



# **Art & DT**

## **Curriculum Overview, Intent and Aims & Learning Outcomes**

### Intent and aims:

At Parkside our curriculum is designed to inspire and engage children through a broad range of exposure to various art and design. We believe art and design should inspire creativity and imagination, enabling pupils to create art and products within a variety of contexts, and that are able to solve real problems. In design, pupils will become resourceful, innovative and enterprising citizens. In art, children will learn to appreciate art in a variety of contexts, and how it can represent various times in history and emotions. Pupils will apply their science, maths, reading and writing to activities.

We aim to support children to:

- Develop creative and practical expertise
- Develop confidence
- Build and apply knowledge, understand skills, techniques and tools in order to make various pieces and products
- Gain life skills, including but not exclusive to cooking and nutrition
- Recognise art and design in the world around them
- Develop a sophisticated and ambitious vocabulary and express themselves using oracy skills
- Have a growth mindset, and a positive attitude towards art and design
- Be courageous in their creativity, have high aspirations for themselves, resilient in overcoming challenges and excellent in their outcomes.

Practical knowledge	Theoretical knowledge	Disciplinary knowledge
<p>This knowledge centres around developing technical proficiency. This is the knowledge of <u>how</u> to create art.</p> <p>Practical knowledge is the development of knowledge surrounding materials, techniques and methods used in art and design.</p> <p>This is where they will learn vocabulary used to identify materials and techniques (receptive expertise), as well as how they can use those materials or techniques in their own practice (productive expertise).</p> <p>Example: in painting, children will learn about shape and colours, such as warm and cold colours – this is receptive expertise. They will learn how to mix these colours to create a picture of certain light and create a form – this is productive expertise.</p>	<p>This knowledge type allows children to understand a broader picture, making connections as well as learning more about the tools and materials used in the subject.</p> <p>This includes learning about great artists, craft-makers, designers. It also includes art history and cultural development of art. This is not simply learning an artist's name and the dates they lived; it is discussing meaning and interpretation, material and processes, connections to time periods.</p> <p>Theoretical knowledge allows for practical application of practical knowledge, putting it into context.</p> <p>Simply put, it is using vocabulary and practical knowledge to make sense of artist's work.</p>	<p>Art and design are fluid, expressive and dynamic, making disciplinary knowledge important. Disciplinary knowledge supports conversation about art, and allows children to make sense of, interpret and judge claims made about art. This aspect is particularly important when supporting our children's oracy. This links closely to theoretical knowledge, the difference being that disciplinary knowledge focuses on the norms, products and purposes of art and how art is thought of as a discipline.</p> <p>Key questions to be answered would be:</p> <ul style="list-style-type: none"> <li>- How is art made? What is art?</li> <li>- How is art judged?</li> <li>- What is the purpose of creative subjects?</li> <li>- How does design affect the lives of users?</li> <li>- How does design affect human environments?</li> </ul> <p><u>Purpose</u> is added to the curriculum by linking the purpose of art and design to life, which is the reason each half term we will focus on 'we are _____' and name the career path we are following.</p> <p>Art encourages conversation – you should too!</p>

