



LEARNING TO LOVE, LOVING TO LEARN

Art/DT Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>My Community</p> <p><u>Artist:</u> Austin’s Butterfly I can mix colours and describe primary colours mixing to create new ones. I can build stories around toys (small world) use available props to support role play. I can build simple models using a variety of construction equipment. I can use a variety of ‘Junk Modelling’ resources to create objects and give them meaning. I can draw a self portrait using open shapes to show simple features. I can do an observational drawing of a pet.</p>	<p>Celebrations</p> <p><u>Artist:</u> Claude Monet (finger painting landscapes) I can take part in simple pretend play and give my objects/role play meaning. I can use construction to create imaginative and constructive small world. I can develop my own ideas and choose which materials to support them. I can use different mediums to create a desired effect. I can explore using playdoh to create imaginative objects using simple techniques. I can explore finger painting to recreate landscapes based on Claud Monet.</p>	<p>Space!</p> <p><u>Artist:</u> Kandinsky (Shape/Math’s) and O’reilly Folk Art Fusion I can talk about a famous artist and explain the type of art work they create. I can showcase different emotions using my facial expressions. I can explore using shape, drawing lines to create Kandinsky inspired art work. I can use drama to recreate stories using storytelling language and actions.</p>	<p>People who help us</p> <p><u>Artist:</u> Salvador Dali I can create something collaboratively and share ideas and resources with my friends. I can explore, use and refine a variety of artistic effects to express their ideas and feelings. I can return to and build on my prior learning and developing my ability to represent them. I can use an object to explore abstract art and verbalise my understanding of it. I can develop imaginative storylines in my pretend play.</p>	<p>Minibeasts!</p> <p><u>Artist:</u> Andy Goldsworthy (natural art) <u>Photographer:</u> Phill Good I can safely use a variety of tools including scissors and cutting tools. I can showcase different techniques of using different materials: cutting, sticking, scrunching, tearing. I can use my knowledge of Andy Goldsworthy to create natural art pieces linked to Minibeasts. I can make use of props and materials when role playing characters in narratives and stories.</p>	<p>Traditional tales</p> <p><u>Artist:</u> David Hockney I can recreate David Hockney inspired art using watercolours and oil pastels. I can share what I have created and explain what process I went through to get to the end product.</p>
Year 1	<p>My wonderful senses</p> <p>Yayoi Kusama/ Mark Making (Art)</p>	<p>Santa’s secret workshop</p> <p>Puppets (DT) DT focus</p>	<p>Animal magic</p> <p>Animal Art Art focus</p>	<p>Pirate life</p> <p>Boat Making (refer to vehicle making planbee) DT focus</p>	<p>Mega Structures</p> <p>Stable Structures DT focus KS1 - design purposeful, functional, appealing</p>	<p>Plant life</p> <p>Earth Art Art focus</p>



LEARNING TO LOVE, LOVING TO LEARN

	<p>Art focus</p> <p>Use painting to develop and share their ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>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.</p>	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>KS1 - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>KS1 - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing</p> <p>KS1 - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>KS1 - explore and evaluate a range of existing products</p> <p>KS1 - evaluate their ideas and products against design criteria</p>	<p>KS1 - to use a range of materials creatively to design and make products</p> <p>KS1 - to use drawing to develop and share their ideas, experiences and imagination</p> <p>KS1 - to use painting to develop and share their ideas, experiences and imagination</p> <p>KS1 - to use sculpture to develop and share their ideas, experiences and imagination</p> <p>KS1 - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>KS1 - design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>KS1 - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>KS1 - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing</p> <p>KS1 - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>KS1 - explore and evaluate a range of existing products</p>	<p>products for themselves and other users based on design criteria</p> <p>KS1 - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>KS1 - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing</p> <p>KS1 - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>KS1 - explore and evaluate a range of existing products</p>	<p>KS1 - to use a range of materials creatively to design and make products</p> <p>KS1 - to use drawing to develop and share their ideas, experiences and imagination</p> <p>KS1 - to use painting to develop and share their ideas, experiences and imagination</p> <p>KS1 - to use sculpture to develop and share their ideas, experiences and imagination</p> <p>KS1 - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



