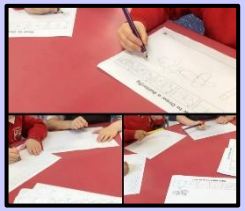
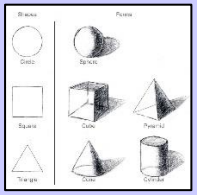
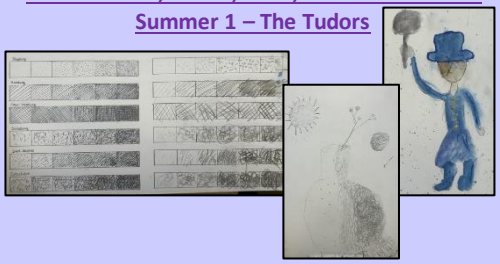
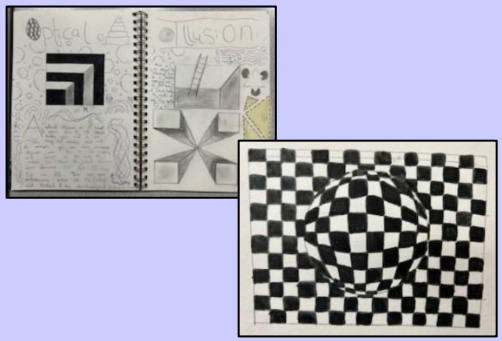
Broughton-in-Amounderness Church of England Primary School
Love learning, life, one another and God

Updated September 2025

Progression in Art and Design

	EYFS	KS1 (various)	LKS2 (various)	UKS2 (various)
Drawing	**K:** To begin to know how to hold a pencil correctly using the tripod grip. **S:** To begin to show some accuracy and care when drawing.			
	Lines and Marks **K:** To know we can draw what we can see in front of us. **S:** To draw from observations. **K:** To know that we can draw with different implements e.g. pencils, chalk, charcoal, oil pastels etc. **S:** To draw using a range of media.	**Lines and Marks** **K:** To know that there are an infinite amount of different lines and marks that can be made. **S:** To name, match and draw lines/marks from observations. **S:** To invent new lines. **K:** To know that drawing can be done on a range of different surfaces. **S:** To draw on different surfaces with a range of media. **K:** To know line is one of the formal elements of art.	**Lines and Marks** **K:** To know that we can draw with a much wider range of drawing implements e.g. graded pencils, biro pens, oil pastels, chalk, charcoal etc. **S:** To experiment with different grades of pencil and other implements (chalk, oil pastels, biro pens, etc.) to create lines and marks.	**Lines and Marks** **K:** To know that drawings can be created using dry and/or wet media. **S:** To use dry media to make different marks, lines, patterns and shapes within a drawing. **S:** To experiment with wet media to make different marks, lines, patterns, textures and shapes.
	Form and Shape **K:** To know and identify squares, triangles and circles. **S:** To begin to draw simple shapes using a range of media.	**Form and Shape** **K:** To know that a shape is 2D and that 2D means flat. **S:** To observe and draw shapes from observations. **K:** To know that shapes are all around us. **K:** To know that there are an infinite amount of different shapes that can be made. **S:** To invent new shapes. **K:** To know shape is one of the formal elements of art	**Form and Shape** **K:** To understand that a form is a 3D object. **S:** To experiment with different grades of pencil and other implements to draw different shapes and forms. **K:** To know that objects have three dimensions and that this can be incorporated into drawing. **S:** To begin to show awareness of objects having a third dimension when drawing i.e. cube not a square, tonal shading etc.	**Form and Shape** **S:** To use dry media to make different marks, lines, patterns and shapes within a drawing. **S:** To experiment with wet media to make different marks, lines, patterns, textures and shapes.