## Theoretical and disciplinary knowledge

EYFS	<p>Children will learn to:</p> <ul style="list-style-type: none"> <li>• Express their feelings about art</li> <li>• Understand how to listen carefully</li> <li>• Learn new vocabulary</li> <li>• Articulate ideas in well-formed sentences</li> <li>• Think about the perspective of others</li> <li>• Recognise some similarities and difference between life in this country and other countries (cooking)</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways</li> </ul>	
Year 1	<ul style="list-style-type: none"> <li>• I know a colour can show a feeling</li> <li>• I know art can show something about the artist's personality</li> <li>• I know there are different ways to create art</li> <li>• I know materials have different properties</li> <li>• I know art can inspire me (give me ideas)</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk about the colours in art</li> <li>• I can talk about shapes I see in art</li> <li>• I can talk about what I like and dislike in art</li> <li>• I can talk about what materials an artist has chosen</li> <li>• I can imitate another artist's work</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• I know there are lots of paint brushes</li> <li>• I know art can show personality, or feeling</li> <li>• I know there are lots of artists who have lots of different styles</li> <li>• I know art can be different in different cultures</li> </ul>	<ul style="list-style-type: none"> <li>• I can discuss if I think an artist has used thick or thin brushes</li> <li>• I can discuss an artist's use of colour, and what I think it says about them/their mood</li> <li>• I can talk about the art I see, talking about the colours and shapes</li> <li>• I can talk about how I know what culture art represents</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• I know art can be connected to times in history</li> <li>• I know colours can reflect mood, be warm and cool</li> <li>• I know materials have different properties</li> </ul>	<ul style="list-style-type: none"> <li>• I can begin to discuss a movement in art history</li> <li>• I can begin to discuss why colours can be used</li> <li>• I can discuss the texture an artist has chosen to use</li> <li>• I can begin to discuss what tools would have been used in a design</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• I know art has its own history</li> <li>• I know colour can be used to portray a message</li> <li>• I know materials have different properties</li> <li>• I know there are different ways to shade and portray light</li> <li>• I know materials have different properties</li> </ul>	<ul style="list-style-type: none"> <li>• I can discuss a movement in art history, and compare it to another</li> <li>• I can explain how I think colour, tint and shade had been used</li> <li>• I can discuss why an artist has chosen a texture</li> <li>• I can identify shading techniques</li> <li>• I can identify materials and tools used</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• I know paintings can give clues to what time they're from</li> <li>• I know artists use different brushstrokes for effect</li> <li>• I know artists use different colours for effect</li> <li>• I know art and design has cultural relevance</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain how to identify when in art history art is from</li> <li>• I can begin to judge art subjectively by commenting on the artists technique</li> <li>• I can begin to judge art subjectively by commenting on the artists use of colour</li> <li>• I can discuss cultural relevance of art/design</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• I know art is subjective</li> <li>• I know is expressive</li> <li>• I know how to discuss art</li> <li>• I know a range of artists</li> <li>• I know the purpose of different brushstrokes</li> <li>• I know how to describe colours</li> </ul>	<ul style="list-style-type: none"> <li>• I can discuss art critically by using key vocabulary</li> <li>• I can discuss the period of art history art leans to, including how I know</li> <li>• I can explain what I think an artist is trying to convey</li> </ul>

## Painting – practical knowledge

EYFS	Children will learn to: <ul style="list-style-type: none"> <li>• Express my feelings and consider feelings of others</li> <li>• See myself as a valuable individual (showing me in a painting)</li> <li>• Name and describe people familiar to me</li> <li>• Use talk to organise thinking and explain how things work and why they might happen</li> <li>• Understand how to listen carefully and why listening is important</li> <li>• Show resilience and perseverance in the face of challenge</li> <li>• Use core muscle strength to achieve good posture when sitting at a table</li> <li>• Develop small motor skills so I can use tools competently, safely and confidently</li> <li>• Continue, copy and create repeating patterns</li> <li>• Explore, use and refine a variety of artistic effects to express ideas and feelings</li> </ul>	
Year 1	<ul style="list-style-type: none"> <li>• I know different sized (width) of brushes will look different</li> <li>• I know how to hold my brush (like a pencil)</li> <li>• I know the primary colours</li> <li>• I know the primary colours</li> <li>• I know that colour can be linked to feeling</li> </ul>	<ul style="list-style-type: none"> <li>• I can choose the best brush for what I need</li> <li>• I can paint with limited control</li> <li>• I can identify and sort the primary and secondary colours</li> <li>• I can mix the primary colours to make a new colour</li> <li>• I can use colour to show feelings</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• I know the width of a brush look different when painting</li> <li>• I know the primary and secondary colours</li> <li>• I know there are warm colours</li> <li>• I know there are cool colours</li> <li>• I know how to load my brush</li> </ul>	<ul style="list-style-type: none"> <li>• I can choose the most appropriate brush</li> <li>• I can mix two primary colours and accurately say what colour it will create</li> <li>• I can mix warm colours</li> <li>• I can mix cool colours</li> <li>• I can load different amounts so I don't have too much or too little</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• I know brushes can look different on paper</li> <li>• I know the colours on a colour wheel</li> <li>• I know colours can represent mood</li> <li>• I know tint is changed by adding white</li> <li>• I know shade is changed by adding black</li> </ul>	<ul style="list-style-type: none"> <li>• I can experiment with different brushes for effect</li> <li>• I can mix secondary and tertiary colours with increasing accuracy</li> <li>• I can use warm and cool colours to create an effect</li> <li>• I can begin to experiment with changing the tint of a colour</li> <li>• I can begin to experiment with changing the shade of a colour</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• I know brushes look different on paper</li> <li>• I know the colours on a colour wheel</li> <li>• I know warm and cool colours create a mood</li> <li>• I know how tint and shade are changed</li> </ul>	<ul style="list-style-type: none"> <li>• I can begin to identify the most appropriate brush for what I am painting</li> <li>• I can mix colours with increasing accuracy</li> <li>• I can begin to experiment with tint and shade of warm and cool colours</li> <li>• I can experiment with the amount of white and black I put in</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• I know brushes have different purposes</li> <li>• I know how to mix colours on the colour wheel</li> <li>• I know colour and shape can create a mood in paintings</li> <li>• I know how tint and shade are changed</li> </ul>	<ul style="list-style-type: none"> <li>• I can choose different brushes for different purposes</li> <li>• I can accurately mix the colours I need</li> <li>• I can experiment with shape to add to the mood of a painting</li> <li>• (<i>soft circles, waves vs ragged edges, spikes</i>)</li> <li>• I can begin to reflect light and shadows in paintings</li> </ul>

