

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Otters	Cycle A	Focus	DT: Eat more fruits and vegetables DT focus: Food, designing and making	Art: Mark making Artistic Focus: Drawing	Art: Colour Creations Artistic Focus: Painting	DT: Moving minibeads DT Focus: Designing, making and evaluating	DT: Stable structures DT Focus: Exploring material and structures, designing, making	Art: Animal Art Artistic Focus: Drawing and sculpture
		Curriculum Statements	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Explore and evaluate a range of existing products</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from</p>	<p>Experiment with a variety of media; pencils, rubbers, crayons, felt tips, chalk.</p> <p>Control the types of marks made with the range of media.</p> <p>Name, match and draw lines/marks from observations.</p> <p>Invent new lines.</p> <p>Draw on different surfaces with a range of media.</p> <p>Observe and draw shapes from observations. Draw shapes in between objects.</p> <p>Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc.</p> <p>Investigate textures by describing, naming, rubbing and copying.</p>	<p>Use a variety of tools and techniques including different brush sizes and types.</p> <p>Mix and match colours to artefacts and objects.</p> <p>Experiment with tools and techniques e.g. layering, mixing media, scrapping through.</p> <p>Identify primary colours by name.</p> <p>Mix primary shades and tones.</p>	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their Products</p>	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Explore and evaluate a range of existing products</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>Experiment with a variety of media; pencils, rubbers, crayons, felt tips, chalk.</p> <p>Control the types of marks made with the range of media.</p> <p>Name, match and draw lines/marks from observations.</p> <p>Invent new lines.</p> <p>Draw on different surfaces with a range of media.</p> <p>Observe and draw shapes from observations. Draw shapes in between objects.</p> <p>Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc.</p> <p>Investigate textures by describing, naming, rubbing and copying.</p> <p>Experiment with constructing and joining recycled, natural and manmade materials.</p> <p>Manipulate malleable materials in a variety of ways including rolling and kneading.</p> <p>Explore sculpture.</p>

Otters	Cycle B	Focus	Art: Colour creations Artistic Focus: Painting	Art: Henri Rousseau-Landscapes Artistic focus: Painting	DT: Stable structures DT Focus: Exploring material and structures, designing, making	Art: Africa art Artistic focus: Sculpture	DT: Eat more fruits and vegetables DT focus: Food, designing and making	DT: Moving mini beasts DT Focus: Designing, making and evaluating
		Curriculum Statements	<p>Use a variety of tools and techniques including different brush sizes and types.</p> <p>Mix and match colours to artefacts and objects.</p> <p>Experiment with tools and techniques e.g. layering, mixing media, scrapping through.</p> <p>Identify primary colours by name.</p> <p>Mix primary shades and tones.</p>	<p>Use a variety of tools and techniques including different brush sizes and types.</p> <p>Mix and match colours to artefacts and objects.</p> <p>Experiment with tools and techniques e.g. layering, mixing media, scrapping through.</p> <p>Identify primary colours by name.</p> <p>Mix primary shades and tones.</p>	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Explore and evaluate a range of existing products</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>Experiment with constructing and joining recycled, natural and manmade materials.</p> <p>Manipulate malleable materials in a variety of ways including rolling and kneading.</p> <p>Explore sculpture.</p>	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Explore and evaluate a range of existing products</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from</p>	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their Products</p>

