



		Year 5 <i>2 double lessons per fortnight</i>		
	Wk	Topic	Learning Aims	Assessment
Rotation: Resistant Materials	1	Baseline	Produce simple drawings to solve a task. Cut materials accurately. Work with independence. Produce a simple pencil holder product.	Teacher assessment
	2	Wacky Wedge	Understand the importance of working safely. Be familiar with risk assessment when working with tools, materials and machinery. Identify a consumer and understand what they require from a product. Produce a design specification and be able to evaluate work against it. Produce a range of designs for a door wedge.	
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			Produce plans that can be followed with independence. Work accurately with tools and equipment. Make a good quality product. Evaluate products and processes.	
			<b>Key Vocabulary</b> wood, MDF, design, make, disc sander, label, set square, measure, centimetre, advertisement	
				Self & teacher assessment
Rotation: Food	1	Biscuits	Carry out research in preparation for designing a new product. Differentiate between sweet and savoury foods. Associate biscuits with celebrations. Develop individual biscuit recipes, which can be followed for independent work. Design the packaging for biscuits. Investigate and research existing products. Adapt and develop original recipes Reflect on experiences of preparing and cooking biscuits. Explore and develop food preparation skills. Evaluate products and processes	
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			<b>Key Vocabulary</b> biscuit, embellish, annotate, slogan, layered, coated, sandwiched, weighing, measuring	English writing evaluation.
				Peer assessment of party planning
				Self & teacher assessment
Rotation: Art	1	Adapt and grow	Identify and discuss what tone and cross hatch mean. Apply this technique to a tonal chart, showing mark making techniques. Change 2D shapes into 3D shapes using tone. Identify, discuss and apply what scale and proportion mean. Identify, recall and demonstrate how to do different arrangements / mapping out (before drawing).	
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			Analyse the style of artists studied and apply the style and influences of an artist to own work. Identify primary/ secondary and tertiary colours and produce a colour wheel. Demonstrate ability in mixing colours with water colour techniques. Apply their knowledge of core skills and produce a final piece observation. Evaluate processes and final outcomes.	End of half term assessment
			<b>Key Vocabulary:</b> Colour, line, texture, tone, shape, pattern, form, composition, colour theory, mark making techniques, scale and proportion, artists style and influence	Self & teacher assessment

		Year 6 <i>2 double lessons per fortnight</i>		
	Topic	Learning Aims	Assessment	
Rotation: Resistant Materials	Lightbox	Carry out research for a particular consumer Understand the importance of working safely. Make an MDF box. Use an engraver on plastic. Use tools and equipment safely. Produce designs for a lightbox. Produce plans and follow them with independence. Make a good quality product. Use 2d design. Understand simple circuits. Assemble a working circuit to light a bulb. Evaluate products and ways of working and suggest improvements.	Teacher Assessment – Design skills	
			<b>Key Vocabulary</b> Lightbox, acrylic, MDF, engraver, pillar drill, measure, battery, circuit, switch, wire, bulb	Teacher Assessment – Design work
			Self & teacher assessment	
Rotation: Food	Bread	Understand that bread is a staple part of the human diet and that it has been so for thousands of years. Appreciate the simplicity of bread making, yet the diversity afforded by it. Work independently following recipes and make bread products. Reinforce knowledge of the staple ingredients of bread and understand the process of the growing and making. Appreciate the differences between batch production and individual cooking experience/demand. Extend bread making skills through pizza production Increase knowledge about a well-balanced diet. Evaluate products and processes.	English writing evaluation.	
			<b>Key vocabulary</b> harvest, global, sieving, weighing, grain, yeast, dough, hygiene, gluten, knead, wheat	Peer assessment of party planning
			Self & teacher assessment	
Rotation: Art	Distorted portraits	Identify and recall what ‘distorted’ and ‘abstract’ mean. Produce a distorted portrait pencil drawing, by applying a 4 box grid method Apply tone to the distorted portrait and refine all guidelines Identify, recall and record abstract and distorted faces and present in sketchbook. Identify and discuss the style of Bruno Metra (Photographer). To demonstrate understanding of artists style through table team photo shoots.	End of half term assessment	
			Explore the style of Picasso through research and analysis. Implement the use of a view finder on favourite Picasso image and compose a mapped-out Picasso sketch on to an A3 strip, ready for oil pastel application Explore and experiment how to use and mix oil pastels to create tone. to create a Picasso final piece.	Self & teacher assessment
		<b>Key Vocabulary:</b> Distorted, abstract, grid method, artist influence, personal response, photo shoot, collage, view finder, map out and composition, blending and tone, oil pastels, Picasso, cubic, perspective	Self & teacher assessment	