		Tone **K:** To know that tone refers to the light/dark of something. **K:** To know that dark tones can be achieved by pressing a pencil, crayon etc. with more pressure and lighter tones with less pressure. **S:** To investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. **K:** To know tone is one of the formal elements of art.	**Tone** **K:** To know that tone can be achieved using a range of drawing implements. **S:** To experiment with different grades of pencil and other implements to achieve variations in tone. **S:** To apply tone in a drawing in a simple way.	**Tone** **K:** To know colour mixing/blended can be achieved with coloured pencils. **S:** To explore colour mixing and blending techniques with coloured pencils. **S:** To use different techniques for different purposes i.e. shading, hatching within their own work. **S:** To use dry media to make different marks, lines, patterns and shapes within a drawing. **S:** To experiment with wet media to make different marks, lines, patterns, textures and shapes.
		Texture **K:** To know that texture describes how something feels to the touch. **S:** To investigate textures by describing, naming, rubbing, copying. **K:** To know texture is one of the formal elements of art.	**Texture** **K:** To know that texture can be real or implied (created). **S:** To create textures with a wide range of drawing implements. **S:** To apply a simple use of pattern and texture in a drawing.	**Texture** **S:** To experiment with wet media to make different marks, lines, patterns, textures and shapes.
				K: To know that one-point perspective is a drawing method that shows how things get smaller as they get further away. **S:** To use simple one-point perspective in their own drawings using a single focal point and horizon.

				K: To know that composition refers to how elements are arranged within an artwork. **S:** To begin to develop an awareness of composition, scale and proportion in their paintings e.g, foreground, middle ground and background.
				K: To know what they like. What works best for them and begin to develop their own style of art. **S:** To start to develop their own style using tonal contrast and mixed media.
	S: To share creations, explaining how they were made and why.	**K:** To know that drawing is not just one thing using a range of representational, expressive and extraordinary drawings. **K:** To know the work of various artists/designers/ craftspeople (woven throughout the art curriculum units). **S:** To make observations about great artworks, compare and use them for inspiration for their own artwork.	**K:** To know that drawing is not just one thing using a range of representational, expressive and extraordinary drawings (woven throughout the art curriculum units). **S:** To make observations about great artists/architects/designers, compare and use them for inspiration.	**K:** To know that drawing is not just one thing and how drawing has changed over time from cave art to more recent advancements i.e. 3D designing and printing. **S:** To make observations about great artists/architects/designers, compare and use them for inspiration.
Vocabulary	To know and use key vocabulary - ***draw, pencil, chalk, charcoal, oil pastel, paper***	draw, pencil, chalk, charcoal, oil pastel, paper, ***line, mark, observation, surfaces, media, formal elements, shape, tone, texture, light, dark***	draw, pencil, chalk, charcoal, oil pastel, paper, line, mark, observation, surfaces, media, formal elements, shape, tone, texture, light, dark, ***graded pencils, biro pens, drawing implements, form, third-dimensional, variation, pattern***	draw, pencil, chalk, charcoal, oil pastel, paper, line, mark, observation, surfaces, media, formal elements, shape, tone, texture, light, dark, graded pencils, biro pens, drawing implements, form, third-dimensional, variation, pattern, ***perspective, focal point, horizon, composition, scale, proportion, foreground, background***
Where in our curriculum?	**Nursery & Reception** **Spring 2 – Beautiful World**  **Reception** **Summer 1 – Mysterious Monsters** 	**Year 1 - Lines and Marks** **Spring 1 – Robots**  **Year 2 - Tone** **Autumn 1 – Animals around the world**  **Year 2 - Form and Shape** **Autumn 2 – Our Planet**  **Year 2 - Texture** **Spring 2 – Space Quest** 	**Year 3 - Form and Shape** **Autumn 1 – The Romans**  **Year 3 - Lines and Marks** **Spring 1 – The Stone Age**  **Year 4 - Tone** **Spring 1 – The Great Plague**  **Year 4 - Texture** **Summer 2 – Recycling and Conservation** 	**Year 5 - Lines, Marks, Tone, Form and Texture** **Summer 1 – The Tudors**  **Year 6 - Perspective and Composition** **Spring 2 – It's a Mystery** 

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	EYFS	KS1 (Year 2)	LKS2 (Year 4)	UKS2 (Year 5)
Painting	**K:** To know how to hold a paintbrush. **S:** To begin to hold a paintbrush using the pencil grip.	**K:** To consolidate how to hold a paintbrush. **S:** To consistently hold a paintbrush using the pencil grip.	**K:** To know how to hold a paintbrush firmly, understanding that the closer to the brush end you hold, the greater control it gives the painter. **S:** To consistently hold a paintbrush using the pencil grip close to the bristles.	
