

Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

Class - **Discovery Curriculum** - *Subjects/Lessons weekly*

Year	2025 – 2026 Autumn 1	2025 – 2026 Autumn 2	2025 – 2026 Spring 1	2025 – 2026 Spring 2	2025 – 2026 Summer 1	2025 – 2026 Summer 2
2025-2026	<p><u>Topic:</u> Create a wooden Toy for children to use.</p> <p><u>Suggested Key Questions:</u> How can we use wood to create a toy? How does a wooden toy need to be finished to be appropriate for children? What tools can cut/sand and connect wood?</p> <p><u>Key Skills and Knowledge:</u> Using skills including accurate measuring and use of templates. Selecting a variety of tools for appropriate purpose. Using tools to create a smooth finish.</p>	<p><u>Topic:</u> Create a Desk ornament with a Mondrian design.</p> <p><u>Suggested Key Questions:</u> Who is the artist Mondrian? What style of Artwork does Mondrian use? How can we cut wood in more complex ways? (coping saw) How can we mount/display an ornament?</p> <p><u>Key Skills and Knowledge:</u> To discuss and give critique artists/art work. To replicate an artistic style. Selecting a variety of tools for appropriate purpose.</p>	<p><u>Topic:</u> To use Graphic design text and fonts</p> <p><u>Suggested Key Questions:</u> Does all writing look the same? Where do we see writing in different styles? How can some writing represent its meaning?</p> <p><u>Key Skills and Knowledge:</u> To use tools to accurately produce lettering. To replicate a graphic design style. Adapting designs to make the product unique.</p>	<p><u>Topic:</u> Coaster <u>Suggested Key Questions:</u> What materials can be used to create shapes? What are the differences properties of plastic? (acrylic) What are the advantages and disadvantages of working with plastic?</p> <p><u>Key Skills and Knowledge:</u> Selecting a variety of tools for appropriate purpose. Using skills including accurate measuring and use of templates. Adapting designs to make the product unique.</p>	<p><u>Topic:</u> Pneumatic Rockets</p> <p><u>Suggested Key Questions:</u> How is air used to power machines and make things move? What machines and objects using pneumatics? What are the features of an aerodynamic rocket?</p> <p><u>Key Skills and Knowledge:</u> To use recycled materials. To use different techniques to join</p>	<p><u>Topic:</u> Making a wooden car</p> <p><u>Suggested Key Questions:</u> What are the main components of a car? How does a wheel axle help to move the wheels at the same time? What shape would make a more suitable car? <u>What can effect how a car moves?</u></p> <p><u>Key Skills and Knowledge:</u> Using skills including accurate measuring and use of templates. Selecting a variety of tools for appropriate purpose.</p>

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	<p>Adapting designs to make the product unique.</p> <p>To evaluate product and consider ways to improve it?</p>	<p>Using tools to create a smooth finish.</p> <p>Adapting designs to make the product unique.</p>			<p>Selecting a variety of tools for appropriate purpose.</p> <p>Adapting designs to make the product unique</p> <p>To adapt designs to improve product. (Iterative Process)</p>	<p>Using tools to create a smooth finish.</p> <p>Adapting designs to make the product unique.</p> <p>To evaluate product and consider ways to improve it?</p>
Links to Gatsby Benchmarks:	<p>4. Linking curriculum learning to careers</p> <p>Construction, carpentry, design and technology fields.</p>	<p>5. Encounters with employers and employees</p> <p>Design and technology fields. Construction, Carpentry, Sculpture</p>	<p>4. Linking curriculum learning to careers</p> <p>Graphic design, architecture, CAD design</p>	<p>4. Linking curriculum learning to careers</p> <p>Design and technology fields. Graphic design, architecture, CAD design</p>	<p>4. Linking curriculum learning to careers</p> <p>STEM subjects and engineering. Mechanics</p>	<p>4. Linking curriculum learning to careers</p> <p>Construction, carpentry, design and technology fields.</p>
2026-2027	<p><u>Topic:</u> Textured animals</p> <p><u>Suggested Key Questions:</u></p> <p>What shapes are animals bodies?</p> <p>What different textures do animals have?</p>	<p><u>Topic:</u> Apron/ bag printing making</p> <p><u>Suggested key questions:</u></p> <p>What inspires us?</p> <p>What is zentangle art?</p> <p>What materials are we using?</p> <p>How can we recycle materials?</p>	<p><u>Topic:</u> stained glass jars.</p> <p><u>Suggested key questions:</u></p> <p>What are the rules of the workshop?</p> <p>When should the emergency stop buttons be used?</p> <p>What is an example</p>	<p><u>Topic:</u> Pop-up Story</p> <p><u>Suggested Key Questions:</u></p> <p>What famous traditional stories do you know?</p> <p>What books do you know include pop-ups?</p>	<p><u>Topic:</u> Paper Mache masks</p> <p><u>Suggested Key Questions:</u></p> <p>When are masks worn?</p> <p>What can different makes look like?</p>	<p><u>Topic:</u> Block Animal/Pixel characters</p> <p><u>Suggested Key Questions:</u></p> <p>What animals do you like?</p> <p>What are the different types of animals?</p>