Year 6	<ul style="list-style-type: none"><li>• I know brushes can be used to create different effects</li><li>• I know how to mix a range of colours</li><li>• I know how to create a mood in my paintings</li><li>• I know how to change the tone, tint and shade of a colour</li></ul>	<ul style="list-style-type: none"><li>• I can choose the most appropriate brush</li><li>• I can accurately mix the colour I need</li><li>• I can use colour and shape to represent this</li><li>• I can accurately change the tone, tint and shade of a colour (<i>to reflect light path, shadows etc</i>)</li></ul>
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## Collage – practical knowledge

EYFS	Children will learn to: <ul style="list-style-type: none"> <li>• Express my feelings and consider feelings of others</li> <li>• See myself as a valuable individual</li> <li>• Understand how to listen carefully and why listening is important</li> <li>• Show resilience and perseverance in the face of challenge</li> <li>• Use core muscle strength to achieve good posture when sitting at a table</li> <li>• Develop small motor skills so I can use tools competently, safely and confidently</li> <li>• Continue, copy and create repeating patterns</li> </ul>	
Year 1	<ul style="list-style-type: none"> <li>• I know I should hold scissors with my thumb and first finger (index finger)</li> <li>• I know how to be safe using scissors</li> <li>• I know different materials have different properties</li> </ul>	<ul style="list-style-type: none"> <li>• I can hold scissors correctly with limited control</li> <li>• I can hold scissors away from me, and pass them safely</li> <li>• I can describe the materials I'm using (colour, texture)</li> <li>• I can fold, tear and crumple materials</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• I know how to hold scissors correctly and safely</li> <li>• I know materials have different properties</li> </ul>	<ul style="list-style-type: none"> <li>• I can cut with increasing control</li> <li>• I can begin to choose materials based on their colour and feel</li> <li>• I can fold, tear and crumple materials</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• I know how to hold scissors correctly and safely</li> <li>• I know materials have different properties</li> </ul>	<ul style="list-style-type: none"> <li>• I can cut with control and increasing accuracy</li> <li>• I can decide whether it is better to cut or tear a material</li> <li>• I can choose a material for its texture</li> <li>• I can begin to use colour to create an effect</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• I know how to hold scissors to cut with control</li> <li>• I know materials can be chosen for effect</li> <li>• I know materials and colour can be chosen for effect</li> </ul>	<ul style="list-style-type: none"> <li>• I can cut with accuracy</li> <li>• I can experiment with colours to create an effect, using my knowledge of warm and cool colour</li> <li>• I can begin to combine visual and tactile qualities</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• I know I can combine materials for effect</li> <li>• I know different materials have different properties</li> </ul>	<ul style="list-style-type: none"> <li>• I can use both tactile and visual materials, identifying the best material for what I need</li> <li>• I can identify whether cutting or tearing will give me the most precision</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• I know I can combine materials for effect</li> <li>• I know different materials have different properties</li> <li>• I know colour can be used to represent mood</li> </ul>	<ul style="list-style-type: none"> <li>• I can use both explaining why I have chosen the material or colour</li> <li>• I can tear or cut with precision</li> <li>• I can symbolise a feeling in my collage</li> </ul>

