

KS2: Class 4: Summer Term 2025: Year 1 (of 2 year cycle)

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Art

Title of Art Unit	Typography & Maps		
Description of Unit	Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.		
Timing	Summer Term 2		
Disciplines	Drawing, collage and sketchbooks (and possibly printing)		
Key artist(s)	Louise Fili, Paula Scher, Chris Kenny		
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)	Previous work in geography looking at maps and exposure through reading to different maps in fiction books.	
Links to wider topic	Links to Abington Local Study - local fieldwork; looking at Ordnance Survey, digital maps and historic maps of the village. Links to 2D and 3D shapes in maths.		
Enrichment opportunities	Look for examples of different typography in the local environment, in the media / books and online - possible homework tasks.		
Outdoor Learning	Local walks / fieldwork to inspire ideas.		
Equalities, Diversity and Inclusion	Discuss a range of artists to inspire our work. Encourage children to create maps that are personal to them and that 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	Typography, fonts, graphic design, composition, collage, sugar paper, cartridge paper, 3D, visual impact		

Design & Technology

Aspect of DT	Electrical systems / programming and control		
Focus	Simple / more complex switches and circuits; programming and control element		
Timing	Summer Term 1		
Product	Burglar alarm / security system		
User	Themselves		
Purpose	To protect their bedroom / an object from being disturbed by a sibling		
Key Practitioner	N/a		
Relevant prior learning		<i>Prior learning</i>	<i>Teaching points/notes</i>
	EYFS	Junk modelling. Exploring how to join different materials together.	
	Y1 (as above plus)	Made rockets and castles.	
	Y3 (as above plus)	Used Scratch and other block-based coding programs that have some similarities to Micro Bit programme. Familiar with design process and design criteria through various DT Units.	
	Y4 (as above plus)	In Spring 2025 in Science, we looked at electrical circuits, including making our own switches and conductors / insulators.	Recap on prior learning.
	Y5 (as above plus)	Older Y5s used Micro Bits last year - Microbit step counters and various playground projects.	Recap / provide additional teaching for those not familiar with Micro Bits.
Investigative & Evaluative Activities	Research different types of products (e.g. burglar alarms, automatic nightlights and outdoor security lighting) that use monitoring and control to respond to changes in the environment. Consider how and why computer control programs are used to operate the products. Recap on prior learning about different types of switches.		
Focused Tasks	Write computer control programs that include inputs, outputs and decision making, using Micro Bits. Possibly investigate different types of circuit - simple series circuit where single output device is controlled, a series circuit where two output devices are controlled by one switch and, possibly, parallel circuits where two output devices are controlled independently by two separate switches. Teach children how to avoid making short circuits.		
Design, Make & Evaluate Activities	Develop meaningful design brief and design specification for the product with the children, considering the purpose and needs of the intended user.		

	Create annotated sketches and pictorial representations of electrical circuits. Create flowchart to show how their control program works. Make a working model of their alarm system using junk modelling to represent door / object. Test and evaluate their final product.
Links to wider topic / foundation subjects	Make links to prior learning in Science (Electricity) in Spring Term. Links with computing - programming Micro Bits
Enrichment opportunities	n/a
Outdoor Learning	n/a
Equalities, Diversity and Inclusion	Consider how flashing lights / sounds can make an alarm more accessible to those with disabilities (e.g. deaf, blind)
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	Circuit, switch, input device, output device, buzzer, monitor, control, program, Microbit, flowchart, prototype