

KS2: Class 5

Autumn Term 2026: Year 2 (of 2 year cycle):

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

Art

Title of Art Unit	Activism (AccessArt)		
Description of Unit	Explore how artists use their skills to speak on behalf of communities. Make art about things you care about.		
Timing	Autumn Term		
Disciplines	Discipline(s): Printing, Collaging, Drawing		
Key artist(s)	Luba Lukova, Faith Ringgold, Shepard Fairey		
Relevant prior learning (Note: delete rows if not appropriate to your Class)		<i>Prior learning</i>	<i>Teaching points/notes</i>
	EYFS	Free drawing, mark making, model making	
	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)	Printing using Chromebooks	
	Y4 (as above plus)		Continue to develop children's understanding of how to use their sketchbooks.
	Y5 (as above plus)	Older Y5s practised continuous line drawings / observational drawing skills last year.	Continue to develop children's understanding of how to use their sketchbooks
Links to wider topic (if relevant)	The wider idea of community - art expression within a community.		
Enrichment opportunities (if relevant)	Video links with artists.		
Outdoor Learning (if relevant)	Opportunities for creative expression at Abington Woods.		
Equalities, Diversity and Inclusion	Ensure a range of artists are looked at through the topics.		

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	Duplicate, distribute, print, boundaries, language, print, drawing, community, line, shape, colour, opinion, typography

Design & Technology

Aspect of DT	Aspect: Design and Enterprise		
Focus	Overall design process, costing, communication, sustainability, inclusivity, working to a client, teamwork		
Timing	Autumn Term 2		
Product	Advent activities		
User	Family Groups		
Purpose	Advent morning to decorate tree		
Key Practitioner	n/a		
Relevant prior learning (Note: delete rows if not appropriate to your Class)		<i>Prior learning</i>	<i>Teaching points/notes</i>
	EYFS	Junk modelling Participated in previous Advent mornings	
	Y1 (as above plus)	Junk modelling Participated in previous Advent mornings	
	Y2 (as above plus)	Junk modelling Participated in previous Advent mornings	
	Y3 (as above plus)	Junk modelling Participated in previous Advent mornings	
	Y4 (as above plus)	Roman sandals - prototypes, design cycle, design criteria Sewing alien toys - templates Forest School - being creative with natural materials	
	Y5 (as above plus)	Cam toys - design cycle, design criteria Dips - evaluation of existing products	<i>Children think through how best to teach others and communicate plans. Costings is a new area.</i>
Investigative & Evaluative Activities	Internet research into design options. Consideration of the capabilities of the younger children - construction, joins etc. Environmental impact of the designs.		

Focused Tasks	Use of construction materials to build 2D and 3D decorations. Compare the strength of different materials and structures. Ask the children to reinforce frameworks using diagonals to help develop an understanding of using triangulation to add strength to a structure. How could each of the frameworks be reinforced and strengthened? Demonstration of how to use tools and equipment accurately. Demonstrate skills and techniques for accurately joining framework materials together e.g. paper straws, square sectioned wood. Ask children to practise these, mounting their joints onto card for future reference.
Design, Make & Evaluate Activities	Family Group success, making a prototype,
Links to wider topic / foundation subjects (if relevant)	Advent/RE Maths - costings Sustainability of products
Enrichment opportunities (if relevant)	Advent morning on 1st December.
Outdoor Learning (if relevant)	Maybe to collect materials - pine-cones
Equalities, Diversity and Inclusion (if relevant)	Making sure activities are accessible for all.
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	function, innovative, design specification, design brief, user, purpose design brief, design specification, prototype, annotated sketch, purpose, innovation, research, functional, mock-up, prototype