

**KS2: Class 3**

**Summer Term 2026: Year 2** (of 2 year cycle):

([Art](#) | [Design & Technology](#))

**Art**

<b>Title of Art Unit</b>	<b><u>Drawing and Sculpture</u></b>		
<b>Description of Unit</b>	Portraiture and clay pots , inspired by Ancient Rome		
<b>Timing</b>	Summer Term 1		
<b>Disciplines</b>	Drawing, sketchbooks, sculpture		
<b>Key artist(s)</b>	Various Roman artists / sculptures, possibly Picasso		
<b>Relevant prior learning</b>		<i>Prior learning</i>	<i>Teaching points/notes</i>
	Y1 (as above plus)	Sketchbooks regularly used from Y1 upwards. Some observational drawing using pencils.	
	Y2 (as above plus)	Observational drawings and Pencil control. Shading.	
	Y3 (as above plus)	Exploration of charcoal and its uses.	
	Y4 (as above plus)	Autumn 2025 - mixed media land and cityscapes using a variety of media. Use of sketchbooks to document learning journeys.  Children created clay coiled pots last year as part of visit to Fitzwilliam Museum (Ancient Greece topic)	Continue to develop children's understanding of how to use their sketchbooks.  Recap on techniques to securely attach clay
<b>Links to wider topic</b> (if relevant)	Topic about Ancient Romans (and Latin learning)		
<b>Enrichment opportunities</b> (if relevant)	Explore examples of Ancient Roman portraiture and sculpture, using resources from Fitzwilliam Museum / Museum of Classical Archaeology / British Museum  KS2 Trip to Verulamium (St Albans)		
<b>Outdoor Learning</b> (if relevant)	Possibly use of clay / natural resources at Forest School to create art.		
<b>Equalities, Diversity and Inclusion</b>	Consider what the Ancient Romans chose to represent through their art and whether this fully represented their society.		
<b>Assessment of learning</b>	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.
<b>Key Vocabulary</b>	Portrait, sketch, tone, shading, sculpture, slip, texture

## Design & Technology

<b>Aspect of DT</b>	Aspect: <b>Food</b>		
<b>Focus</b>	Healthy and varied diet		
<b>Timing</b>	Summer Term 2		
<b>Product</b>	Pizza		
<b>User</b>	Themselves		
<b>Purpose</b>	To design and make a pizza		
<b>Key Practitioner</b>	n/a		
<b>Relevant prior learning</b>  (Note: delete rows if not appropriate to your Class)		<i>Prior learning</i>	<i>Teaching points/notes</i>
	Y1 (as above plus)	Trying a range of foods- part of Science	
	Y2 (as above plus)	Healthy lifestyle - through Science	
	Y3 (as above plus)	Food groups / healthy eating in Science	
	Y4 (as above plus)	Y4s and younger Y5s made savoury or sweet scones in Summer 2025.	<i>Recap / teach hygiene skills.</i>
<b>Investigative &amp; Evaluative Activities</b>	Taste and evaluate a range of commercial pizza products and/or home-cooked recipes Smell / taste different herbs Sort ingredients into different food groups Research different recipes - similarities / differences		
<b>Focused Tasks</b>	Food hygiene and safety, including using cookers/rings Knife skills		
<b>Design, Make &amp; Evaluate Activities</b>	Develop appropriate design criteria.  In small groups, children create their own recipe and make pizza.  Evaluate product against design criteria - incorporate opportunities for peer feedback and hopefully also feedback from Three Tuns and/or Aspens on final products.		
<b>Links to wider topic / foundation subjects (if relevant)</b>	Link to previous work on food groups and healthy eating in Science / PSHE.  Geography - in which parts of the world / countries is pizza traditionally eaten? 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?  Maths - measure		
<b>Enrichment</b>	Aim to involve The Three Tuns and/or Aspens in feedback on final products - discuss		

<b>opportunities</b> (if relevant)	how they develop their menus.
<b>Outdoor Learning</b> (if relevant)	Outdoor growing area / greenhouse
<b>Equalities, Diversity and Inclusion</b> (if relevant)	Celebrate culinary traditions from different parts of the world Understand where different ingredients come from.
<b>Assessment of learning</b>	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.
<b>Key Vocabulary</b>	Recipe, chef / cook, ingredient, method, herbs, vegetarian, vegan, locally sourced, hygiene