	K: To know that a paintbrush can be used to add paint to paper or other surfaces. **S:** To use poster paint and brushes to create pictures using observations and/or imagination.	**K:** To know that we can use a variety of brush sizes and other tools (fingers, sticks, palette knives etc.) to paint, depending on the project. **S:** To use different tools (fingers, sponges, sticks etc. to add paint to paper.	**K:** To know when it is appropriate to use different sizes brushes, depending on the scale, level of detail etc. **S:** To work on a range of scales, using thinner brushes to paint smaller or more detailed areas of a picture and thicker brushes to paint larger or less detailed areas.	
	K: To know the names of basic colours. **S:** To mix and match colours to artefacts and objects.	**K:** To know that primary colours can be mixed to make secondary colours. **S:** To identify primary and secondary colours by name and whether they are primary or secondary. **S:** To mix secondary colours.	**K:** To know how colours are arranged on a colour wheel. **K:** To know and expand colour terminology e.g. primary colours, secondary colours, tertiary colours, shades, tints. **S:** To mix and use tints and shades. **S:** To mix secondary (and potentially tertiary) colours. **S:** To use more specific colour language.	**K:** To know that complementary and contrasting colours are colours which are opposite each other on the colour wheel. **S:** To be able to identify and work with complementary and contrasting colours. **S:** To carry out preliminary studies, mixing appropriate colours.
		K: To know that adding white makes colours lighter and adding black makes colours darker. **S:** To mix primary shades and tones.		
		K: To know that different paints (e.g. poster and watercolours) have different properties and name some. **S:** To name different types of paint (poster and watercolours) and some of their properties e.g. thin, dull, bright etc.	**K:** To know that paint can be used to create a range of effects and textures. **S:** To experiment with different effects and textures, including blocking in colour, washes and thickened paint to create textural effects.	**K:** To know that paint can be combined with other disciplines such as collage. **K:** To know that paintings can come from a range of inspirations/sources e.g. observational, themes, poetry, music etc **S:** To carry out preliminary studies, trying out and planning for different media. **S:** To create imaginative work from a variety of sources e.g. poetry.
	K: To know that Kandinsky (a great artist in history) painted colourful circles. **S:** To share their own creations, explaining how they made it and why.	**K:** To know the work of Yayoi Kusama and Gaku. **S:** To make observations about great artworks, compare and use them for inspiration for their own artwork.	**K:** To know that painting is not just one thing using a range of representational, expressive and extraordinary paintings, including the work of Henri Matisse and Andy Warhol. **S:** To make observations about great artists/architects/designers, compare and use them for inspiration.	**K:** To develop ideas independently based around issues and/or themes. To respond to and compare the work of Paul Nash and Claude Monet. **S:** To make observations about great artists, designers and architects, compare and use them for inspiration for their own artwork.
