

Curriculum Intent and Implementation in Foundation Stage

Expressive Arts and Design – Design and Technology

Intent	Foundation Stage	Year 1/2
Design		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
Context, uses and purpose	<ul style="list-style-type: none"> Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. <i>They <u>explore</u> a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i> <i>They <u>safely use</u> a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i> 	<p><i>For instance:</i></p> <ul style="list-style-type: none"> <i>State the purpose of the design and the intended user</i> <i>Explore materials, make templates and mock ups</i> <i>e.g. moving picture / lighthouse</i>
Ideas	<ul style="list-style-type: none"> Create simple representations of events, people and objects. <i>Children use what they have learnt about media and materials in <u>original ways</u>, thinking about uses and purposes.</i> <i>They represent their own ideas, thoughts and feelings through design and technology and art.</i> Children develop their own ideas through selecting and using materials and working on processes that interest them. 	<p><i>For instance:</i></p> <p><i>Generate own ideas for design by drawing on own experiences or from reading</i></p>
<u>Implementation</u> <ul style="list-style-type: none"> Topic teaching inputs Continuous provision – Construction inside and outside, Creative area inside and outside Enhanced provision to support teaching of skills 		

Intent	Foundation Stage	Year 1/2
Make		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristic
Planning	<ul style="list-style-type: none"> Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. <i>They <u>explore</u> a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i> <i>They <u>safely use</u> a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i> Children develop their own ideas through selecting and using materials and working on processes that interest them. 	<p>For instance:</p> <ul style="list-style-type: none"> Select from a range of tools and equipment explaining their choices Select from a range of materials and components according to their characteristics
Practical skills and techniques	<ul style="list-style-type: none"> Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. <i>They <u>explore</u> a variety of materials, tools and techniques.</i> <i>They <u>safely use</u> a variety of materials, tools and techniques.</i> 	<p>For instance:</p> <ul style="list-style-type: none"> Follow procedures for safety Use and make own templates Measure, mark out, cut out and shape materials and components Assemble, join and combine materials and components Use simple fixing materials e.g. temporary – paper clips tape and permanent – glue, staples Use finishing techniques, including those from art and design
<p>Implementation</p> <ul style="list-style-type: none"> Topic teaching inputs Continuous provision – Construction inside and outside, Creative area inside and outside Enhanced provision to support teaching of skills 		

Intent	Foundation Stage	Year 1/2
Evaluate		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria
Own ideas and products	<ul style="list-style-type: none"> • Selects appropriate resources and adapts work where necessary. • Children talk about the ideas and processes which have led them to make music, designs, images or products. 	<p><i>For instance:</i></p> <ul style="list-style-type: none"> • <i>Talk about their design ideas and what they are making</i> • <i>Make simple judgements about their products and ideas against design criteria</i> • <i>Suggest how their products could be improved Evaluating products and components used</i>
Existing products		<p><i>For instance:</i></p> <ul style="list-style-type: none"> • <i>Investigate - what products are, who they are for, how they are made and what materials are used</i>
<p><u>Implementation</u></p> <ul style="list-style-type: none"> • Topic teaching inputs • Continuous provision – Construction inside and outside, Creative area inside and outside • Enhanced provision to support teaching of skills 		

Intent	Foundation Stage	Year 1/2
Technical knowledge		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms [e.g. levers, sliders, wheels and axles], in their products
Making products work	<ul style="list-style-type: none"> • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using. • <i>They <u>explore</u> a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i> • <i>They <u>safely use</u> a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i> • Children develop their own ideas through selecting and using materials and working on processes that interest them. • Through their explorations they find out and make decisions about how media and materials can be combined and changed 	<p>For instance:</p> <ul style="list-style-type: none"> • Understand about the simple working characteristics of materials and components • Understand about the movement of simple mechanisms including levers, sliders (Year 1) wheels and axles (Year 2) • Understand that food ingredients should be combined according to their sensory characteristics • Know the correct technical vocabulary for the projects they are undertaking • Understand how freestanding structures can be made stronger, stiffer and more stable
<p><u>Implementation</u></p> <ul style="list-style-type: none"> • Topic teaching inputs • Continuous provision – Construction inside and outside, Creative area inside and outside • Enhanced provision to support teaching of skills 		

Intent	Foundation Stage	Year 1/2
Cooking and nutrition		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from
Where food comes from	<ul style="list-style-type: none"> • Looks closely at and talks about change, e.g. seasons/ locations/ plants/ people • They make basic observations of animals and plants. • <i>Children know about similarities and differences in relation to places, objects, materials and living things.</i> • <i>They talk about the features of their own immediate environment.</i> • <i>They talk about how environments might vary from one another.</i> • <i>They make observations of animals and plants and explain why some things occur, and talk about changes.</i> • Children know that the environment and living things are influenced by human activity. • They can describe some actions which people in their own community do that help to maintain the area they live in. 	<p>For instance:</p> <ul style="list-style-type: none"> • Know where food comes from
Food preparation, cooking and nutrition	<ul style="list-style-type: none"> • Eats a healthy range of foodstuffs and understands need for variety in food. • Confident to try a new food and say whether they like or dislike it. • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • <i>Children know the importance for good health of physical exercise, talk about ways to keep healthy and safe.</i> • <i>Children know the importance of a healthy diet, and talk about ways to keep healthy and safe.</i> • Children know about and can make healthy choices in relation to healthy eating and exercise. 	<p>For instance:</p> <ul style="list-style-type: none"> • Use appropriate equipment to weigh and measure ingredients • Prepare simple dishes safely and hygienically, without using a heat source • Use techniques such as cutting • Name and sort foods into the five groups of the 'eat well' plate • Know that everyone should eat at least five portions of fruit and vegetables every day
<p><u>Implementation</u></p> <ul style="list-style-type: none"> • Topic teaching inputs • Are Carrots Orange Cornerstones topic – Growing fruit and vegetables, making food with fruit and vegetables, using our senses. • Continuous provision – Construction inside and outside, Creative area inside and outside • Enhanced provision to support teaching of skills 		