LEARNING TO LOVE, LOVING TO LEARN

				KS1 - evaluate their ideas and products against design criteria		
Year 2	<p>The Great Fire of London</p> <p>Sparks and Flames</p> <p>Art focus</p> <p>KS1 - to use a range of materials creatively to design and make products</p> <p>KS1 - to use drawing to develop and share their ideas, experiences and imagination</p> <p>KS1 - to use painting to develop and share their ideas, experiences and imagination</p> <p>KS1 - to use sculpture to develop and share their ideas, experiences and imagination</p> <p>KS1 - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Space adventures</p> <p>Flying Kites (or rockets)</p> <p>DT focus</p> <p>KS1 - design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>KS1 - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>•KS1 - evaluate their ideas and products against design criteria</p>	<p>Ice age and Antarctica</p> <p>Paper Art</p> <p>Art focus</p> <p>KS1 - to use a range of materials creatively to design and make products</p> <p>KS1 - to use sculpture to develop and share their ideas, experiences and imagination</p> <p>KS1 - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>KS1 - 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.</p>	<p>Castles</p> <p>Making Homes</p> <p>DT focus</p> <p>KS1 - design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>KS1 - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>KS1 - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing</p> <p>KS1 - select from and use a wide range of materials and components, including construction materials, textiles and</p>	<p>Plants, plants everywhere</p> <p>Eat more fruit and vegetables</p> <p>DT focus</p> <p>KS1 - design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>KS1 - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>KS1 - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing</p> <p>KS1 - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p>Henri Rousseau (Art)</p> <p>KS1 - to use a range of materials creatively to design and make products</p> <p>KS1 - to use drawing to develop and share their ideas, experiences and imagination</p> <p>KS1 - to use painting to develop and share their ideas, experiences and imagination</p> <p>KS1 - to use sculpture to develop and share their ideas, experiences and imagination</p> <p>KS1 - 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</p>



'LEARNING TO LOVE, LOVING TO LEARN'

				<p>ingredients, according to their characteristics</p> <p>KS1 - explore and evaluate a range of existing products</p> <p>KS1 - evaluate their ideas and products against design criteria</p> <p>KS1 - build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>KS1 - evaluate their ideas and products against design criteria</p> <p>KS1 - use the basic principles of a healthy and varied diet to prepare dishes</p> <p>KS1 - understand where food comes from</p>	
Year 3	<p>Cross curricular Egyptians (Art + DT)</p> <ul style="list-style-type: none"> KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials KS2 - to improve their mastery of art and design techniques, including painting with a range of materials KS2 - to improve their mastery of art and design techniques, including sculpture with a range of materials 	<p>Can we change places (Art)</p> <ul style="list-style-type: none"> KS2 - to create sketch books to record their observations KS2 - use sketchbooks to review and revisit ideas KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials KS2 - to improve their mastery of art and design techniques, including sculpture with a range of materials 	<p>Viking Art (Art)</p> <ul style="list-style-type: none"> KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials KS2 - to improve their mastery of art and design techniques, including painting with a range of materials KS2 - to improve their mastery of art and design techniques, including sculpture with a range of materials 	<p>Storybooks (DT)</p> <ul style="list-style-type: none"> KS2 - 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 KS2 - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design KS2 - select from and use a wider range of 	<p>Seurat and Pointillism (Art)</p> <ul style="list-style-type: none"> KS2 - to create sketch books to record their observations KS2 - use sketchbooks to review and revisit ideas KS2 - to improve their mastery of art and design techniques, including painting with a range of materials KS2 - about great artists in history 	<p>Making mini greenhouses (DT)</p> <ul style="list-style-type: none"> KS2 - 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 KS2 - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design



'LEARNING TO LOVE, LOVING TO LEARN'

				<p>tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <ul style="list-style-type: none"> • KS2 - 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 • KS2 - investigate and analyse a range of existing products • KS2 - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>KS2 - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>		<ul style="list-style-type: none"> • KS2 - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • KS2 - 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 • KS2 - investigate and analyse a range of existing products • KS2 - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • KS2 - apply their understanding of how to strengthen, stiffen and reinforce more complex structures
Year 4	<p>Art & DT from cross curricular 'The Tudors Topic'</p> <ul style="list-style-type: none"> • KS2 - to improve their mastery of art and design 	<p>Light up signs (DT)</p> <ul style="list-style-type: none"> • KS2 - use research and develop design criteria to inform the design of innovative, 	<p>Mosaics – adapt Roman topic planning (DT)</p> <ul style="list-style-type: none"> • KS2 - to improve their mastery of art and design techniques, 	<p>Recycled Art & (DT/Art)</p> <p>to improve their mastery of art and design techniques, including</p>	<p>Frida Khalo (Art)</p> <ul style="list-style-type: none"> • KS2 - to create sketch books to record their observations 	<p>A sense of place (Art)</p> <ul style="list-style-type: none"> • KS2 - to create sketch books to record their observations



'LEARNING TO LOVE, LOVING TO LEARN'

