

KS2: Class 3: Summer Term 2025: Year 1 (of 2 year cycle)

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Art

Title of Art Unit	Exploring pattern		
Description of Unit	Exploring how we can use colour, line and shape to create patterns, including repeating patterns and printing.		
Timing	Summer Term 1		
Disciplines	Drawing, collage, sketchbooks and printing		
Key artist(s)	Alma Thomas		
Relevant prior learning		<i>Prior learning</i>	<i>Teaching points/notes</i>
	EYFS	Various forms of mark making.	
	Y1 (as above plus)	Sketchbooks regularly used from Y1 upwards. Some observational drawing using pencils. Children created a range of free artworks with collage.	
	Y2 (as above plus)	Observational drawings and Pencil control.	
	Y3 (as above plus)	Children explored a range of other artists, comparing different techniques.	
	Y4 (as above plus)	Mosaics in ancient Greece topic work.	
Links to wider topic	Links to Abington Local Study - exploring local landscapes. Pattern and symmetry in maths.		
Enrichment opportunities	n/a		
Outdoor Learning	Leaf printing in forest school. Patterns that occur in the natural world		
Equalities, Diversity and Inclusion	Discuss a range of artists to inspire our work. Encourage children to create unique designs and allow them to express themselves.		
Assessment of learning	Regular discussion and retrieval of key vocabulary Opportunities for children to reflect on their own learning and peer assess / discuss each others' work. Opportunities for children to discuss their work and ideas, motivations, reasoning behind it with the class teacher.		
Key Vocabulary	Pattern, repeated, collage, natural, colour, line, shape, landscape, materials, print		

Design & Technology

Aspect of DT	Food		
Focus	Following & adapting recipes		
Timing	Summer Term 2		
Product	Savoury scones		
User	Themselves/parents and families		
Purpose	To create a delicious snack for a summer picnic		
Key Practitioner	Nadiya Hussain		
Relevant prior learning		<i>Prior learning</i>	<i>Teaching points/notes</i>
	EYFS	Trying a range of foods - part of Science	
	Y1 (as above plus)	Healthy lifestyle - through Science	
	Y3 (as above plus)	Food groups / healthy eating in Science	
	Y4 (as above plus)	Learned about food hygiene and explored a range of cutting skills.	Recap on food groups and nutrition
Investigative & Evaluative Activities	Explore a range of baked snacks from around the world - taste and evaluate samples; discuss key ingredients and processes. Explore how scones are prepared and enjoyed within British cuisine. Sample a range of possible flavourings eg cheese, jam and cream, raisins. Sort ingredients into different food groups. Research different recipes - similarities / differences		
Focused Tasks	Food hygiene and safety, including using rings.		
Design, Make & Evaluate Activities	Develop appropriate design criteria. Evaluate product against design criteria - incorporate opportunities for peer feedback. Test and evaluate their final product.		
Links to wider topic / foundation subjects	Links to our school anniversary and summer celebrations Link to work on food groups and healthy eating in Science / PSHE Where do the ingredients come from? Link to sustainability - which ingredients can we grow in our school growing area / source locally / source from the UK?		
Enrichment opportunities	n/a		
Outdoor Learning	Welsh cakes in forest school (Summer 1) Growing herbs in the growing area		
Equalities, Diversity and Inclusion	Celebrate culinary traditions from different parts of the world Understand where different ingredients come from.		

Assessment of learning	Introduce key vocabulary - provide regular opportunities to recall / use in context. Formatively assess during Focused Tasks, adjusting support needed or providing extension ideas for main DMEA if appropriate. Encourage children to self-assess their own work against agreed design criteria. Feedback from users / peers about the product.
Key Vocabulary	Scone, dough, knead, carbohydrate, recipe, ingredient, method, locally-sourced, picnic