Foxes	Cycle A	Focus	<p>Art: Andy Warhol</p> <p>Artistic Focus: Painting</p>	<p>Art: Famous buildings</p> <p>Artistic Focus: Drawing</p>	<p>Art: Earth art</p> <p>Artistic Focus: Sculpture</p>	<p>DT: Perfect Pizzas</p> <p>DT Focus: Food, designing, making and evaluating</p>	<p>DT: Story books</p> <p>DT Focus: Designing, making, evaluating and exploring leavers and linkages</p>	<p>Art: LS Lowry</p> <p>Artistic Focus: Drawing</p>
		Curriculum Statements	<p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Work on a range of scales e.g. thin brush on small picture etc.</p> <p>Create different effects and textures with paint according to what they need for the task.</p> <p>Mix colours and know which primary colours make secondary colours.</p> <p>Use more specific colour language.</p> <p>Mix and use tints and shades.</p>	<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, chalk. Control the types of marks made with the range of media.</p> <p>Use sketch book to collect, develop and evaluate ideas.</p> <p>Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p> <p>Experiment with different grades of pencil and other implements to create lines and marks.</p> <p>Experiment with different grades of pencil and other implements to draw different forms and shapes.</p> <p>Begin to show an awareness of objects having a third dimension.</p> <p>Experiment with different grades of pencil and other implements to achieve variations in tone.</p> <p>Apply tone in a drawing in a simple way.</p> <p>Create textures with a wide range of drawing implements.</p>	<p>Shape, form, model and construct from observation or imagination.</p> <p>Use recycled, natural and man-made materials to create sculptures.</p> <p>Plan a sculpture through drawing and other preparatory work.</p> <p>Produce intricate patterns and textures in a malleable media.</p>	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from</p>	<p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing],</p> <p>Accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider</p>	<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, chalk. Control the types of marks made with the range of media.</p> <p>Use sketch book to collect, develop and evaluate ideas.</p> <p>Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p> <p>Experiment with different grades of pencil and other implements to create lines and marks.</p> <p>Experiment with different grades of pencil and other implements to draw different forms and shapes.</p> <p>Begin to show an awareness of objects having a third dimension.</p> <p>Experiment with different grades of pencil and other implements to achieve variations in tone.</p> <p>Apply tone in a drawing in a simple way.</p> <p>Create textures with a wide range of drawing implements.</p>

				Apply a simple use of pattern and texture in a drawing.			the views of others to improve their work Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	Apply a simple use of pattern and texture in a drawing.
Foxes	Cycle B	Focus	DT: Puppets DT Focus: Designing, making and evaluating	Art: Sparks and Flame Artistic Focus: Sculpture	Art: Aboriginal art Artistic Focus: Drawing	DT: British inventors DT Focus: Researching products, understanding key technological advances and strengthening structures	DT: Light up signs DT Focus: Electrical elements, designing, making, evaluating	DT: Vehicles DT Focus: Use of mechanisms (leavers, wheels, axles etc) designing, making and evaluating
		Curriculum Statements	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p>Shape, form, model and construct from observation or imagination.</p> <p>Use recycled, natural and man-made materials to create sculptures.</p> <p>Plan a sculpture through drawing and other preparatory work.</p> <p>Produce intricate patterns and textures in a malleable media.</p>	<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, chalk. Control the types of marks made with the range of media.</p> <p>Use sketch book to collect, develop and evaluate ideas.</p> <p>Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p> <p>Experiment with different grades of pencil and other implements to create lines and marks.</p> <p>Experiment with different grades of pencil and other implements to draw different forms and shapes.</p> <p>Begin to show an awareness of objects having a third dimension.</p> <p>Experiment with different grades of pencil and other implements to achieve variations in tone.</p> <p>Apply tone in a drawing in a simple way.</p>	<p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Understand how key events and individuals in design and technology have helped shape the world</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients,</p>	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Explore and evaluate a range of existing products</p>

			Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria		Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.		according to their functional properties and aesthetic qualities Investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	Evaluate their ideas and products against design criteria Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their Products
Badgers	Cycle A	Focus	DT: Burgers DT Focus: Food, designing, making, investigating , analysing and evaluating	DT: Seasonal stockings DT Focus: Textiles, designing making and evaluating	DT: Chinese Inventions DT Focus: Designing, making, evaluating, understanding key technological advances, understanding and using mechanical systems	Art: Van Gogh Artistic Focus: Painting	Art: Viewpoints Artistic Focus: Painting	DT: Birdhouse builders DT Focus: Designing, making and evaluating
		Curriculum Statements	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Investigate and analyse a range of existing products	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients,	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	Develop a painting from a drawing . Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. Mix and match colours to create atmosphere and light effects. Be able to identify primary secondary, complementary and contrasting colours. Work with complementary colours.	Develop a painting from a drawing . Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. Mix and match colours to create atmosphere and light effects. Be able to identify primary secondary, complementary and contrasting colours. Work with complementary colours.	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and