## Drawing – practical knowledge

EYFS	<p>Children will learn to:</p> <ul style="list-style-type: none"> <li>• Express my feelings and consider feelings of others</li> <li>• See myself as a valuable individual</li> <li>• Name and describe people familiar to me</li> <li>• Show resilience and perseverance in the face of challenge</li> <li>• Use core muscle strength to achieve good posture when sitting at a table</li> <li>• Develop small motor skills so I can use tools competently, safely and confidently</li> <li>• Continue, copy and create repeating patterns</li> <li>• Explore, use and refine a variety of artistic effects to express ideas and feelings</li> </ul>	
Year 1	<ul style="list-style-type: none"> <li>• I know how to hold my pencil</li> <li>• I know how to hold my pencil</li> <li>• I know I can push hard for a dark light, or gently for a light line</li> <li>• I know I can draw with more than just pencils</li> <li>• I know I can use other art to inspire me (give me ideas)</li> </ul>	<ul style="list-style-type: none"> <li>• I can observe and draw shapes and lines with adult support</li> <li>• I can draw with increasing control</li> <li>• I can begin to show different tones in my lines and shapes</li> <li>• I can begin to use a mix of drawing tools (chalk, pastels, felt tips, pencil, charcoal)</li> <li>• I can begin to imitate art, adding my own personality in</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• I know how to hold my pencil</li> <li>• I know I can change hold much pressure I put (how hard or gentle I push on my drawing utensil) to change the tone</li> <li>• I know there are different drawing utensils</li> <li>• I know I can use other art to inspire me (give me ideas)</li> </ul>	<ul style="list-style-type: none"> <li>• I can observe and draw shapes and lines</li> <li>• I can draw with increasing control</li> <li>• I can show clear different tones in my drawings</li> <li>• I can use a mix of drawing tools (chalk, pastels, felt tips, pencil, charcoal)</li> <li>• I can observe art and add my own personality/individuality</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• I know how to hold my pencil and change my pressure</li> <li>• I know light casts a shadow, and will be different depending on where the light source is</li> </ul>	<ul style="list-style-type: none"> <li>• I can begin to imitate shading techniques used in art</li> <li>• I can show an awareness of where a shadow would lay</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• I know how to hold my pencil and change my pressure</li> <li>• I know shadows change depending on the light source</li> <li>• I know objects look different depending on where I'm looking at them</li> </ul>	<ul style="list-style-type: none"> <li>• I can observe and imitate a range of shading techniques</li> <li>• I can change the size and shape of the shadow depending on a light source</li> <li>• I can begin to show an understanding of perspective in my drawing</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• I know how to use my drawing utensil to shade in different ways</li> <li>• I know objects have a third dimension</li> </ul>	<ul style="list-style-type: none"> <li>• I can create texture in my art</li> <li>• I can apply the effect of light and shadows in my art</li> <li>• I can begin to show a focal point and horizon</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• I know how to shade</li> <li>• I know objects have a third dimension</li> <li>• I know proportion is the how the size relates on paper</li> </ul>	<ul style="list-style-type: none"> <li>• I can create texture and create shadows based on a light source</li> <li>• I can show a clear focal point</li> <li>• I can begin to use grid lines to draw with some proportion</li> </ul>