Vocabulary	To know and use key vocabulary – ***paint, paintbrush, paper, colour, circle, Kandinsky***	paint, paintbrush, paper, colour, circle, Kandinsky ***watercolour, poster paint, primary colours, secondary colours, lighter, darker***	paint, paintbrush, paper, colour, circle, Kandinsky watercolour, poster paint, primary colours, secondary colours, lighter, darker, ***tertiary colours, tints, shades, colour wash, colour block, textured paint***	paint, paintbrush, paper, colour, circle, Kandinsky watercolour, poster paint, primary colours, secondary colours, lighter, darker, tertiary colours, tints, shades, colour wash, colour block, textured paint, ***complementary colours, mixed-media, impressionism***
Where in our curriculum?	**Nursery & Reception** **Summer 2, Under the Sea** 	**Year 2** **Autumn 2, Our Planet** 	**Year 4** **Autumn 1, Circus, Circus**  	**Year 5** **Autumn 2,** **The Great War** 

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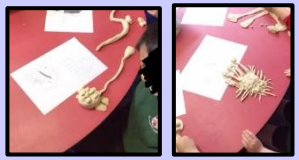
	EYFS	KS1 (Year 2)	LKS2 (Year 4)	UKS2 (Year 6)
Sculpture	**K:** To know that you can 'build' something using a range of materials e.g. cardboard boxes, construction kits, building blocks etc.	**K:** To know that sculpture is the name given to artwork which exists in three dimensions – height, width and depth and that this can be done with a range of materials. **S:** To explore creating models with three dimensions using a range of malleable materials.	**K:** To know the steps involved in creating a papier-mâché object. **S:** To use papier-mâché to create a simple 3D object.	**K:** To know that sculpture can be combined with other disciplines e.g. drawing, painting, printing, collage etc. **K:** To know that sculptures can be made using a range/combination of recycled, natural and manmade materials. **S:** To use recycled, natural and manmade materials to create sculptures.
	K: To know that materials can be joined together using glue/Sellotape. **S:** To join 'junk' materials together to create a model which is not flat.	**K:** To know that 2D shapes can be joined to make 3D shapes. **S:** To use simple 2D shapes to create a 3D model/form.	**S:** To join clay adequately.	**K:** To know different techniques when working with clay. **S:** To develop skills in using clay, including slabs, coils, slips etc.
	S: To mould, roll and shape plasticine, clay, salt dough etc.	**K:** To know that malleable materials are those which can be changed e.g. rolled, kneaded, shaped. **S:** To manipulate malleable materials in a variety of ways, including rolling and kneading. **S:** To manipulate malleable materials for a purpose e.g. pot, tile.	**K:** To know that clay is a malleable material which will dry/set hard.	
		K: To know that texture can be added to malleable materials using tools or hands. **S:** To change the surface of a malleable material i.e. create texture, add layers.	**S:** To create surface patterns and textures in a malleable material using a range of materials/tools e.g. tools, foil, feathers, nails, screws etc.	**S:** To produce intricate patterns and textures in a malleable material.
	K: To know how to use tools (wire tools, rolling pins etc.) safely.			
	S: To share their own creations, explaining how they made it and why.	**K:** To know the work of Ben Giles and Yayoi Kusama. **S:** To make observations about great artworks, compare and use them for inspiration for their own artwork.	**K:** To know that sculpture is not just one thing using a range of representational, expressive and extraordinary sculpture, including the work of Damien Hirst. **S:** To make observations about great artists/architects/designers, compare and use them for inspiration. **S:** To plan, design and make models from observation or imagination.	**K:** To know the history of sculpture and how media and materials have changed over time e.g. moving from bone/hands towards recycled materials. **S:** To plan a sculpture through drawing and other preparatory work. **S:** To shape, form, model and construct from observation or imagination.
