

Our Art Curriculum

Intent of the Art Curriculum

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Implementation of the Art Curriculum

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.



Nursery

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Nursery Rhymes	Brilliant Birds	Pets	Splash	Transport	Mini beast Madness
Focus/ Content	<p>Collaborative collage to make ducks</p> <p>Drawing spiders using circles and lines.</p> <p>Making salt dough jam tarts</p> <p>Creating faces using natural materials the children have collected</p>	<p>Making binoculars for bird watching</p> <p>Collaborative collage of an owl using ripping and tearing technique</p> <p>Chalk pictures on black card of a forest at night time.</p> <p>Water themed artwork – wax resist</p>	<p>Collage of a friend</p> <p>Paint animals</p> <p>Creating different dogs, (spotty/hairy/curly) using collaging and different techniques</p>	<p>Drawing a present for Billy</p> <p>Designing own buckets</p> <p>Decorating plastic buckets with whiteboard pens</p> <p>Making our own boats- junk modelling</p> <p>Make and write Easter cards</p>	<p>Use paint to make representation from the story</p> <p>Making oil pastel seaside images</p> <p>Making small world city</p>	<p>Weaving a web/plates</p> <p>Paint pictures of bugs /animals we saw!</p> <p>Make a symmetrical butterfly print by folding over the paper.</p> <p>Painting the busy spider</p> <p>Make glittery web pictures</p> <p>Self portraits</p> <p>Junk modelling insects</p>
Skills	<p>I can join different materials and explore different textures EAD NUR</p> <p>I can create closed shapes and line to represent objects EAD NUR</p>	<p>I can use drawing to represent the storm in the story</p> <p>I can name some colours and what colour they make when mixed</p> <p>I can use one handed tools and equipment – chalk, tape</p> <p>I can explore what happens when you mix paint with crayons</p> <p>I can tear paper to create a collage</p>	<p>I can use a paint brush effectively and with increasing control</p> <p>I can manipulate materials to create different textures</p> <p>I can create closed shapes and line to represent objects</p>	<p>I can draw with increasing detail</p> <p>I can show preference for dominate hand</p> <p>I can join different materials and explore different textures</p> <p>I can use a range of tools (scissors, glue, tape) to create a boat</p>	<p>I can join different materials and explore different textures – oil pastels and collage</p> <p>I can show different emotions in my drawing</p> <p>I can make imaginative small worlds with blocks</p>	<p>I can join different materials and explore different textures</p> <p>I can use one handed tools and equipment – glue, scissors, take, hole punch</p> <p>I can draw my self-using a pencil with increasing detail</p> <p>I can use my own ideas and decide what materials to use to junk model and insect</p> <p>I can fold paper to create a symmetrical butterfly</p>
Knowledge	<p>I know how to create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>I know that drawings and paintings can show feeling and emotion and I know how to include this in my artwork</p>	<p>I know that drawing can represent ideas like movement or loud noises.</p> <p>I know that colours can be mixed together to create new ones</p> <p>I know how to Join different materials and explore different textures</p>	<p>I know how to Draw with increasing complexity and detail</p> <p>I know how to Join different materials and explore different textures</p>	<p>I know how to Draw with increasing complexity and detail</p> <p>I know how to create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>I know how to Join different materials and explore different textures</p>	<p>I know that drawings and paintings can show feeling and emotion and I know how to include this in my artwork</p> <p>I know how to explore different materials freely, develop my ideas about how to use them and what to make.</p>	<p>I know that drawings and paintings can show feeling and emotion and I know how to include this in my artwork</p> <p>I know how to Draw with increasing complexity and detail</p> <p>I know how to Join different materials and explore different textures</p> <p>I know how to explore different materials freely, develop my ideas about how to use them and what to make.</p> <p>I know how to Join different materials and explore different textures</p>
Vocabulary	<p>Drawing: pencil, line, colour in, straight, circle/other shapes, rubber, portrait</p> <p>Construction: Cut, stick, tape, pull, push, on, below, next to, above</p> <p>Painting: brush, paint, mix, palette, dip, colour, names</p> <p>Collage: fabric, collage, stick, positional language</p> <p>Artists: Artist, painter, sculptor</p>					
*Ambitious vocabulary						
*previous vocabulary						

