

Cavendish CE Primary School

Art and Design & Design and Technology

Kapow Primary Mixed-Age Long-Term Plan and National Curriculum Coverage 2026-2028

Curriculum organisation

Art and Design and Design and Technology are taught as distinct subjects. They are placed together in this document only to show how they fit within the school timetable. The subjects alternate each half-term so that one complete Kapow Primary unit is taught in depth each half-term. Units are not merged, shortened into isolated activities or treated as interchangeable.

- Cycle A is taught in 2026/27 and Cycle B in 2027/28.
- Each class completes three Art units and three DT units each academic year.
- Full National Curriculum coverage is secured across the two-year rolling programme at each key stage.
- Teachers use the complete Kapow unit sequence, lessons, knowledge organisers, resources and assessment guidance.
- National Curriculum coverage is checked at key-stage level. Pupils are not expected to repeat identical units simply because they are in a mixed-age class.

Cycle A: 2026/2027

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Robins EYFS/Y1/Y2	ART Drawing: Exploring line and shape	DT Mechanisms: Matching slide game	ART Craft and design: Woven wonders	DT Structures: Stable structures	ART Drawing: Understanding tone and texture	DT Textiles: Simple stitches
Wrens Y3/4	ART Drawing: Developing drawing skills	DT Digital world: Wearable technology	ART Exploring texture with paint and collage	DT Mechanical systems: Making a moving monster	ART Drawing: Exploring tone, texture and proportion	DT Cooking and nutrition: Eating seasonally
Owls Y5/6	ART Drawing: Depth, emotion and movement	DT Electrical systems: Wobble bots	ART Craft and design: Architecture	DT Digital world: Monitoring devices	ART Drawing: Expressing ideas	DT Mechanical systems: Gears and pulleys

Cycle B: 2027/2028

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Robins EYFS/Y1/Y2	ART Sculpture and 3D: Clay houses	DT Cooking and nutrition: Balanced diet	ART Learning about paint and brush control	DT Mechanisms: Fairground wheel	ART Colour mixing	DT Mechanisms: Levers
Wrens Y3/4	ART Sculpture and 3D: Abstract shape and space	DT Structures: Helmets	ART Craft and design: Ancient Egyptian scrolls	DT Textiles: Fastenings	ART Light and dark	DT Electrical systems: Exploring electrical products
Owls Y5/6	ART Sculpture and 3D: Interactive installation	DT Textiles: Bags	ART Portraits	DT Cooking and nutrition: Come dine with me	ART Painting: Watercolour world	DT Structures: Playground pioneers

Why this model is appropriate for a mixed-age school

- The National Curriculum specifies end-of-key-stage content rather than a compulsory unit for every year group. Coverage can therefore be organised across a two-year cycle.

We Learn. We Love. We Belong.

- The two cycles provide a balanced sequence without requiring ten practical Art and DT units in one year.
- The same broad disciplinary processes recur with increasing sophistication: exploring and developing ideas in Art; and designing, making and evaluating in DT.
- Kapow units provide age-appropriate teacher guidance. In mixed-age classes, teachers adapt questioning, expected independence, technical vocabulary and final outcomes while retaining the core unit sequence.
- EYFS pupils in Robins access relevant Kapow Reception experiences and continuous provision links alongside the KS1 theme. Their statutory entitlement is evidenced through the EYFS area of Expressive Arts and Design rather than the KS1 National Curriculum.

Art and Design: National Curriculum coverage

The Art programme provides repeated opportunities to create, evaluate and refine work, learn about artists, craft makers, designers and architects, and develop practical control. In KS2, sketchbooks are used throughout to record observations, review ideas and develop outcomes.

Statutory requirement	How the two-year plan secures it	Evidence in the selected Kapow units
KS1: use a range of materials creatively to design and make products	Drawing, woven craft, painting and colour mixing, and sculpture/3D units across Cycles A and B.	Exploring line and shape; Woven wonders; Understanding tone and texture; Clay houses; Paint and brush control; Colour mixing.
KS1: use drawing, painting and sculpture to develop and share ideas, experiences and imagination	Explicit drawing units in Cycle A; painting and sculpture in Cycle B.	Cycle A drawing units; Cycle B Clay houses, Paint and brush control and Colour mixing.
KS1: develop techniques in colour, pattern, texture, line, shape, form and space	The selected units deliberately span all seven visual elements.	Line/shape and tone/texture; woven pattern; colour mixing; 3D form and space.
KS1: learn about the work of a range of artists, craft makers and designers	Kapow artist/designer references, discussion and evaluation are retained in every complete unit.	Unit artist and designer studies, comparison tasks and pupil response work.
KS2: create sketchbooks to record observations and use them to review and revisit ideas	All KS2 Art units require an ongoing sketchbook process.	Research, experimentation, annotation, refinement and evaluation across all six units in each phase.
KS2: improve mastery of drawing, painting and sculpture with a range of materials	Cycle A secures drawing and craft/design; Cycle B secures painting, mixed media and sculpture/3D.	Y3/4 and Y5/6 Cycle A drawing/craft units; Cycle B sculpture, portrait/painting and mixed-media units.
KS2: learn about great artists, architects and designers in history	Kapow units include contextual artist, architect and designer study.	Architecture, portraiture, installation, ancient scroll design, fabric/craft and drawing references.