## Cooking and nutrition – practical knowledge

EYFS	<p>Children will learn to:</p> <ul style="list-style-type: none"> <li>• Express my feelings and consider feelings of others</li> <li>• Use talk to organise thinking and explain how things work and why they might happen</li> <li>• Understand how to listen carefully and why listening is important</li> <li>• Use core muscle strength to achieve good posture when sitting at a table or on the floor</li> <li>• Develop small motor skills so I can use tools competently, safely and confidently</li> </ul>	
Year 1	<ul style="list-style-type: none"> <li>• I know it is important to keep my hands clean</li> <li>• I know how to get ready to cook with some help</li> <li>• I know there are lots of ingredients I can use when cooking</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain how to wash my hands</li> <li>• I can recall some of the steps to get prepared to cook (apron on, tie back hair, roll up sleeves, wash hands)</li> <li>• I can recognise and name basic ingredients</li> <li>• I can taste ingredients and say what I think of them (<i>please consider sensory needs with this – allow children to touch or smell if necessary</i>)</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• I know it is important to keep my hands clean</li> <li>• I know how to get ready to cook</li> <li>• I know there are lots of ingredients I can use when cooking</li> <li>• I know to hold a knife safely</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain how to wash my hands, and say some foods I should wash my hands after touching</li> <li>• I can recall the steps to get prepared to cook (apron on, tie back hair, roll up sleeves, wash hands)</li> <li>• I can recognise and name a range of ingredients</li> <li>• I can taste ingredients and say what I think of them (<i>please consider sensory needs with this – allow children to touch or smell if necessary</i>)</li> <li>• I can cut using 'fork secure' – holding the ingredient with my fork</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• I know how to wash my hands</li> <li>• I know how to get prepared to cook</li> <li>• I know ingredients have different properties</li> <li>• I know how to hold a knife safely</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain when I should wash my hands (particularly after certain foods)</li> <li>• I can independently get prepared to cook</li> <li>• I can taste ingredients and use sensory vocabulary to describe them (aroma, taste, texture)</li> <li>• I can show a bridge hold and claw grip</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• I know the steps in getting prepared to cook</li> <li>• I know my work station needs to get prepared too</li> <li>• I know ingredients have different properties</li> <li>• I know how to hold a knife safely</li> </ul>	<ul style="list-style-type: none"> <li>• I can prepare myself independently</li> <li>• I can make sure equipment and surfaces are clean</li> <li>• I can taste ingredients and use sensory vocabulary to describe them (aroma, taste, texture)</li> <li>• I can cut soft foods using bridge hold and claw grip</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• I know the steps to cooking hygienically, including myself and my work station</li> <li>• I know ingredients are chosen for a reason, depending on their taste/texture/aroma</li> <li>• I know how to hold a knife safely using different grips</li> <li>• I know how my food looks, matters</li> </ul>	<ul style="list-style-type: none"> <li>• I can begin to identify which foods should be stored where</li> <li>• I can begin to purposefully choose an ingredient, using description of aroma/taste/texture</li> <li>• I can cut firmer food using different grips</li> <li>• I can begin to experiment with presentation</li> </ul>

Year 6	<ul style="list-style-type: none"><li>• I know the steps to cooking hygienically, including myself, my work station, and the food I'm preparing</li><li>• I know ingredients have a range of taste, texture and aroma</li><li>• I know how to hold a knife safely using different grips</li><li>• I know how food looks matters</li></ul>	<ul style="list-style-type: none"><li>• I can identify which foods should be stored where</li><li>• I can choose the most appropriate ingredient for the dish I am making</li><li>• I can cut firmer food using different grips</li><li>• I can present my food neatly, with a range of ingredients</li></ul>
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**Sculpture – practical knowledge**