Reception

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Friends and feelings	People who help US	What's is like far away	Growing	Traditional tales	Down on the farm
Focus/ Content	Self-portraits/ Portraits of new friends. Printing autumn trees. Colour mixing for feelings pictures- Picassos blue period Collaborative collage	Rangoli patterns/clay divas Christmas cards Bonfire night picture Police car weaving	Shades of blue colour mixing. African patterns/Animal prints Animal bservation Drawing Explore Vincent Van Gogh's art work	Natural landscapes using Claude Monet Daffodil observational drawing Landscape painting mixed media Rubbings of things in wild area- tree leaves etc compare pattern Fairy garden	Pastel Jungle pictures Character Drawing wolf Indian dancing Story acting out Making 3 pig houses with range of materials	Free painting- farm animals we saw Animal Pencil Drawing Summer pictures- pastel drawings with charcoal and colour mixing for a sunset. Ladybird biscuits Ladybird hand prints
Skills	I can develop my small motor skills to draw a face I can talk about my own work in detail and using new vocabulary I can create collaboratively sharing ideas, skills and resources	I can safely use and explore a variety of materials, tools and techniques to create some Diwali art I can share my creations, explaining the process they have used. I can show increasing control to weave paper	I can Use a range of small tools, including scissors, paintbrushes I can Begin to show accuracy and care when drawing a penguin I can build on pervious learning to develop my skills I can create pictures using a variety of materials in African pattern style I can develop my skills and accuracy to create a chalk image in the style of Van Gogh	I can explore and refine a variety of artistic effects to express my ideas I can build on pervious learning to develop my skills I can Explore the natural world around me, making observations and drawing pictures of plants I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	I can explore and refine a variety of artistic effects to create a jungle picture I can Begin to show accuracy and care when drawing. I can share my creations, explaining the process I have used.	I can Use a range of small tools- scissors I can show accuracy and care when drawing.
Knowledge	I know the names of different colours and know how to make new colours by mixing I know how to draw basic features of face to make a face portrait I know how to collage with a range of materials to create a worry monster I know how to share resources and ideas to create a large collage of Ruby	I know how to weave paper to create a pattern I know how to use a range of small tools	I know how to make a colour lighter or darker I know the steps to draw a penguin I know how to show accuracy with my drawing skills I know that Vincent Van Gogh was a famous artist and can talk about his starry night picture I know about Traditional African patterns I know how to create use a range of media to make animal patterns	I know how to improve my own work I know how to make an observational drawing of a plant I know how to combine different materials with natural materials to make a fairy garden I know how to show accuracy with my drawing skills	I know how to use pastel to create a jungle scene I know how to plan my work and follow the plan to build and make houses I know how to talk about what I have made, sharing the process I know how to show accuracy with my drawing skills	I know how to safely use a range of materials, tools and techniques when painting, drawing and collaging I know how to talk about what I have made, sharing the process
Vocabulary *Ambitious vocabulary *previous vocabulary	ART Drawing: pencil, line, colour in, straight, circle/other shapes, rubber, portrait Construction: Cut, stick, tape, pull, push, on, below, next to, above Painting: brush, paint, mix, palette, dip, colour, names, rangoli Collage: fabric, collage, stick, positional language Artists: Artist, painter, sculptor DT Design: Picture, drawing, use Make: Change, tools, materials Evaluate: idea, improve Cooking: food, meal, snack, healthy, diet					