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	<p>How do different materials feel?</p> <p>What animals would the materials feel like?</p> <p><u>Key Skills and Knowledge:</u></p> <p>With help measure, mark out, cut and shape a range of materials. Begin to select tools and materials; use correct vocabulary.</p> <p>To use recycled materials.</p> <p>To use different techniques to join</p> <p>Selecting a variety of tools for appropriate purpose.</p>	<p><u>Key skills and knowledge:</u></p> <p>Begin looking at different zentangle designs and how they will help generate different ideas and concepts.</p> <p>Begin to understand the development of how products are used and how they can be reused at home.</p> <p>Generate ideas based on their own and other people's experiences through discussion in groups or as a class</p>	<p>of mediaeval pictorial art?</p> <p>What materials are we using?</p> <p><u>Key skills and knowledge:</u></p> <p>Begin to look at examples of mediaeval pictorial art (stained glass windows for example) to help generate ideas and concepts for their stained-glass jars.</p> <p>Understand how to identify a target group or what they intend to design.</p>	<p>(Share examples)</p> <p>How are pop-ups made?</p> <p><u>Key Skills and Knowledge:</u></p> <p>Begin to draw on their own experience to help generate ideas and research conducted on criteria</p> <p>Understand how to identify a target group for what they intend to design. With help measure, mark out, cut and shape a range of materials.</p> <p>Begin to select tools and materials; use correct vocabulary</p>	<p>What materials can be used to make masks?</p> <p><u>Key Skills and Knowledge:</u></p> <p>Begin to draw on their own experience to help generate ideas and research conducted on criteria</p> <p>To use recycled materials.</p> <p>To use different techniques to join</p> <p>Selecting a variety of tools for appropriate purpose.</p> <p>Adapting designs to make the product unique</p>	<p>What colours can animals be?</p> <p><u>Key Skills and Knowledge:</u></p> <p>Begin to draw on their own experience to help generate ideas and research conducted on criteria</p> <p>Understand how to identify a target group for what they intend to design. With help measure, mark out, cut and shape a range of materials.</p> <p>Begin to select tools and materials; use correct vocabulary</p>
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2027-2028	<p><u>Topic:</u> Paper Mache planets</p> <p><u>Suggested Key Questions:</u> What is the name of our planet? What do other planets look like? How can we make textures using paper mache?</p> <p><u>Key Skills and Knowledge:</u> To use recycled materials. To use different techniques to join Selecting a variety of tools for appropriate purpose. Adapting designs to make the product unique</p>	<p><u>Topic:</u> functional furniture- Calendar block</p> <p><u>Suggested key questions:</u> What could we do? How can we get inspiration for our designs? What features in your inspiration do you like? What finishes can we apply to timbers? Explain how the outcome has features like your artist's work?</p> <p><u>Key skills and knowledge:</u> Pupils design and make a calendar block inspired by an artist's work of their choice. With support start to generate a multitude of ideas, patterns and designs. Beginning to use research to inform and help develop design criteria which will inform the design to</p>	<p><u>Topic:</u> Sock Puppets</p> <p><u>Suggested Key Questions:</u> Where do we see puppets? What characters or animals can be made into puppets? How do puppets work? How are they made?</p> <p><u>Key Skills and Knowledge:</u> Begin to draw on their own experience to help generate ideas and research conducted on criteria Understand how to identify a target group for what they intend to design. With help measure, mark out, cut and shape a range of materials. Begin to select tools and materials; use correct vocabulary</p>	<p><u>Topic:</u> Acrylic Key Rings</p> <p><u>Suggested Key Questions:</u> Who is Salvador Dali? What are the two types of plastic? What is a specification? How do we finish the edges of acrylic? What are the H&S issues with the strip heater/ vacuum former?</p> <p><u>Key Skills and Knowledge:</u> To discuss and give critique artists/art work. To replicate an artistic style. Selecting a variety of tools for appropriate purpose. Using tools to create a smooth finish.</p>	<p><u>Topic:</u> Shoe Tying Aid/ Jigsaw puzzle (Kandinsky shapes!)</p> <p><u>Suggested Key Questions:</u> What is the name of a famous shoe logo? What is a specification? What is MDF? Why do we make and use templates? How is MDF made?</p> <p><u>Key Skills and Knowledge:</u> Begin to draw on their own experience to help generate ideas and research conducted on criteria. Begin to understand the development of existing products: What they are for, how they work, materials used. Start to generate ideas by drawing on their own and other people's experiences. Begin to develop their design</p>	<p><u>Topic:</u> Wooden Pirate ships</p> <p><u>Suggested Key Questions:</u> What shapes are used to make a boat? What are the main parts of a boat? How can we use tools to shape and join wood?</p> <p><u>Key Skills and Knowledge:</u> Make use of templates, make templates and mock ups of their ideas Sketch identifiable 2d shapes Make templates and mock ups of their ideas in card and paper or using ICT. Will learn about inventors, designers, engineers talk about their ideas, saying what they like and dislike about them</p>

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	<p>Begin to draw on their own experience to help generate ideas and research conducted on criteria</p> <p>Understand how to identify a target group for what they intend to design. With help measure, mark out, cut and shape a range of materials.</p> <p>Begin to select tools and materials; use correct vocabulary</p>	<p>become innovative, functional and appealing.</p> <p>Demonstrate how to use tools safely in the workshop and be accurate and confident when using equipment to create your</p>		<p>Adapting designs to make the product unique.</p> <p>Make use of templates, make templates and mock ups of their ideas</p> <p>Sketch identifiable 2d shapes</p> <p>Make templates and mock ups of their ideas in card and paper or using ICT. Will learn about inventors, designers, engineers talk about their ideas, saying what they like and dislike about them</p>	ideas through discussion,	
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