EYFS	Children will learn to: <ul style="list-style-type: none"> <li>• Use talk to organise thinking and explain how things work and why they might happen</li> <li>• Understand how to listen carefully and why listening is important</li> <li>• Show resilience and perseverance in the face of challenge</li> <li>• Use core muscle strength to achieve good posture when sitting at a table</li> <li>• Develop small motor skills so I can use tools competently, safely and confidently</li> <li>• Continue, copy and create repeating patterns</li> <li>• Explore, use and refine a variety of artistic effects to express ideas and feelings</li> <li>• Explore the world around me</li> </ul>	
Year 1	<ul style="list-style-type: none"> <li>• I know there are lots of different materials I can use to create a sculpture</li> <li>• I know different tools have different purposes</li> </ul>	<ul style="list-style-type: none"> <li>• I can shape malleable materials (softer, easy to manipulate ie modelling clay) into a range of shapes</li> <li>• I can hold different tools with adult support</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• I know there are lots of different materials I can use to create a sculpture</li> <li>• I know different tools have different purposes</li> </ul>	<ul style="list-style-type: none"> <li>• I can shape malleable materials (softer, easy to manipulate ie modelling clay) into a range of shapes</li> <li>• I can roll, carve marks on and knead malleable materials</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• I know there are a range of materials I can use to create a sculpture</li> <li>• I know there are a range of tools I can use when sculpting</li> </ul>	<ul style="list-style-type: none"> <li>• I can shape malleable materials</li> <li>• I can begin to construct more rigid shapes</li> <li>• I can begin to choose the most appropriate tools for the purpose</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• I know there are a range of materials I can use to create a sculpture</li> <li>• I know there are a range of tools I can use when sculpting</li> </ul>	<ul style="list-style-type: none"> <li>• I can shape malleable materials</li> <li>• I can use both malleable and rigid shapes</li> <li>• I can build a base using rigid materials</li> <li>• I can choose the most appropriate tool for what I need</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• I know there are a range of materials</li> <li>• I know there are a range of tools I can use when sculpting</li> <li>• I know existing sculptures can be used to inspire me</li> </ul>	<ul style="list-style-type: none"> <li>• I can manipulate malleable and rigid materials, beginning to combine them</li> <li>• I can make increasingly intricate sculptures</li> <li>• I can use observation to inspire my art</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• I know there are a range of materials</li> <li>• I know existing sculptures can be used to inspire me</li> </ul>	<ul style="list-style-type: none"> <li>• I can shape, form and manipulate a range of materials</li> <li>• I can use a range of sculptures to inspire me</li> </ul>

## Construction – practical knowledge

EYFS	<p>Children will learn to:</p> <ul style="list-style-type: none"> <li>• Use talk to organise thinking and explain how things work and why they might happen</li> <li>• Understand how to listen carefully and why listening is important</li> <li>• Show resilience and perseverance in the face of challenge</li> <li>• Use core muscle strength to achieve good posture when sitting at a table</li> <li>• Develop small motor skills so I can use tools competently, safely and confidently</li> <li>• Continue, copy and create repeating patterns</li> <li>• Explore, use and refine a variety of artistic effects to express ideas and feelings</li> <li>• Explore the world around me</li> <li>• Count objects</li> </ul>	
Year 1	<ul style="list-style-type: none"> <li>• I know how to describe different properties of materials</li> <li>• I know I can connect materials using tape or glue</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk about how strong a material is</li> <li>• I can connect materials with adult support</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• I know how to describe different properties of materials</li> <li>• I know I can connect materials using tape or glue</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk about how strong or sturdy a material is</li> <li>• I can follow an adult guide to use an appropriate amount of tape or glue</li> <li>• I can create a joint by folding card/cardboard</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• I know how to describe different properties of materials</li> <li>• I know how to connect materials</li> <li>• I know a guide can keep moving parts in control</li> <li>• I know a lever moves around a pivot</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk about the strength of materials, beginning to consider this when designing a structure</li> <li>• I can begin to strengthen how I connect materials</li> <li>• I can add a guide and connect it</li> <li>• I can identify levers</li> <li>• I can add a lever to my work</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• I know how to describe different properties of materials</li> <li>• I know how to connect materials</li> <li>• I know a guide can keep moving parts in control</li> <li>• I know a lever moves around a pivot</li> <li>• I know a linkage joins one or more levers</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk about the strength of materials, beginning to consider this when designing a structure</li> <li>• I can begin to strengthen how I connect materials</li> <li>• I can use a hot glue gun safely</li> <li>• I can add a guide and connect it</li> <li>• I can include levers and linkages in my work</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• I know how to describe different properties of materials</li> <li>• I know different shapes are stronger</li> <li>• I know how to connect materials</li> <li>• I know I can use linkages and levers to add moving parts</li> <li>• I know how to measure and mark on materials</li> <li>• I know how to hold a saw safely</li> </ul>	<ul style="list-style-type: none"> <li>• I can choose materials based on their strength</li> <li>• I can investigate which shape holds the most load</li> <li>• I can use a hot glue gun safely</li> <li>• I can incorporate moving parts in my structure</li> <li>• I can saw along my markings</li> </ul>