Year 1

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Getting to know me and my world.	A Toy's Story	Our Animal Adventures	To infinity and Beyond	Bright lights, Big city.	Ready, Steady, Grow
Focus/ Content	<ul style="list-style-type: none"> - Picasso, creating own pictures of abstract faces. - Self portraits - Collaborative artwork of landmarks (Victoria tower) in Huddersfield. - Sketch of Castle Hill. - Collage of castle Hill. - Funny bones artwork skeleton (paper straws) 	<ul style="list-style-type: none"> - Sketch favourite toys. - Banksy 	<ul style="list-style-type: none"> - Continuing animal print sketch. - Austin's Butterfly animal sketch. (teacher can choose any animal) - Paper plate animal masks. - Van Gogh/Monet 	<ul style="list-style-type: none"> - Responding to artist's ideas and re-creating Van Gogh, Starry Night. - Chalk solar system using chalks on black - different techniques e.g. smudging. - Barbara Hepworth 	<ul style="list-style-type: none"> - Observational drawing of the King. - Sketching Landmarks: Tower Bridge. - Salt dough 3D models of the King (painted). - Vivienne Westwood - Mother's day cards (11.5.25) 	<ul style="list-style-type: none"> - Wassily Kandinsky, Squares with concentric circles. - Giuseppe Arcimboldo, fruit faces. - Sketching pansies - Andy Warhol - Father's day cards (15.6.25)
Skills	<p>I can respond to ideas and starting points and explore different methods and materials</p> <p><u>Painting</u> I can use thick and thin brushes. I can mix primary colours to make secondary and mix white to colours to make tints and black to colours to make tones.</p> <p><u>Collage</u> I can use a combination of materials that are cut, torn and glued to create texture.</p> <p><u>Drawing</u> I can draw lines of different sizes and thickness. I can colour (own work) neatly following the lines. I can show pattern and texture by adding dots and lines.</p> <p><u>Sculpture</u> I can use techniques such as rolling, cutting, moulding and carving. I can join materials using glue and/or a stitch.</p>	<p>I can respond to ideas and starting points and explore different methods and materials</p> <p><u>Drawing</u> I can draw lines of different sizes and thickness. I can colour (own work) neatly following the lines. I can show pattern and texture by adding dots and lines.</p>	<p>I can respond to ideas and starting points and explore different methods and materials</p> <p><u>Drawing</u> I can draw lines of different sizes and thickness. I can colour (own work) neatly following the lines. I can show pattern and texture by adding dots and lines.</p> <p><u>Sculpture</u> I can use techniques such as rolling, cutting, moulding and carving. I can join materials using glue and/or a stitch.</p>	<p>I can respond to ideas and starting points and explore different methods and materials</p> <p>I can use a variety of different art materials, e.g. chalk, pastels.</p> <p><u>Drawing</u> I can draw lines of different sizes and thickness. I can colour (own work) neatly following the lines. I can show pattern and texture by adding dots and lines.</p>	<p>I can respond to ideas and starting points and explore different methods and materials</p> <p><u>Drawing</u> I can draw lines of different sizes and thickness. I can colour (own work) neatly following the lines. I can show pattern and texture by adding dots and lines.</p> <p><u>Sculpture</u> I can use techniques such as rolling, cutting, moulding and carving. I can join materials using glue and/or a stitch.</p>	<p>I can respond to ideas and starting points and explore different methods and materials</p> <p><u>Painting</u> I can use thick and thin brushes. I can mix primary colours to make secondary and mix white to colours to make tints and black to colours to make tones.</p> <p><u>Drawing</u> I can draw lines of different sizes and thickness. I can colour (own work) neatly following the lines. I can show pattern and texture by adding dots and lines.</p>
Knowledge	<p>I know how to use a range of materials creatively.</p> <p>I know how to use different techniques (drawing, painting, sculpture).</p> <p>I know how to share ideas, experiences and imagination.</p> <p>I know who different artists, craft makers and designers are and can describe their work.</p>	<p>I know how to use a range of materials creatively.</p> <p>I know how to use different techniques (drawing, painting, sculpture).</p> <p>I know who different artists, craft makers and designers are.</p>	<p>I know how to use a range of materials creatively.</p> <p>I know how to use different techniques (drawing, painting, sculpture).</p> <p>I know how to share ideas, experiences and imagination.</p> <p>I know who different artists, craft makers and designers are.</p> <p>I know how to develop different techniques (colour,</p>	<p>I know how to use a range of materials creatively.</p> <p>I know how to use different techniques (drawing, painting, sculpture).</p> <p>I know who different artists, craft makers and designers are.</p>	<p>I know how to use a range of materials creatively.</p> <p>I know how to use different techniques (drawing, painting, sculpture).</p> <p>I know who different artists, craft makers and designers are.</p> <p>I know how to develop different techniques (colour, pattern, texture, line, shape, form and space).</p>	<p>I know how to use a range of materials creatively.</p> <p>I know how to use different techniques (drawing, painting, sculpture).</p> <p>I know who different artists, craft makers and designers are.</p> <p>I know how to develop different techniques (colour, pattern, texture, line, shape, form and space).</p>

