

**KS2: Class 4**

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

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

**Art**

<b>Title of Art Unit</b>	Portraiture		
<b>Description of Unit</b>	Exploring portraiture, inspired by Ancient Rome		
<b>Timing</b>	Summer Term 1		
<b>Disciplines</b>	Drawing, sketchbooks, possibly collage / 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>
	EYFS		
	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
Y5 (as above plus)	Older Y5s looked at portraiture in Ancient Greece last year.	Recap on techniques to create illusion of depth / 3D.	
<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  Education Faculty loan box - Roman coins and rings  KS2 Trip to Verulamium (St Albans)		
<b>Outdoor Learning</b> (if relevant)	Possibly use of clay / natural resources at Forest School to create art or eg Roman coins for trading		

<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, charcoal, oil pastel, proportion

### Design & Technology

<b>Aspect of DT</b>	Structures		
<b>Focus</b>	Ergonomics, lamination, strengthening and fastening, possible use of CAD 2D shoe templates		
<b>Timing</b>	Summer Term 2		
<b>Product</b>	Sandals inspired by Roman sandals		
<b>User</b>	Themselves		
<b>Purpose</b>	To design and make a sandal / shoe that fits their own feet		
<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>
	EYFS	Junk modelling. Exploring how to join different materials together.	
	Y1 (as above plus)	Made rockets and castles.	
	Y3 (as above plus)	Forest School - den building.	
	Y4 (as above plus)	Spring 2026 - Microbit step counters - design criteria, design process, templates.	
	Y5 (as above plus)	Older Y5s looked at properties of materials last year in Science.	
<b>Investigative &amp; Evaluative Activities</b>	Investigate images of ancient Roman sandals Investigate real examples of equivalent / similar modern sandals Consider factors that designers need to consider eg comfort, appearance, cost, durability, ease of manufacture		
<b>Focused Tasks</b>	Paper patterns and prototypes Joining techniques - stitches, laces, buckles, straps		

	Joining different materials
<b>Design, Make &amp; Evaluate Activities</b>	Plan design criteria. Sketch annotated designs. Possible use of storyboards to sequence the design process and resources needed. Make sandals, learning from experience of making prototypes. Self and peer evaluation of finished products, identifying what has gone well and possible improvements
<b>Links to wider topic / foundation subjects (if relevant)</b>	Links to our wider topic about Ancient Romans.  Make links to previous Latin learning - many Roman sandals discovered at Vindolanda on Hadrian's Wall. Science - different materials and their properties Maths - measuring skills PSHE - resilience, cooperation
<b>Enrichment opportunities (if relevant)</b>	n/a
<b>Outdoor Learning (if relevant)</b>	n/a
<b>Equalities, Diversity and Inclusion (if relevant)</b>	Consider any adaptations that might be needed for mobility issues / disabilities.
<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>	Sole, upper, insole, heel, pattern, prototype, joining, strengthening, durability, practicality