

KS2: Class 4

Autumn Term 2026: Year 1 (of 2 year cycle):

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

Art

Title of Art Unit	<u>Drawing with Charcoal</u>		
Description of Unit	Making loose, gestural drawings with charcoal, pencil and other media, capturing a sense of drama or performance.		
Timing	Autumn Term 1		
Disciplines	Drawing and sketchbooks		
Key artist(s)	Cave art, Heather Hansen, Laura McKendry, Edgar Degas		
Relevant prior learning (Note: delete rows if not appropriate to your Class)		<i>Prior learning</i>	<i>Teaching points/notes</i>
	EYFS	Children explored colour using a range of media.	
	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. Colour mixing, tone and shade.	
	Y3 (as above plus)	Children explored a range of other artists, comparing different techniques. Experience of using poster paint, water colours and oil pastels.	
	Y4 (as above plus)	Y4s / Younger Y5s - Spring 2026 - drawing and painting unit	
	Y5 (as above plus)	Older Y5s - Autumn 2025 - mixed media land and cityscapes using a variety of media. Use of sketchbooks to document learning journeys.	
Links to wider topic (if relevant)	Stone Age to Iron Age topic		
Enrichment opportunities (if relevant)	Engage with relevant artists via websites		
Outdoor Learning (if relevant)	Opportunities to sketch in the Woods - weather dependent		

Equalities, Diversity and Inclusion	Ensure a diverse range of artists studied.
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	Medium / media, charcoal, gestural, Chiaroscuro, light, dark, contrast, line, shape, tone

Design & Technology

Aspect of DT	Mechanical systems		
Focus	Cams		
Timing	Autumn Term 2		
Product	Cam toy with moving animal (possibly also hunter) - stone age theme		
User	Younger child in C1 or C2 (links to their topic on Toys)		
Purpose	To entertain them		
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. Exploring how to join different materials together.	
	Y1 (as above plus)	Made rockets and castles.	
	Y2 (as above plus)	Made wheels and axles	
	Y3 (as above plus)	Forces in Science	
	Y4 (as above plus)	Forest School - den building. 2024-25 - Hydraulic / pneumatic mechanisms. Building beacon towers.	
	Y5 (as above plus)	Older Y5s Spring Term 2026 Microbit step counters plus Summer 2026 joining / strengthening techniques to create Roman sandals.	
Investigative & Evaluative	Explore different types of movement (rotary, oscillating, reciprocating) in everyday objects		

Activities	Investigate different parts of a cam, different cam shapes and different types of cam toys (videos to support)
Focused Tasks	Practical experimentation with different shapes of cam.
Design, Make & Evaluate Activities	Discuss appropriate design criteria Think about / investigate appropriate materials to use Plan type of mechanism(s) - linked to movement of chosen animal Create step-by-step plan Design how to disguise box / create appropriate habitat for chosen animal Make and evaluate designs, including feedback from audience and peers.
Links to wider topic / foundation subjects (if relevant)	Choice of animal linked to Stone Age topic (and previous work on animals / habitats in Science) Some links with previous work on forces in Science. Should support EYFS / KS1 topic on Toys in Autumn Term - audience and purpose.
Enrichment opportunities (if relevant)	Use of cams / movement in large scale projects - Falkirk Wheel for example
Outdoor Learning (if relevant)	n/a
Equalities, Diversity and Inclusion (if relevant)	Reinforce that anyone can invent and produce incredible engineering projects.
Assessment of learning	Introduce key vocabulary - provide regular opportunities to recall / use in context. Teachers to 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	Cam, follower, lever, slider, handle, mechanism, rotary motion, oscillating motion, reciprocating motion