Vocabulary	To know and use key vocabulary – ***build, flat, not flat, join, glue, Sellotape***	build, flat, not flat, join, glue, Sellotape, ***malleable, materials, rolling, kneading, pot, tile, plasticine, play dough, 2D, 3D, texture, form***	build, flat, not flat, join, glue, Sellotape, malleable, materials, rolling, kneading, pot, tile, plasticine, play dough, 2D, 3D, texture, form, ***modelling, moulding, dry, soft, hard, clay, papier-mâché, join, shape***	build, flat, not flat, join, glue, Sellotape, malleable, materials, rolling, kneading, pot, tile, plasticine, play dough, 2D, 3D, texture, form, modelling, moulding, dry, soft, hard, clay, papier-mâché, join, shape, ***form, slabs, coils, slips, intricate patterns***
Where in our curriculum?	**Nursery & Reception** **Spring 1, Healthy me** **Summer 1, Mysterious Monsters** 	**Year 2** **Spring 2, Space Quest** 	**Year 4** **Spring 1, The Great Plague** 	**Year 6** **Summer 2, Faster, Higher, Stronger** 

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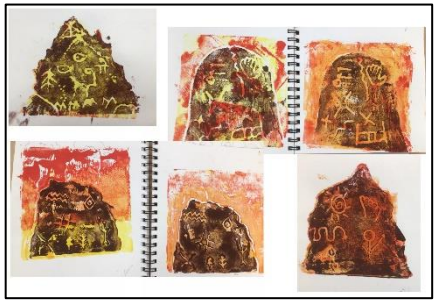
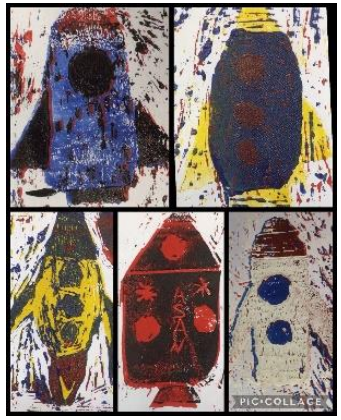
	EYFS	KS1 (Year 1)	LKS2 (Year 3)	UKS2 (Year 5)
Printing	**K:** To know that we can transfer (copy) images, shapes, patterns etc. from an object to paper.	**K:** To know that printing is the process of transferring an image from one surface to another.		**K:** To know that prints can be modified/ enhanced through the careful addition of other media e.g. pens, coloured pens, paints etc. **S:** To work into prints with a range of media e.g. pens, coloured pens and paints.
	K: To know that you can print with a wide range of hard and soft objects. **S:** To print with a range of hard and soft materials e.g. corks, pen barrels, sponges etc. **S:** To use a range of different objects to make simple prints.	**K:** To know that there are different methods of printmaking using different materials. **S:** To make simple marks on rollers and printing palettes. **S:** To take simple prints i.e. mono printing.	**K:** To know that relief prints are made when we print from raised images. **K:** To know that there are different techniques within relief printing. **S:** To create simple printing blocks with press print. **S:** To create printing blocks using a relief or impressed method.	**K:** To know that printing blocks may need to be a simplified version of original artwork to be successful. **S:** To create printing blocks by simplifying an initial journal idea.
	K: To know that different objects feel different. **S:** To identify and name some textures of given objects e.g. fruit and vegetables.	**K:** To explore the formal elements of colour, texture and pattern linked to printing processes and techniques. **S:** To design repetitive patterns.	**S:** To create repeating patterns. **S:** To print with two colour overlays.	**S:** To create prints with three colour overlays.
	S: To share their own creations, explaining how they made it and why.	**K:** To know that printing is not just one thing using a range of representational, expressive and extraordinary prints, including the work of Eric Joyner. **S:** To make observations about great artworks, compare and use them for inspiration for their own artwork.	**K:** To know that printing is not just one thing using a range of representational, expressive and extraordinary sculpture, including cave art and the Lascaux caves. **S:** To make observations about great artists/architects/designers, including cave art.	**K:** To know that printing is not just one thing and how printmaking has changed over time from cave art to more recent advancements i.e. 3D printing. **S:** To make observations about how printing has changed over time and the influence so far/future of 3D printing.
