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| Y3 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic overview | **From Stone to Steel, how did England change?** | **How would you survive an angry volcanic eruption? (Extreme Earth)** | **Forces and Magnets** | **How did the Ancient Romans influence our lives today?** | **Why are maps so important? (Life in Middleton)** | **Why did holidaying in Middleton change over the last few centuries?** |
|  | Art | D&T  TEXTILES | Art | D&T  FOOD | Art | End of Year Project (Adaptable to planning) |
|  | Prehistoric Art  (charcoal, cave drawings) | Cushions | Formal elements  Shape – wire | Eating Seasonally | Craft/Collage | Find a black and white picture of holidaying in Middleton, can they adapt it and use colour to bring it to life? |
| END POINTS | **1) I can reflect upon the purpose of Prehistoric drawings.**   * I can identify animals important to the people of prehistory. * I know that prehistoric people painted with muted earth colours. * I understand the process of making art in prehistory.   **2) I can use charcoal to apply tone and texture.**   * I can use my pencil to draw in different ways to create tone. * I can use charcoal effectively. * I can discuss and compare the effect of using both pencil and charcoal.   **3) I can experiment with making colours.**   * I can comment on the colours seen in Prehistoric Art. * I can mix primary colours to achieve a secondary colour. * I can use white and black paint to add tone to the colours I am creating.   **4) I can create texture within my work.**   * I can use different brushes to achieve different effects. * I can use a range of tools to create a textured background. * I can add fine detail using smaller brushes.   **5) I can collaborate in a group to create a piece of art work.**   * I can work effectively in a group, discussing the art process. * I can create designs using positive and negative impressions of my hand. * I can create natural colours using paint.   **6) I can evaluate and reflect on my work.**   * I can say what I like about my work. * I can say talk about something I may do differently next time. * I can reflect on the outcome of my work in comparison to Prehistoric Art. | **1) I can learn how to sew cross-stitch and applique.**   * I can use a cross stitch. * I know how to applique. * I can reflect on techniques used.   **2) I can design a product and its template.**   * I can design a cushion. * I can use a paper template. * I can cut fabric accurately.   **3) I can decorate my fabric using applique and cross stitch.**   * I can follow a design criteria. * I can use cross stitch. * I can add applique.   **4) I can assemble my cushion.**   * I can use stitches to join fabrics. * I can leave space for a seam. * I understand why some products are turned inside out after sewing.   **5) I can evaluate and reflect on my work.**   * I can say what I like about my work. * I can say talk about something I may do differently next time. * I can reflect on the outcome of my work. | **1) I can identify simple geometric shapes in objects that I observe.**   * I can observe objects carefully. * I can comment on any shapes that I can see in an object. * I know that in natures, objects are usually formed by wavy lines and manmade objects consist of straight lines.   **2) I can recognise and apply geometry when drawing.**   * I know that points, lines, shapes and space that make up 2D and 3D shapes are known as ‘geometry’. * I can see basic geometrical shapes when I draw objects. * I can use guidelines to help set out and construct more complicated images from observation.   **3) I can apply even layers of pencil tone when shading.**   * I know that ‘tone’ refers to light and dark areas of an object or artwork. * I hold my pencil properly when shading by * Using the side of the pencil * Holding it flat to the paper. * I can apply the four rules of shading (Shade in one direction, create smooth, neat, even tones, leave no gaps and ensure your edges are straight).   **4) I can look carefully at shadows and include these in my sketch.**   * I know that using my pencil more firmly creates a darker tone. * I can recognise shadows in a picture. * I can include shadows of relevant placement in my sketch.   **5) I can create and form shapes using modelling wire.**   * I can work safely with tools that I am using. * I can change the shape of my wire by bending and twisting it. * I can use smaller pieces of wire to add details.   **6) I can evaluate and reflect on my work.**   * I can say what I like about my work. * I can say talk about something I may do differently next time. * I can reflect on the outcome of my work and discuss if the outcome was as I intended. | **1) I understand that climate affects food growth.**   * I know that not all fruits and veg can be grown in the UK. * I understand that climates enable different fruits and veg to grow. * I consider hygiene and safety when preparing food.   **2) I know that importing food impacts the environment.**   * I know that imported food that has travelled from far away can impact the environment. * I know that certain foods grow in certain seasons and so are imported when not in season. * I can debate for or against importing food.   **3) I can create a recipe that is healthy and nutritious using seasonal vegetables.**   * I know what foods are currently in season. * I am aware of the nutritional benefits of fruits and veg. * I can design a filo tart using seasonal veg.   **4) I can safely follow a recipe when cooking.**   * I know how to prepare a kitchen to cook in. * I know the basic rules of food contamination. * I can follow a recipe safely.   **5) I can evaluate and reflect on my work.**   * I can say what I like about my work. * I can say talk about something I may do differently next time. * I can reflect on the outcome of my work and discuss if the outcome was as I intended. | **1) I can create a mood board.**   * I know what a mood board is. * I can show what is important to me through my mood board. * I can explain my choices.   **2) I can create tie-dyed materials.**   * I know the process of tie-dying. * I can secure the ties tightly. * I understand the similarities between tie-dying and wax resist.   **3) I can reflect critically on the work of a well known artist.**   * I can say what I like and don’t like about the artists work. * I can give a reason for these opinions. * I can compare the work to other well known art, saying how they are similar or different.   **4) I can weave using paper.**   * I can cut with accuracy. * I can weave and show precision. * I can use and understand the correct terminology in relation to weaving. (Warp and weft).   **5) I can weave using different materials.**   * I use fabric carefully in order to create a weave. * I can use and understand the correct terminology in relation to weaving. (Warp and weft). * I can comment on the similarities and differences of weaving with paper and fabric.   **6) I can evaluate and reflect on my work.**   * I can say what I like about my work. * I can say talk about something I may do differently next time. * I can reflect on the outcome of my work and discuss if the outcome was as I intended. | CLASS PROJECT – ADAPTABLE TO PLANNING |
| Y4 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic overview | Why are rivers so important? | How do we learn about Ancient Egyptian Civilisations? | Who were the Anglo-Saxons and Scots? | Can you tell the story of the Saxons in Middleton? | The Peak District! | A tale of two cities! Are Manchester and Rome similar? |
|  | Art | D&T  STRUCTURES | Art | D&T  ELECTRICAL SYSTEMS | Art | End of Year Project |
|  | Every Picture Tells a Story  Analysing Artists’ works | Pavillions | Formal elements | Torches | Art & Design Skills | CLASS PROJECT – ADAPTABLE TO PLANNING |
| END POINTS | **1) I can comment on the form, tone, colour, pattern and texture of a piece of Art.**   * I can comment on my personal preferences in these elements. * I can give reasons for why I like/dislike particular elements. * I can compare well known pieces of Art work in relation to these elements, discussing whether they are different or similar.   **2) I can critically analyse a well known piece of art work.**   * I can say what I like or dislike about the piece of art work. * I can comment on the elements used in the piece and how these achieve a particular effect. * I can comment on how it is similar or different to other well known art work.   **3) I can understand and explain abstract art.**   * I can comment on what I like or dislike about a piece of abstract art. * I can take themes and techniques shown to me to create my own piece of abstract art. * I can discuss examples of places or situations when abstract art may be found or created.   **4) I can create a collage.**   * I can create a plan for my collage. * I can discuss which elements may achieve a good effect when placed together. * I can have the confidence to edit and change my collage to achieve different effects.   **5) I can compare the work of artists that I have observed.**   * I can discuss the work that I like and dislike. * I can comment on the form, pattern, texture and tone. * I can comment on any techniques I may like to use in my own art work and why.   **6) I can evaluate and reflect on my work.**   * I can say what I like about my work. * I can say talk about something I may do differently next time. * I can reflect on the outcome of my work and discuss if the outcome was as I intended. | **1) I can create a range of different shaped frame structures.**   * I know what a pavilion is. * I can explain the purpose of world expos and pavilions. * I can make a variety of different framed structures.   **2) I can build a frame structure.