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Vocabulary *Ambitious vocabulary *previous vocabulary	Drawing: thick, thin, sketch, texture Construction: roll, knead sculpture texture, construct, cutting, moulding, stitch Painting: Primary colours, Brush paint mix palette dip colour names Collage: Texture construct cut, weave, Artists: Style, artists, Picasso similarities differences	Drawing: thick, thin, sketch, texture Construction: roll, knead sculpture texture, construct, cutting, moulding, stitch Painting: Primary colours, Brush paint mix palette dip colour names Collage: Texture construct cut, weave,	Drawing: thick, thin, sketch, texture Construction: roll, knead sculpture texture, construct, cutting, moulding, stitch Painting: Primary colours, Brush paint mix palette dip colour names Collage: Texture construct cut, weave,	Painting: Primary colours, Brush paint mix palette dip colour names, chalk, smudge Artists: Style, artists Van Gogh, Barbara Hepworth similarities differences	Drawing: thick, thin, sketch, texture Painting: Primary colours, Brush paint mix palette dip colour names Collage: Texture construct cut, weave, Artists: Style, artists, Kandinsky, Archimboldo, Vivienne Westwood similarities differences	Drawing: thick, thin, sketch, texture Construction: roll, knead sculpture texture, construct, cutting, moulding, stitch Collage: Texture construct cut, weave, Artists: Style, artists, Kandinsky, Warhol similarities differences