Vocabulary	To know and use key vocabulary – ***print, paint, fruit, vegetable, object, marks, pattern, texture, hard, soft, bumpy, rough, smooth, slimy, wet, dry***	print, paint, fruit, vegetable, object, marks, pattern, texture, hard, soft, bumpy, rough, smooth, slimy, carbon paper, wet, dry, ***line, texture, rollers, palettes, mono-printing, press print, pattern, repeating, ink, carbon paper***	print, paint, fruit, vegetable, object, marks, pattern, texture, hard, soft, bumpy, rough, smooth, slimy, wet, dry, line, texture, rollers, palettes, mono-printing, press print, pattern, repeating, ink, carbon paper, ***relief printing, impressed method***	print, paint, fruit, vegetable, object, marks, pattern, texture, hard, soft, bumpy, rough, smooth, slimy, wet, dry, line, texture, rollers, palettes, mono-printing, press print, pattern, repeating, ink, carbon paper, relief printing, impressed, overlays, ink, ***Lino printing***
Where in our curriculum?	**Nursery & Reception** **Spring 1, Healthy Me** 	**Year 1** **Spring 1, Robots** 	**Year 3** **Spring 1, The Stone Age** 	**Year 5** **Autumn 1, Earth and Space** 

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	EYFS	KS1 (Year 2)	LKS2 (Year 3)	UKS2 (Year 5)
Collage	K: To know that scissors cut paper. S: To use scissors safely to cut paper. K: To know that gluesticks can be used to stick paper together/to other surfaces. S: To use a glue stick effectively to stick pieces of paper into position.	K: To know collage is the process of using a variety of paper to make images. S: To fold, crumple, tear and overlap papers. S: To arrange and glue materials to a background.	K: To know that we can combine collage with other disciplines such as drawing, painting, making etc. S: To experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.	K: To know that we can use a greater variety of media and materials to create collages. S: To add collage to a painted, printed or drawn background. S: To use a range of media to create collages. S: To use different techniques, colours and textures when designing and making pieces of work.
			K: To know that collage can be a means of collecting ideas and information. S: To use collage as a means of collecting ideas and information and building a visual vocabulary.	K: To explore and generate ideas independently based around issues and/or themes. S: To use collage as a means of extending work from initial ideas.
		S: To create images from a variety of media e.g. photocopies, crepe paper, magazines, tissue etc.		
	K: To identify and name some colours, shapes and textures.	K: To know that materials can be grouped/sorted in different ways e.g. using the formal elements of colour, texture and shape. S: To collect, sort, name and match colours appropriate for an image. S: To create and arrange shapes appropriately.		
		S: To work on different scales.		
	S: To share their own creations, explaining how they made it and why.	K: To know that collage is not just one thing using a range of representational, expressive and extraordinary examples, including the work of Ben Giles and Kurt Schwitters. S: To make observations about great artworks, compare and use them for inspiration for their own artwork.	K: To know that collage is not just one thing using a range of representational, expressive and extraordinary collage examples, including the work of the Romans and Fred Tomaselli. S: To make observations about great artists/architects/designers, including the work of the Romans and Fred Tomaselli.	K: To know that collage is not just one thing using a range of representational, expressive and extraordinary collage examples, including the work of Claude Monet and the poem 'In Flanders Fields'. S: To make observations about great artists/architects/designers, including the work of Clause Monet and 'In Flanders Fields'.
Vocabulary	To know and use key vocabulary – ***scissors, glue, cut, stick, paper, colour, red, blue, yellow, green, orange, purple, texture, hard, soft, bumpy, rough, smooth***	scissors, glue, cut, stick, paper, colour, red, blue, yellow, green, orange, purple, texture, hard, soft, bumpy, rough, smooth, ***fold, crumple, tear, overlap, arrange, media, scales, shape***	scissors, glue, cut, stick, paper, colour, red, blue, yellow, green, orange, purple, texture, hard, soft, bumpy, rough, smooth, fold, crumple, tear, overlap, arrange, media, scales, shape, ***layer***	scissors, glue, cut, stick, paper, colour, red, blue, yellow, green, orange, purple, texture, hard, soft, bumpy, rough, smooth, fold, crumple, tear, overlap, arrange, media, scales, shape, layer
Where in our curriculum?	**Nursery & Reception** **Autumn 2, Trains, Planes and Automobiles** 	**Year 2** **Autumn 1, Animals Around the World** 	**Year 3** **Autumn 1, The Romans** 	**Year 5** **Autumn 2, The Great War** 

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Digital Media	K: To know that photographs can be taken using the camera app on an iPad/tablet. K: To know that a photograph can be changed (using filters).	K: To know that ideas and inspiration can come from digital sources (e.g. the internet) as well as from observations and objects around us. S: To explore ideas using digital sources i.e. internet, CD ROMS	K: To recognise that digital art is all around us in the real world e.g. online adverts, websites, restaurant menus etc.	