**   * I can build a free-standing structure. * I can select the appropriate materials to build a strong structure. * I know how to reinforce corners to strengthen my structure.   **3) I can add cladding to the frame structure.**   * I can select appropriate materials for my cladding. * I can add cladding which reflects my design. * I can create different textural effects with my chosen material.   **4) I can evaluate and reflect on my work.**   * I can say what I like about my work. * I can say talk about something I may do differently next time. * I can reflect on the outcome of my work and discuss if the outcome was as I intended. | **1) To develop a wide range of mark making techniques.**   * I can comment on why and when charcoal may be used. * I can express the meaning of words and phrases in an abstract way using appropriate charcoal technique. * I can use charcoal to create texture within my work.   **2) I can print a pattern effectively.**   * I can make a printing block using playdough and coat it in ink to create a print. * I can use different shapes and elements to make my pattern interesting. * I can discuss why my pattern is interesting, or if I would change something about it.   **3) I can create patterns using a stamp.**   * I can make a stamp using geometrical and mathematical shapes. * I can make my prints unique through the use of colour and pattern. * When printing I try to use symmetrical patterns.   **4) I understand symmetry and reflection.**   * I can use some element of symmetry in my patterns. * I can discuss why symmetry is used. * I can be precise with my symmetry, which shows in the patterns I create.   **5) I understand reflection.**   * I can discuss what reflection means. * I am confident when using tracing paper to create reflection. * I can discuss my opinions on using reflection.   **6) I can evaluate and reflect on my work.**   * I can say what I like about my work. * I can say talk about something I may do differently next time. * I can reflect on the outcome of my work and discuss if the outcome was as I intended. | **1) I can learn about electrical systems and how they work.**   * I can identify electrical products. * I know what electrical conductors and insulators are. * I know that a battery contains stored electricity and can be used to power products.   **2) I can analyse and evaluate electrical products.**   * I can identify the features of a torch. * I unserstand how a torch works. * I understand what is important in torch design.   **3) I can design a torch.**   * I can consider who my design is for in my design criteria. * I can design a torch that satisfies both the design and success criteria. * Use the correct terminology when describing how my torch will work.   **4) I can make and evaluate a torch.**   * I can make a working circuit with a switch. * I can use appropriate equipment to cut and attach materials. * I create my torch according to the design criteria.   **5) I can evaluate and reflect on my work.**   * I can say what I like about my work. * I can say talk about something I may do differently next time. * I can reflect on the outcome of my work and discuss if the outcome was as I intended. | **1) I can create an optical illusion.**   * I know that lenticular printing gives an optical illusion. * I can score lines safely. * I can create an image based on the principles of lenticular printing.   **2) I can critically analyse a well know piece of art work.**   * I can say what I like or dislike about the piece of art work. * I can comment on the elements used in the piece and how these achieve a particular effect. * I can comment on how it is similar or different to other well known art work.   **3) I can study the work of a well known artist, applying their technique to my art work.**   * I can analyse the work of Paul Cezanne. * I can effectively apply his technique of using short, angular strokes to my own piece of work. * I can reflect on this style, commenting on whether I think it is effective.   **4) I can arrange and draw a still-life image from observation.**   * I can make a plan for the arrangement of the objects I will be sketching, to achieve the best effects. * I can sketch an outline of the still life objects using symmetry lines. * I can use light, medium and dark tones to make the drawing look 3 dimensional.   **5) I can use light, medium and dark tones within my sketch.**   * I know that applying different pressure to my pencil will create a different tone. * I can use light, medium and dark tones in appropriate places. * I can add highlights to my drawing.   **6) I can evaluate and reflect on my work.**   * I can say what I like about my work. * I can say talk about something I may do differently next time. * I can reflect on the outcome of my work and discuss if the outcome was as I intended. |  |