Year 2

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Wonders of the World If you had a magic carpet where would you go?	African Adventure What is it like to live in Africa?	Ahoy there! What is it like to be a pirate	London's Burning! What was it like in London in 1666?	Glorious gardens! Where and how do plants grow?	Transport Travelling, trains and the Titanic!
Focus/ Content	Draw shapes for and colour magic carpet. Sunset background for landmark artwork. Make a magic carpet. Landmarks for inspiration day – pyramid, statue of liberty, Taj Mahal and the Great Wall of China. Leaning Tower of Pisa Create ocean artwork making tints for different layers of the ocean.	Look at the shape of Africa and use to create sunset artwork using chalk. Sketch animals including a range of animal fur patterns. Continue the other half of the animal and pattern. Make masks	Mother's Day cards. Folding tulip cut-out Curling paper hyacinth Create background for Easter card. Sketch Blackbeard and add detail.	Watercolour poppy art using different materials for flower – tissue paper and art straw. Collaborative task- In groups children make small poppies to stick on large paper. Cut out silhouette of soldier and cut out using black card to create silhouette. GFOL art work -Use marbling paint for background and template of houses using black card for silhouette. Cover white card with orange, red and yellow tissue paper with some sticking up at top for the fire. Use black strips of card to create houses on top. Observational drawings of GFOL house using sketching pencils and charcoal. Different coloured strips of paper to create a Christmas tree	Look at work of local artist Barbara Hepworth and re-create work. Look at work of natural artist Andy Goldsworthy. Re-create natural art inspired by Andy Goldsworthy. Look at the work of Van Gogh to create Sunflower artwork. Compare and contrast works of famous artists. Create art work printing natural objects.	Plymouth Harbour by Norman Wilkinson – How does it make us feel? Create artwork inspired by Norman Wilkinson. Father's day cards
Skills	To Develop Ideas I can respond to ideas and starting points and explore different methods and materials Drawing I can draw lines of different sizes and thickness. I can colour (own work) neatly following the lines. I can join materials using glue and/or a stitch.	To Develop Ideas I can respond to ideas and starting points and explore different methods and materials I can join materials using glue and/or a stitch. I can use a variety of different art materials, e.g. chalk, pastels.	To Develop Ideas I can respond to ideas and starting points and explore different methods and materials I can join materials using glue and/or a stitch.	To Develop Ideas I can respond to ideas and starting points and explore different methods and materials I can join materials using glue and/or a stitch. I can use a variety of different art materials, e.g. chalk, pastels.	To Develop Ideas I can respond to ideas and starting points and explore different methods and materials I can join materials using glue and/or a stitch. Collage I can use a combination of materials that are cut, torn and glued. I can mix materials to create texture	To Develop Ideas I can respond to ideas and starting points and explore different methods and materials I can join materials using glue and/or a stitch.
Knowledge	I know how to use different techniques (drawing, painting, sculpture). I know how to share ideas, experiences and imagination. I know how to develop different techniques (colour, pattern, texture, line, shape, form and space). I know who different artists, craft makers and designers are. I know how to describe differences and similarities.	I know how to use different techniques (drawing, painting, sculpture). I know how to develop different techniques (colour, pattern, texture, line, shape, form and space). I know who different artists, craft makers and designers are. I know how to describe differences and similarities.	I know how to use different techniques (drawing, painting, sculpture). I know how to develop different techniques (colour, pattern, texture, line, shape, form and space). I know who different artists, craft makers and designers are. I know how to describe differences and similarities. I know how to make links to my own work.	I know how to use different techniques (drawing, painting, sculpture). I know how to develop different techniques (colour, pattern, texture, line, shape, form and space). I know who different artists, craft makers and designers are. I know how to describe differences and similarities. I know how to make links to my own work.	I know how to use a range of materials creatively. I know how to use different techniques (drawing, painting, sculpture). I know how to develop different techniques (colour, pattern, texture, line, shape, form and space). I know who different artists, craft makers and designers are. I know how to describe differences and similarities.	I know how to use a range of materials creatively. I know how to use different techniques (drawing, painting, sculpture). I know how to develop different techniques (colour, pattern, texture, line, shape, form and space).

	I know how to make links to my own work.	I know how to make links to my own work.			I know how to make links to my own work.	I know who different artists, craft makers and designers are. I know how to describe differences and similarities. I know how to make links to my own work.
Vocabulary *Ambitious vocabulary *previous vocabulary	Drawing: Shade, smudge, blend Construction: Join natural man-made form recycled Painting: shade, poster/powder artefact mono printing motif wash	Drawing: Shade, smudge, blend, charcoal Construction: silhouette Painting: shade, poster/powder artefact watercolour, printing marbelling	Drawing: Shade, smudge, blend Construction: Join natural man-made form recycled Painting: shade, poster/powder artefact chalk	Drawing: Shade, smudge, blend Construction: Join natural man-made form recycled, curling Painting: shade, poster/powder artefact marbelling	Drawing: Shade, smudge, blend Construction: Join natural man-made form recycled Painting: shade, poster/powder artefact mono printing motif wash Artists: Local, Barbara Hepworth, Andy Goldsworthy, Van Gogh	Drawing: Shade, smudge, blend Construction: Join natural man-made form recycled Painting: shade, poster/powder Artists: Local, Norman Wilkinson

Local links/Inspiration /Enrichment activities

Nursery - Learn a Nursery Rhyme competition, Baking jam tarts, visit from Owl Sanctuary, bird search in the Wild Area, Chinese New Year, Faith Day, visit from Pets@Home, Pirate Day, Mini bus picnic, Meet A Creature (bugs n beasties), Ugly Bug Ball

Reception – Music day, Junk Modelling competition, Numicon workshop/Phonics workshops, Visits from people who help us (police, paramedic), Inspiration Days - Big Bad Bill, Come to school as people who help us, Walk to local post box, Divali – Hinduism Faith Day, EYS Xmas Stay n Play involving parents in our learning, Train Ride day to launch book/possible trip to KLR, EYS Nativity performance, Penguin day- to launch blue penguin, Ice experiments, Easter Visit to Church, Growing day with parents, Superhero dress up day-how to save the world, Library visit, PJ day and bring your favorite story, Farm visit.