	K: To know that a 'selfie' is a self-portrait photograph. S: To load the camera app on iPad/tablet and press the button to take photos. S: To take a 'selfie'.	K: To know how to record visual information using digital devices e.g. iPad, tablet etc. S: To record visual information using digital cameras, video recorders.	K: To know that visual information can be collected and presented using digital devices. S: To record and collect visual information using digital cameras, video recorders. S: To present recorded visual images using software.	K: To know that visual information can be collected, presented and stored on digital devices. S: To record, collect and store visual information using digital devices. S: To present recorded visual images using software.
		K: To know that drawing can be done digitally as well as by hand. K: To explore digital drawing linked to the formal elements of line, shape, colour and texture. S: To use a simple graphics package to create images and effects with lines by changing the size of brushes in response to ideas, shapes using eraser, shape and fill tools, colours and texture using simple filters. S: To use basic selection and cropping tools.	K: To know that recorded visual information (photos/videos) can be combined with other features of a graphics package e.g. filters, brushes, shapes etc. K: To know that a graphics package provides artists with better options to create digital art, including a wide range of brushes, shapes and tools e.g. duplicate, cut, copy, repeat etc. S: To use a graphics package to create images and effects with lines by controlling the brush tool with increased precision. S: To change the type of brush to an appropriate style. S: To create shapes by making selections to cut, duplicate and repeat. S: To experiment with colours and textures by using effects and simple filters to manipulate and create images for a purpose.	K: To know how to import images (scanned, retrieved, taken) into a graphics package e.g. Autodesk Sketchbook. S: To use a graphics package to create and manipulate new images.
				K: To know that a digital image can be created by layering. S: To create layered images from original ideas.
	S: To share their own creations, explaining how they made it and why.	K: To know that artwork is not just one thing using a range of representational, expressive and extraordinary examples, including the work of Sandra Dieckmann and Frida Kahlo. S: To make observations about great artworks, compare and use them for inspiration for their own artwork.	K: To know that digital artwork is not just one thing using a range of representational, expressive and extraordinary digital art examples, including the work of the Kendra Haste and William Ashley-Norman. S: To make observations about great artists/architects/designers, including the work of the Kendra Haste and William Ashley-Norman. K: To begin to investigate the impact of digital technology on the art world.	K: To know that digital artwork is not just one thing using a range of representational, expressive and extraordinary digital art examples, including the work of Hannah Hoch. S: To make observations about great artists/architects/designers, including the work of David Hockney and Hannah Hoch.
Vocabulary	To know and use key vocabulary – ***iPad, tablet, photograph, camera, app, button, colour***	iPad, tablet, photograph, camera, app, button, colour, ***digital, sources, internet, record, device, drawing, line, shape, colour, texture, eraser, change, size, brush, select***	iPad, tablet, photograph, camera, app, button, colour, digital, sources, internet, record, device, drawing, line, shape, colour, texture, eraser, change, size, brush, select, ***collect, present, precision, cut, duplicate, repeat, copy, paste, purpose***	iPad, tablet, photograph, camera, app, button, colour, digital, sources, internet, record, device, drawing, line, shape, colour, texture, eraser, change, size, brush, select, collect, present, precision, cut, duplicate, repeat, copy, paste, purpose, ***store, manipulate, import, scanned, retrieved, layering***
Where in our curriculum?	Reception Autumn 1, Me and My Feelings 	Year 1 Autumn 1, Who am I? 	Year 4 Summer 2, Recycling/ Conservation 	Year 6 Autumn 1, Darkness and Light Autumn 2, The Golden Age 

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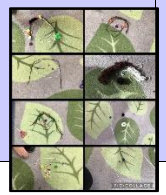
	EYFS	KS1 (Year 1)	LKS2 (Year 4)	UKS2 (Year 5)
Textiles	K: To know and name a selection of fabrics and materials e.g. felt, buttons, string, wool, ribbon etc.	S: To cut and shape fabric using scissors/snips. K: To know that fabrics can be joined with glue. S: To apply shapes with glue or by stitching.	K: To consolidate steps of running stitch and overstitch (crossover with Y2 D&T). S: To cut fabrics with increased accuracy. S: To refine skills in stitching, cutting and joining.	K: To know that textiles can be combined with other disciplines e.g. 3D sculpture, drawing etc. S: To use fabrics to create 3D structures. K: To know that different grade of threads and/or needles are required, depending on the task. S: To use different grades of threads and needles.