| Y5 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic overview | Is there anybody out there? Earth & Space | Does greed corrupt? (Fair Trade) | How did Ancient Greece impact the Western World? | Should nations impose their culture on others? (Vikings/Anglo Saxons) | Why do we still want to go to America? | Being Historical Detectives in Victorian Rochdale |
|  | Art | D&T  TEXTILES | Art | Art  D&T  STRUCTURES | Art | End of Year Project |
|  | Art & Design Skills | Stuffed Toys | Formal elements  House drawing/  Architecture  (Colour, line, shape and form) | Bridges | Every  Picture tells a story  Messages behind Art  Bridges | Objectives still need to cover:  -  ­- Develop skills in using clay including slabs, coils and slips. (Magnets)? |
|  | **1) I can research the work of an artist and use their work to replicate a style.**   * I can analyse the work of a well known artist, commenting on what I like or dislike about the work. * I can look carefully at the style that they use and discuss this with others. * I can replicate the style of the artist, using the technique in different ways to create my own piece of work.   **2) I can look at texture in detail.**   * I can discuss different textures used in well known art work and the effect that this creates. * I can compare the texture of different materials and make a plan of how I would replicate these in my art work. * I can use different media to replicate the texture seen in different materials.   **3) I can develop observational drawing.**   * I can use fine control with my pencil to make a detailed and analytical observational drawing. * I can use a pencil to extend any original lines. * I can add tonal graduation using a 2B pencil.   **4) I can create a collage.**   * I can create a plan for my collage. * I can lay out a simple collage by selecting the most interesting elements. * I can have the confidence to edit and change my collage to achieve different effects.   **5) I can understand the process of how artists work.**   * I can source inspiration for a piece of art work. * I can use references to inspire and develop my art work. * I can reflect critically on my art work.   **6) I can evaluate and reflect on my work.**   * I can say what I like about my work. * I can say talk about something I may do differently next time. * I can reflect on the outcome of my work and discuss if the outcome was as I intended. | **1) I can design a stuffed toy.**   * I know how to ensure that my template is proportional. * I can make a paper template. * I can discuss my design with others, using appropriate terminology.   **2) I can sew a blanket stitch.**   * I can cut neatly and accurately. * I can thread a needle. * I can use a blanket stitch to join two pieces of fabric.   **3) I can create and add decorations to fabric.**   * I can create strong and secure stitches (blanket, running, cross stitch). * I can use applique to attach pieces of fabric decoration. * I can use stitches to decorate fabric.   **4) I can use a blanket stitch to assemble the components of a stuffed toy.**   * I can use a blanket stitch to join two pieces of fabric. * I can stuff my toy carefully, repairing any holes or gaps. * I can evaluate my stuffed toy.   **5) I can evaluate and reflect on my work.**   * I can say what I like about my work. * I can say talk about something I may do differently next time. * I can reflect on the outcome of my work and discuss if the outcome was as I intended. | **1) I can draw by interpreting forms from direct observation.**   * I can observe a building and comment on the details I can see. * I can begin to draw the details I can see accurately, rather than what I think I can see. * I can begin to draw the building, including accurate details in appropriate proportion.   **2) I can compose a print from a larger observational drawing.**   * I can select a suitable area from my previous house drawing using cropping methods. * I can evaluate my print composition. * I can print effectively, making sure that the right amount of pressure is applied.   **3) I can research the work of an artist and use their work to replicate a style.**   * I can analyse the work of a well known artist, commenting on what I like or dislike about the work. * I can look carefully at the style that they use and discuss this with others. * I can replicate the style of the artist, using the technique in different ways to create my own piece of work.   **4) I can design a building in an architectural style.**   * I can design a building based on an architectural style. * I can use perspective view, a plan view or a front elevation to draw my design. * I can design a building based on a theme or to suit a specific purpose.   **5) I can design my own monument.**   * I can consider the reasoning for a monument and what they aim to achieve. * I can create an effective plan to design my monument. * I can evaluate my monument to see whether I could improve or edit it in any way.   **6) I can evaluate and reflect on my work.