			<p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>according to their functional properties and aesthetic qualities</p> <p>Investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>Understand how key events and individuals in design and technology have helped shape the world</p> <p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>			<p>components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>
Badgers	Cycle B	Focus	<p>Art: Sculpting Vases</p> <p>Artistic Focus: Sculpture</p>	<p>Art: Flanders fields</p> <p>Artistic Focus: Painting</p>	<p>DT: Fashion and textiles</p> <p>DT Focus: Researching, designing, making and evaluating</p>	<p>DT: Building bridges</p> <p>DT Focus: Designing, evaluating, reinforcing complex structures</p>	<p>Art: Famous fashions</p> <p>Artistic Focus: Drawing</p>	<p>Art: Express yourself</p> <p>Artistic Focus: Sculpture</p>
		Curriculum Statements	<p>Shape, form, model and construct from observation or imagination.</p> <p>Use recycled, natural and man-made materials to create sculptures.</p> <p>Plan a sculpture through drawing and other preparatory work.</p> <p>Produce intricate patterns and textures in a malleable media.</p>	<p>Develop a painting from a drawing .</p> <p>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.</p> <p>Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music.</p> <p>Mix and match colours to create atmosphere and light effects.</p> <p>Be able to identify primary secondary, complementary and contrasting colours.</p> <p>Work with complementary colours.</p>	<p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and</p>	<p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>Work from a variety of sources including observation, photographs and digital images.</p> <p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Develop close observation skills using a variety of view finders.</p> <p>Use a sketchbook to collect and develop ideas.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Use dry media to make different marks, lines, patterns and shapes within a drawing.</p> <p>Experiment with wet media to make different marks,</p>	<p>Shape, form, model and construct from observation or imagination.</p> <p>Use recycled, natural and man-made materials to create sculptures.</p> <p>Plan a sculpture through drawing and other preparatory work.</p> <p>Produce intricate patterns and textures in a malleable media.</p>

					<p>aesthetic qualities investigate and analyse a range of existing products</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>		<p>lines, patterns, textures and shapes.</p> <p>Explore colour mixing and blending techniques with coloured pencils.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Perspective and Composition Begin to use simple perspective in their work using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</p> <p>Show an awareness of how paintings are created.</p>	
Badgers	Cycle C	Focus	<p>DT: Programming Pioneers</p> <p>DT Focus: \electrical systems and computer programming, designing, making, evaluating</p>	<p>DT: Seasonal food</p> <p>DT Focus: Food, application of healthy eating, cooking, understanding seasonality</p>	<p>Art: Journeys</p> <p>Artistic Focus: Painting</p>	<p>Art: A sense of place</p> <p>Artistic Focus: Drawing</p>	<p>Art: Cityscapes</p> <p>Artistic Focus: Sculpture</p>	<p>DT: Making mini greenhouses</p> <p>DT Focus: Designing, making evaluating, improving, reinforcing</p>
		Curriculum Statements	<p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion,</p>	<p>Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Understand seasonality, and know where and how a</p>	<p>Develop a painting from a drawing .</p> <p>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.</p> <p>Create imaginative work from a variety of sources e.g.</p>	<p>Work from a variety of sources including observation, photographs and digital images.</p> <p>Work in a sustained and independent way to create a detailed drawing.</p>	<p>Shape, form, model and construct from observation or imagination.</p> <p>Use recycled, natural and man-made materials to create sculptures.</p> <p>Plan a sculpture through drawing and other preparatory work.</p>	<p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Generate, develop, model and communicate their ideas through discussion,</p>

			<p>annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Understand how key events and individuals in design and technology have helped shape the world</p>	<p>variety of ingredients are grown, reared, caught and processed</p>	<p>observational drawing, themes, poetry, music.</p> <p>Mix and match colours to create atmosphere and light effects.</p> <p>Be able to identify primary secondary, complementary and contrasting colours.</p> <p>Work with complementary colours.</p>	<p>Develop close observation skills using a variety of view finders.</p> <p>Use a sketchbook to collect and develop ideas.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Use dry media to make different marks, lines, patterns and shapes within a drawing.</p> <p>Experiment with wet media to make different marks, lines, patterns, textures and shapes.</p> <p>Explore colour mixing and blending techniques with coloured pencils.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Perspective and Composition Begin to use simple perspective in their work using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</p> <p>Show an awareness of how paintings are created.</p>	<p>Produce intricate patterns and textures in a malleable media.</p>	<p>annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Understand how key events and individuals in design and technology have helped shape the world</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>
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