		K: To know that materials can be changed/modified. S: To change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. K: To begin to understand the process of plaiting. K: To understand the process of tying a knot. K: To know how finishing details/decorations can make something look complete. S: To apply decoration using beads, buttons etc. S: To create cords and plaits for decoration.		
	K: To know that different textiles materials have different textures. K: To know and name some textures. K: To know what a pattern is and identify some around school. S: To create own simple patterns.	K: To know that colour can be added to materials in different ways. S: To apply colour with printing, dipping, fabric crayons or paints. K: To continue to explore the formal elements of colour, texture and patterns within textiles.	S: To use a variety of techniques to create different textural effects e.g. printing, dyeing, weaving, stitching.	S: To experiment with a range of media to overlap and layer, creating interesting colours, textures and effects e.g. felting.
	K: To know that textile materials can be used to make images. S: To begin to loop, poke, hang and weave fabrics simply.	K: To know that weaving involves two different fabrics/threads overlapping. K: To refine a simple weaving technique. S: To create own 'fabrics' by weaving materials e.g. grass through twigs.		
	K: To know that materials have different functions e.g. string, sheets, ribbon, buttons etc. S: To choose fabrics, buttons, string etc. for a job and explain why they have chosen it.			
			K: To know the process of paste resist. S: To experiment with paste resist.	K: To know the process of simple batik techniques. S: To experiment with batik techniques.
		K: To know that textiles is not just one thing using a range of representational, expressive and extraordinary examples, including the work of Thandiwe Mariu and Agnes Waruguru. S: To make observations about great artworks, compare and use them for inspiration for their own artwork.	K: To know that textiles is not just one thing using a range of representational, expressive and extraordinary textiles examples. K: To investigate how textiles has changed from sewing clothes with animal bone needles through to today's technology/machines.	K: To know that textiles is not just one thing using a range of representational, expressive and extraordinary textiles examples, including the work of Ulla-Stina Wikander. S: To make observations about great artists/architects/designers, including the work of Wikander. K: To investigate how textiles has changed from using animal bone needles during the Stone Age through to automated machinery and synthetic fibres today.
Vocabulary	To know and use key vocabulary – ***fabric, material, function/job, string, wool, button, ribbon, felt, sheet, pattern, poke, hang, weave, texture, hard, soft, bumpy, rough, smooth***	fabric, material, function/job, string, wool, button, ribbon, felt, sheet, pattern, poke, hang, weave, texture, hard, soft, bumpy, rough, smooth, ***sort, change, modify, join, glue, stitching, sewing, plaiting, colour, dye, needle, thread, African, textiles, weaving***	fabric, material, function/job, string, wool, button, ribbon, felt, sheet, pattern, poke, hang, weave, texture, hard, soft, bumpy, rough, smooth, sort, change, modify, join, glue, stitching, sewing, plaiting, colour, dye, needle, thread, African, textiles, weaving, ***running stitch, overstitch, paste resist***	fabric, material, function/job, string, wool, button, ribbon, felt, sheet, pattern, poke, hang, weave, texture, hard, soft, bumpy, rough, smooth, sort, change, modify, join, glue, stitching, sewing, plaiting, colour, dye, needle, thread, African, textiles, weaving, running stitch, overstitch, paste resist, ***2D, 3D, grades, batik, wax, ink, overlap, layer, blanket stitch***
Where in our curriculum?	Nursery & Reception Autumn 1, Me and My Feelings  	Year 1 Summer 2, Africa  	Year 4 Summer 1, The Vikings  	Year 5 Spring 2, Ancient Egypt  

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