**   * I can say what I like about my work. * I can say talk about something I may do differently next time. * I can reflect on the outcome of my work and discuss if the outcome was as I intended. | **1) I can explore how to reinforce a beam (structure) to improve its strength.**   * I can identify beam and arch bridges. * I can identify stronger and weaker structures. * I can find different ways to reinforce structures.   **2) I can build a spaghetti truss bridge.**   * I can identify arch, beam and truss bridges. * I can use triangles to create truss bridges and test them. * I understand how triangles can be used to reinforce bridges.   **3) I can build a wooden truss bridge.**   * I can measure and mark out accurately on wood. * I can follow health and safety rules. * I can select appropriate materials for particular tasks.   **4) I can complete, reinforce and evaluate my truss bridge.**   * I can complete my wooden truss bridge. * I can identify points of weakness and reinforce them as necessary. * I can evaluate my truss bridge.   **5) I can evaluate and reflect on my work.**   * I can say what I like about my work. * I can say talk about something I may do differently next time. * I can reflect on the outcome of my work and discuss if the outcome was as I intended. | **1) I can critically analyse a well known piece of art work.**   * I can say what I like or dislike about the piece of art work. * I can comment on the elements used in the piece and how these achieve a particular effect. * I can comment on how it is similar or different to other well known art work.   **2) I can experiment with different media to achieve different effects.**   * I can effectively explore different media such as chalk, ink and pencil to achieve different effects. * I can discuss appropriate times when these might be best to use. * I can voice my opinion on each media, giving reasons as to why I like or dislike them.   **3) I can create a symmetrical, abstract form.**   * I understand what the Rorschach Inkblots were used for. * I can use limited materials to create a symmetrical abstract image. * I can use my imagination to interpret and add detail to my image.   **4) I understand the idea that art is subjective and is in the eye of the creator.**   * I can look at a piece of art work in different ways. * I can discuss with my partner the message behind Rorschach’s ‘inkblot’ research. * I have the confidence to offering a differing opinion about a piece of art work.   **5) I can use symbols to create a meaningful message.**   * I can explain to my partner what a pictograph is. * I can create a message using purely visual symbols. * I can explain my pictograph to another person.   **6) I can evaluate and reflect on my work.**   * I can say what I like about my work. * I can say talk about something I may do differently next time. * I can reflect on the outcome of my work and discuss if the outcome was as I intended. | CLASS PROJECT – ADAPTABLE TO PLANNING |
| Y6 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic Overview | The Wonder of Me | World War 1 | A matter of Life and Death | Early Islamic Civilisation | Why do we need to look after our planet? | |
|  | Art | D&T  TEXTILES | Art | D&T  Food | Art | End of Year Project |
|  | Make my voice heard | Waistcoats | Still life | Come Dine with me | Art & Design Skills  (Impressionism, zentangles) |  |
| END POINTS | **1) I can create graffiti art.**   * I know there are different styles of graffiti art. * I can create my own graffiti tag. * I can add a 3D shadow to my tag.   **2) I can explore the use of emotion in art.**   * I understand that the work of the artist Kathe Kollwitz is based on difficult experiences. * I can draw a series of lines to create a portrait of a face. * I can use charcoal to add shadows to my portrait drawing.   **3) I can use and understand symbolism.**   * I know about some of the symbolism used in Picasso’s ‘Guernica’. * I can plan and create a composition in the style of Picasso’s ‘Guernica’. * I can use symbols In my art work to convey a message.   **4) I can critically analyse a well known piece of art work.**   * I can say what I like or dislike about the piece of art work. * I can comment on the elements used in the piece and how these achieve a particular effect. * I can comment on whether I would take use some elements of the art work in my own creations and explain why.   **5) I can use the ‘halo’ technique to add effect to my work.**   * I can use the work of Kathe Kollwitz as a reference for my work. * I can effectively use charcoal to create shadow and depth in my work. * I can develop emotion within my art work by using the halo technique.   **6) I can evaluate and reflect on my work.**   * I can say what I like about my work and if there is something I would do differently next time. * I can reflect on the outcome of my work and discuss if the outcome was as I intended. * I can use feedback to make any potential amendments to my work. | **1) I can design a waistcoat.