

Continuous Provision Overview: Art & Design Workshop Area

Learning Intentions Y1/Y2/KS1 National Curriculum	Vocabulary	Learning Behaviours
<p>Art & Design</p> <ul style="list-style-type: none"> - Use a range of materials creatively to design and make products. - Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space. - Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links to their own work. <hr/> <p>Design & Technology</p> <ul style="list-style-type: none"> - Design purposeful, functional and appealing products for themselves and other users based on design criteria. - Generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups. - Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing). - Explore and evaluate a range of existing products. - Evaluate their ideas/products against design criteria. - Build structures, exploring how they can be made stronger, stiffer and more stable. - Explore and use mechanisms (e.g. levels, sliders, wheels and axels) in their products. <hr/> <p>English</p> <ul style="list-style-type: none"> - Listen and respond appropriately to adults and peers. - Ask relevant questions to extend their understanding and knowledge. - <i>Write down ideas and/or key words, including new vocabulary.</i> - Write sentences, captions and labels using taught concepts and structures. - Re-read what they have written to check that it makes sense, <i>proofreading to check for errors.</i> 	<p>Maths</p> <ul style="list-style-type: none"> - Recognise and know the value of different denominations or coins and notes. - <i>Recognise and use symbols for pounds and pence; combine amounts to make a particular value.</i> - <i>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</i> - Recognise and use language relating to dates. - Read and write numbers from 1 to 20 in numerals and words and to at least 100 in numerals and words. - <i>Compare, describe and solve practical problems for lengths and heights (e.g. long/short, longer/shorter, tall/short, double, half).</i> - Measure and begin to record lengths and heights. - <i>Choose and use appropriate standard units to estimate and measure length/height.</i> - Recognise and name common 2D and 3D shapes, <i>identify and describe their properties.</i> - <i>Identify 2D shapes on the surface of 3D shapes.</i> <hr/> <p>Science</p> <ul style="list-style-type: none"> - Distinguish between an object and the material from which it is made. - Identify and name a variety of everyday materials, including wood, plastic, glass, metal. - Describe the simple physical properties of a variety of everyday materials. - Compare and group together a variety of everyday materials on the basis of their simple physical properties. - <i>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</i> - <i>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</i> 	<p>Mathematical</p> <p>Measure, long(er)/short(er), tall/short, double, half, compare, cm, estimate, 2D and 3D shapes, face, edge, side.</p> <p>English</p> <p>Describe, explain, discuss, 1st, next, then, last, after that, finally, setting, character, plot, beginning, middle, end, event.</p> <p>Science</p> <p>Wood, plastic, glass, metal, foil, cotton, paper, fabric, textile, elastic, ribbon, hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy, waterproof, absorbent, opaque, transparent, natural, manmade, recycled.</p> <p>Design & Technology</p> <p>Plan, design, purpose, model, product, structure, finish, materials, tool, build, join, attach, names of key equipment used, join, connect, construct, structure, mechanism, hinge, slider, level, pivot, axle, flap, flange, buttress, tab, insert, slot, L-brace, engineer, architect, evaluate, instructions.</p> <p>Art & Design</p> <p>Texture, shape, sculpture, construct, collage, finish, artist, sculptor, craft maker, designer.</p>
		<p>Dispositions & Attitudes</p> <ul style="list-style-type: none"> - Making decisions about the resources they need. - Planning and communicating their ideas. - Expressing their thoughts and ideas to others. - Co-operating with peers and sharing resources. - Handling equipment safely and caring for resources. - Talking about what they are doing, describing their actions, what they see happening and sharing their ideas. - Making choices and finding solutions using trial and error. - Adapting and modifying ideas, using trial and error. - Reflecting on progress and the outcome of their idea. - Picking resources are most suitable for their needs. - Experimenting with and using a range of vocabulary to describe their designs and ideas. <p style="text-align: right;"><i>*Learning objectives introduced in Year 2.</i></p>