Design and Technology: National Curriculum coverage

Every selected Kapow DT unit follows an iterative process of design, make and evaluate. The unit selection has been deliberately reduced from the full Kapow pathway, but it retains the full range of statutory technical knowledge and cooking requirements across each two-year key-stage programme.

Statutory requirement	How the two-year plan secures it	Evidence in the selected Kapow units
KS1 Design: design purposeful, functional and appealing products for themselves and others; generate, model and communicate ideas	All six KS1 DT units include a user, purpose, design criteria and communication of ideas.	Matching slide game; Stable structures; Simple stitches; Balanced diet; Fairground wheel; Levers.
KS1 Make: select and use tools, equipment, materials and components	The sequence includes construction materials, textiles and ingredients, with cutting, shaping, joining and finishing.	Stable structures, Simple stitches and Balanced diet, supported by mechanism units.
KS1 Evaluate: explore existing products and evaluate ideas/products against design criteria	Built into every complete Kapow unit.	Product investigation, ongoing review and final evaluation in all six units.
KS1 Technical knowledge: stronger/stiffer/more stable structures; mechanisms including levers, sliders, wheels and axles	Each statutory area is named explicitly across the two-year plan.	Stable structures; Matching slide game; Fairground wheel; Levers.
KS1 Cooking and nutrition: principles of a healthy and varied diet; understand where food comes from	Covered through a complete cooking and nutrition unit.	Balanced diet, with food origin and healthy-choice teaching retained from Kapow.
KS2 Design: research users; develop criteria; communicate through sketches, diagrams, prototypes, patterns and CAD	Repeated across mechanical, structural, textile, digital and electrical products.	All selected KS2 units; especially Wearable technology, Monitoring devices, Fastenings and Bags.
KS2 Make: use a wider range of tools/materials accurately and select for functional and aesthetic properties	Balanced range of structures, textiles, mechanical, electrical, digital and food units.	Helmets, Fastenings, Bags, Playground pioneers, mechanisms and cooking units.
KS2 Evaluate: investigate existing products; evaluate against criteria; understand key individuals/events	Complete Kapow lesson sequences retain research and evaluation.	All selected KS2 units, including product analysis and end-of-unit evaluation.
KS2 Technical knowledge: strengthen structures; mechanical systems; electrical systems; computing to program, monitor and control products	All four statutory technical fields are explicitly included in each KS2 phase across two years.	Y3/4: Helmets; Moving monster; Exploring electrical products; Wearable technology. Y5/6: Playground pioneers; Gears and pulleys; Wobble bots; Monitoring devices.
KS2 Cooking and nutrition: healthy diet, varied techniques, seasonality, source and production of ingredients	One substantive cooking unit is retained in each KS2 phase across the cycle.	Y3/4 Eating seasonally; Y5/6 Come dine with me.

Phase-specific DT breadth check

Phase	Breadth across Cycle A and Cycle B	Coverage judgement
Robins - KS1	Structures; textiles; cooking and nutrition; sliders; wheels and axles; levers	All KS1 technical knowledge and cooking requirements are represented.
Wrens - Y3/4	Digital/computing; mechanical systems; cooking; structures; textiles; electrical systems	All four KS2 technical knowledge fields plus textiles and cooking are represented.
Owls - Y5/6	Electrical systems; digital/computing; gears and pulleys; textiles; cooking; structures	All four KS2 technical knowledge fields plus textiles and cooking are represented at upper-KS2 depth.

Teaching and assessment expectations

- Art: sketchbooks should evidence exploration, explicit teaching of technique, artist/designer study, development, refinement and evaluation. Final outcomes alone are not sufficient evidence of curriculum implementation.
- DT: books, planning sheets and products should show the full design-make-evaluate process and the specific technical knowledge taught. Photographs may supplement, but should not replace, evidence of thinking and evaluation.
- Teachers identify the prior learning named by Kapow at the start of each unit and use retrieval to reconnect pupils with relevant knowledge from the previous cycle.
- The Cavendish 5 are applied within each unit: retrieval; I Do/We Do/You Do; purposeful practice; high-quality questioning; and feedback.
- Assessment is made against Kapow end-of-unit outcomes and the relevant National Curriculum expectations. Subject leaders monitor coverage across the two-year cycle, not by counting completed activities.
- Resources should be audited before each term. Reusable and recycled materials should be prioritised where they do not compromise the intended technical knowledge or quality of outcome.

Cavendish CE Primary School follows Kapow Primary for Art and Design and Design and Technology. The subjects are taught separately and alternate each half-term. Our mixed-age classes follow a two-year rolling programme so that pupils receive three complete Art units and three complete DT units each year. The selected units secure full coverage of the National Curriculum across each key stage over the two-year cycle. Teachers use Kapow's complete lesson sequences and assessment materials, adapting the level of support, independence and expected outcome for the ages and starting points within each class.

Sources and document control

- Department for Education, National curriculum in England: Art and design programmes of study, key stages 1 and 2.
- Department for Education, National curriculum in England: Design and technology programmes of study, key stages 1 and 2.
- Kapow Primary Art and Design mixed-age long-term planning supplied to school.
- Kapow Primary Design and Technology mixed-age long-term planning supplied to school.
- Kapow Primary states that its combined Art and DT long-term plan is designed for schools that alternate the subjects each half-term and fulfils National Curriculum requirements.

Review date: July 2027 | Current cycle: Cycle A (2026/27)