**   * I can annotate my designs. * I can design clothing to a set of criteria. * I can discuss my plans with others, using appropriate terminology.   **2) I can mark and cut fabric according to a design.**   * I can explain the differences between the design and my template. * I can accurately mark out the panels for my waistcoat * I can cut neatly and accurately.   **3) I can assemble a waistcoat.**   * I can sew a strong running stitch. * I can make sure my stitches are small, neat and follow the edge. * I can tie strong knots to secure the thread in place.   **4) I can decorate my waistcoat.**   * I can secure a fastening. * I can attach objects for decoration using thread. * I can evaluate my work according to the design criteria.   **5) I can evaluate and reflect on my work.**   * I can say what I like about my work. * I can say talk about something I may do differently next time. * I can reflect on the outcome of my work and discuss if the outcome was as I intended. | **1) I can sketch ideas for a still life study.**   * I can draw with attention to form line and layout. * I can draw observing with care. * I know that my sketches are not the finished article and I can make several attempts.   **2) I can draw still life using charcoal.**   * I can create clear lines and shapes. * I can create a piece of abstract art. * I can use charcoal to show light and dark tones.   **3) I can draw using negative medium.**   * I can use different materials to draw with. * I understand and can use ‘negative image’. * I can pick out areas of light and shadow with confidence.   **4) I can paint a still life study in colour.**   * I can pay attention to painting form line and layout. * I know how to mix paint to create lighter and darker tones of a specific colour. * I know how to mix colours to create the hue that I need.   **5) I can create a box to showcase my art work.**   * I can create a box from thick paper/card. * I can represent ideas graphically, combining graphics and words. * I can justify my choice of graphics and words.   **6) I can evaluate and reflect on my work.**   * I can say what I like about my work and if there is something I would do differently next time. * I can reflect on the outcome of my work and discuss if the outcome was as I intended. * I can use feedback to make any potential amendments to my work. | **1) I can research and design a three course meal.**   * I know how to research a recipe by ingredient. * I can list the ingredients needed for my chosen recipe. * I can read the method and make a list of all the equipment I will need.   **2) I can write a recipe and prepare a meal using this.**   * I prepare ingredients and follow a recipe safely. * I can contribute an attractive and easily understood recipe page to a class cookbook using imperative verbs, adjectives and illustrations.   **3) I can evaluate and reflect on my work.**   * I can say what I like about my work. * I can say talk about something I may do differently next time. * I can reflect on the outcome of my work and discuss if the outcome was as I intended. | **1) I can research and adopt the style of a famous group of painters.**   * I know that Claude Monet is a famous impressionist painter. * I know some of the motivations and techniques of impressionist and post-impressionist painters. * I can paint skilfully by mixing complex colours.   **2) I can use repeated patterns to create artwork.**   * I understand the connection between working artistically and wellbeing. * I can create a design matrix by drawing different zentangle patterns. * I know that I must not use a rubber.   **3) I can create a repeated pattern through printing.**   * I know how to transfer my zentangle pattern onto a polystyrene tile. * I can apply an even layer of ink to the tile. * I can understand that this method creates a reverse system where the imprinted lines become white and the background becomes colour.   **4) I can design and make a prototype as part of a group.**   * I can review, evaluate and modify ideas in the design process. * I can work as part of a group and consider the ideas of others when considering a final design. * I can review the final product as part of a team, taking part in discussion.   **5) I can critically analyse a well known piece of art work.**   * I can say what I like or dislike about the piece of art work. * I can comment on the elements used in the piece and how these achieve a particular effect. * I can comment on whether I would take use some elements of the art work in my own creations and explain why.   **6) I can evaluate and reflect on my work.**   * I can say what I like about my work and if there is something I would do differently next time. * I can reflect on the outcome of my work and discuss if the outcome was as I intended.   I can use feedback to make any potential amendments to my work. | CLASS PROJECT – ADAPTABLE TO PLANNING |