cooking skills and design, make and evaluate a healthy meal.</p>	<p><u>Mechanical systems</u></p> <p>Children will explore how gears and cams work. They will design, make and evaluate a product incorporating a gear or cam system to make movement.</p>

