

Art

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.

Key stage 1

- 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.

Key stage 2

Pupils should be taught 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 improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Design and technology

Key stage 1

- **DESIGN** design purposeful, functional, appealing products for themselves and other users based on design criteria

- **DESIGN** generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Key stage 2

- **DESIGN** use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- **DESIGN** generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- **EVALUATE** evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Literacy

Spoken language statutory requirements year 1 to 6

- ask relevant questions to extend their understanding and knowledge
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- participate in discussions, presentations, performances, role play, improvisations and
- debates

Year 1: Writing – composition

Write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it

- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other students
- read aloud their writing clearly enough to be heard by their peers and the teacher.

Year 2: Writing – composition

Develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)

Consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary

Make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other students

Yer 2: Writing – vocabulary, grammar and punctuation

- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

Year 3 and 4: Writing – composition

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

Year 5 and 6: Writing – composition

plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate
- form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

Science

Year 1 and 2: Working scientifically

- ask simple questions and recognising that they can be answered in different ways
- use their observations and ideas to suggest answers to questions