Year 1 – local walk, Trip to Eureka, Trip to Castle Hill, Hannukah – Judaism Faith Day, Santa trip, Christmas Family Fun at the St James Church, Making puppets, visit from Meet A Creature, Space Dome, Easter Family Fun at the school, Passover – Jewish Faith day, Trip to the Beaumont Park.

Year 2 –Collective DT project to build landmarks, Tour of landmarks on bikes, Christmas Family Fun at the school, Fire in the Wild Area, Pirate Ron, Easter Family Fun at the St James Church, Islamic Faith Day, Walk to Tolson Gardens/Ravensknowle Park, visit church for leavers, Visit to KLR.

Key Stage 1 Statements taken from National Curriculum –(Statutory Requirements)

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Statements taken from National Curriculum – Spoken Language (Literacy) (Statutory Requirements)

Pupils should be taught to:

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Consider and evaluate different viewpoints, attending to and building on the contributions of others

Impact of the Art Curriculum

Pupils should be able:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- know about great artists, architects and designers in history.

Our DT Curriculum

Intent of the DT Curriculum

Our high quality CLICK Curriculum in Design and technology will 'inspire the creativity and imagination in pupils to design and make their own products.' (National Curriculum, 2019) Our children will gain a wide range of subject knowledge to apply their skills across different subjects. They will look at ways in becoming resourceful and innovative to take risks safely and become adaptable learners. Our rich curriculum will allow children to develop critical thinking and explore design and technology past and present. As our children leave key stage one they will be able to make contributions to creativity and the wider world.

Our milestone document is carefully thought out to include the statutory components of the national curriculum to ensure all children are progressing in their own learning journey throughout our schools.

Implementation of the DT Curriculum



Local links/Inspiration /Enrichment activities

Nursery- Baking jam tarts

Reception- Junk Modelling

Year 1 - Making puppets,

Year 2 - Pirate Ron Visit - making puppets.

Key Stage 1 Statements taken from National Curriculum –(Statutory Requirements)

Pupils should be taught about:

Design

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- Explore and evaluate a range of existing products evaluate their ideas and products against design criteria

Technical knowledge

- Build structures exploring how they can be made stronger, stiffer and more stable
- Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Cooking and Nutrition

- Use the basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from.

Statements taken from National Curriculum – Spoken Language (Literacy) (Statutory Requirements)

Pupils should be taught to:

- *Listen and respond appropriately to adults and their peers*
- *Ask relevant questions to extend their understanding and knowledge*
- *Use relevant strategies to build their vocabulary*
- *Articulate and justify answers, arguments and opinions*
- *Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings*
- *Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments*
- *Participate in discussions, presentations, performances, role play, improvisations and debates*
- *Consider and evaluate different viewpoints, attending to and building on the contributions of others*

Impact of the DT Curriculum

Our Design and Technology curriculum is high quality and allows children to develop creativity in everyday life. Children at our school will develop practical skills which allow them to be confident when participating in technical tasks and be successful in a world enriched with technology. Children will be able to develop knowledge and understanding of the skills that they learn to design and develop products for a wide range of consumers. They will be able to be critical about their products and identify successes and problems by testing to ensure that products are appropriate for the use of others. In addition to this, they will be able to learn about nutrition and the basic skills of cooking. Our Design and Technology curriculum is creative and practical and will allow children to apply these skills in wider life and relevant contexts.

In addition, we will measure the impact of our curriculum through the following methods:

- Regularly assessed pieces of work, using the milestones documents.
- Opportunities for the children to look back at their own learning within their CLICK books to show their understanding.
- Pupil voice discussions with senior leadership to allow children to express their learning and experiences.