	<p>techniques, including drawing with a range of materials</p> <ul style="list-style-type: none"> • KS2 - to improve their mastery of art and design techniques, including painting with a range of materials • KS2 - to improve their mastery of art and design techniques, including sculpture with a range of materials • KS2 - about great artists in history 	<p>functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <ul style="list-style-type: none"> • KS2 - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • KS2 - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • KS2 - 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 • KS2 - investigate and analyse a range of existing products • KS2 - evaluate their ideas and products against their own design criteria and consider the 	<p>including drawing with a range of materials</p> <ul style="list-style-type: none"> • KS2 - to improve their mastery of art and design techniques, including painting with a range of materials • KS2 - to improve their mastery of art and design techniques, including sculpture with a range of materials 	<p>sculpture with a range of materials</p>	<ul style="list-style-type: none"> • KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials • KS2 - to improve their mastery of art and design techniques, including painting with a range of materials • KS2 - to improve their mastery of art and design techniques, including sculpture with a range of materials • KS2 - about great artists in history 	<ul style="list-style-type: none"> • KS2 - use sketchbooks to review and revisit ideas • KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials • KS2 - to improve their mastery of art and design techniques, including painting with a range of materials • KS2 - about great artists in history
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



'LEARNING TO LOVE, LOVING TO LEARN'

		<p>views of others to improve their work</p> <ul style="list-style-type: none"> • KS2 - apply their understanding of how to strengthen, stiffen and reinforce more complex structures • KS2 - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • KS2 - apply their understanding of computing to program, monitor and control their products 				
Year 5	<p><u>Flanders Field (Art)</u></p> <p>To create sketch books to record their observations.</p> <p>To improve their mastery of art and design techniques, including drawing with a range of materials.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>To improve their mastery of art and design techniques,</p>	<p><u>Van Gogh (Art)</u></p> <p>To create sketch books to record their observations.</p> <p>Using sketchbooks to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p>	<p><u>Sculpting vases (DT)</u></p> <p>To create sketch books to record their observations.</p> <p>To use sketchbooks to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing with a range of materials.</p> <p>To improve their mastery of art and design techniques, including</p>	<p><u>Monet and the impressionists (Art)</u></p> <p>To create sketch books to record their observations.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p>	<p><u>Moving toys (inventions) (DT)</u></p> <p>Using 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>To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes,</p>	<p><u>Great British Dishes (DT)</u></p> <p>To understand and apply the principles of a healthy and varied diet.</p> <p>To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>To understand seasonality, and know where and how a variety of ingredients are grown,</p>



'LEARNING TO LOVE, LOVING TO LEARN'

	<p>including sculpture with a range of materials.</p>		<p>painting with a range of materials.</p> <p>To improve their mastery of art and design techniques, including sculpture with a range of materials.</p>		<p>pattern pieces and computer-aided design.</p> <p>To 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>To 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>To investigate and analyse a range of existing products.</p> <p>To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>To understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</p>	<p>reared, caught and processed.</p>
--	-------------------------------------------------------	--	---------------------------------------------------------------------------------------------------------------------------------------------------------	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------



LEARNING TO LOVE, LOVING TO LEARN

<p>Year 6</p>	<p>Landscapes (Art) & Mayan Masks</p> <ul style="list-style-type: none"> • KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials • KS2 - to improve their mastery of art and design techniques, including painting with a range of materials • KS2 - to improve their mastery of art and design techniques, including sculpture with a range of materials 	<p>Fairground (DT)</p> <ul style="list-style-type: none"> • 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 • 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 • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 	<p>Express yourself (Art)</p> <ul style="list-style-type: none"> • KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials • KS2 - to improve their mastery of art and design techniques, including painting with a range of materials • KS2 - to improve their mastery of art and design techniques, including sculpture with a range of materials 	<p>Alarms (DT)</p> <ul style="list-style-type: none"> • KS2 - 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 • KS2 - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • KS2 - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • KS2 - investigate and analyse a range of existing products • KS2 - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 	<p>Programming pioneers (DT)</p> <ul style="list-style-type: none"> • KS2 - 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 • KS2 - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • KS2 - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • KS2 - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • KS2 - understand how key events and individuals in design and 	<p>Leonardo De Vinci (Art)</p> <ul style="list-style-type: none"> • KS2 - use sketchbooks to review and revisit ideas • KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials • KS2 - to improve their mastery of art and design techniques, including painting with a range of materials • KS2 - about great artists in history
---------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



'LEARNING TO LOVE, LOVING TO LEARN'

		<ul style="list-style-type: none">• understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]• apply their understanding of computing to program, monitor and control their products		<ul style="list-style-type: none">• KS2 - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]	technology have helped shape the world <ul style="list-style-type: none">• KS2 - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]• KS2 - apply their understanding of computing to program, monitor and control their products	
--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--