Year 6	<ul style="list-style-type: none"><li>• I know how to describe different properties of materials</li><li>• I know triangles bare the most weight</li><li>• I know how to connect materials</li><li>• I know I can use linkages and levers to add moving parts</li><li>• I know how to measure and mark on wood</li><li>• I know how to create a circuit</li></ul>	<ul style="list-style-type: none"><li>• I can choose materials based on their strength</li><li>• I can include triangles to strengthen my model</li><li>• I can use the best method to connect materials</li><li>• I can incorporate moving parts in my structure</li><li>• I can saw along my markings</li><li>• I can add light to my structure</li></ul>
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## Textiles – practical knowledge

EYFS	Children will learn to: <ul style="list-style-type: none"> <li>• Use talk to organise thinking and explain how things work and why they might happen</li> <li>• Understand how to listen carefully and why listening is important</li> <li>• Show resilience and perseverance in the face of challenge</li> <li>• Use core muscle strength to achieve good posture when sitting at a table or on the floor</li> <li>• Develop small motor skills so I can use tools competently, safely and confidently</li> <li>• Explore the world around me</li> </ul>	
Year 1	<ul style="list-style-type: none"> <li>• I know I should hold scissors with my thumb and first finger (index finger)</li> <li>• I know how to be safe using scissors</li> <li>• I know different materials have different properties</li> <li>• I know I can join pieces of material</li> </ul>	<ul style="list-style-type: none"> <li>• I can hold scissors correctly with limited control</li> <li>• I can hold scissors away from me, and pass them safely</li> <li>• I can move the material I'm using instead of my body to cut</li> <li>• I can describe the materials I'm using (colour, feel)</li> <li>• I can, with adult support, join using PVA</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• I know how to hold scissors correctly and safely</li> <li>• I know materials have different properties</li> </ul>	<ul style="list-style-type: none"> <li>• I can cut with increasing control</li> <li>• I can begin to choose materials based on their colour and feel</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• I know how to hold scissors correctly and safely</li> <li>• I know I can join fabric using glue and stitching</li> <li>• I know materials have different properties</li> </ul>	<ul style="list-style-type: none"> <li>• I can cut with control and increasing accuracy</li> <li>• I can decide whether it is better to glue or sew a fabric</li> <li>• I can use a running stitch</li> <li>• I can begin to describe why I have chosen the fabric I have chosen</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• I know how to hold scissors to cut with control</li> <li>• I know I can join fabric using glue and stitching</li> <li>• I know fabric feel and colour can be chosen for effect</li> </ul>	<ul style="list-style-type: none"> <li>• I can cut with accuracy</li> <li>• I can identify if it is best to glue or sew</li> <li>• I can use a glue gun safely</li> <li>• I can use a running stitch</li> <li>• I can use a back stitch</li> <li>• I can begin to consider how my product looks and feels</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• I know how to measure and cut accurately</li> <li>• I know I can join fabric using glue and stitching</li> <li>• I know fabric feel and colour can be chosen for effect</li> </ul>	<ul style="list-style-type: none"> <li>• I can measure and cut with accuracy</li> <li>• I can use a glue gun</li> <li>• I can use a running stitch, back stitch and whipstitch</li> <li>• I can choose fabrics for their look, feel, and appropriateness</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• I know how to measure and cut accurately</li> <li>• I know how to join fabrics</li> </ul>	<ul style="list-style-type: none"> <li>• I can create and follow a template</li> <li>• I can use a range of methods to join pieces of fabric</li> <li>• Running stitch, backstitch, whipstitch, hemming stitch</li> </ul>