**Expressive Arts and Design – Design and Technology**

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| Intent | Foundation Stage  | Year 1/2 |
| Design |  | Pupils should be taught to:* 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 | * 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.
* ***They explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.***
* ***They safely use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.***
 | *For instance:** *State the purpose of the design and the intended user*
* *Explore materials, make templates and mock ups*
* *e.g. moving picture / lighthouse*
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| Ideas | * Create simple representations of events, people and objects.
* *Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.*
* *They represent their own ideas, thoughts and feelings through design and technology and art.*
* **Children develop their own ideas through selecting and using materials and working on processes that interest them.**
 | *For instance:**Generate own ideas for design by drawing on own experiences or from reading* |
| Implementation* Topic teaching inputs
* Continuous provision – Construction inside and outside, Creative area inside and outside
* Enhanced provision to support teaching of skills
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| Intent | Foundation Stage  | Year 1/2 |
| Make |  | Pupils should be taught to:* 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
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| Planning | * 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.
* *They explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.*
* *They safely use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.*
* **Children develop their own ideas through selecting and using materials and working on processes that interest them.**
 | For instance:* Select from a range of tools and equipment explaining their choices
* Select from a range of materials and components according to their characteristics
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| Practical skills and techniques | * 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.
* *They explore a variety of materials, tools and techniques.*
* *They safely use a variety of materials, tools and techniques.*
 | For instance:* 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
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| Implementation* Topic teaching inputs
* Continuous provision – Construction inside and outside, Creative area inside and outside
* Enhanced provision to support teaching of skills
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| Intent | Foundation Stage  | Year 1/2 |
| Evaluate |  | Pupils should be taught to:* explore and evaluate a range of existing products
* evaluate their ideas and products against design criteria
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| Own ideas and products | * 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.**
 | *For instance:** *Talk about their design ideas and what they are making*
* *Make simple judgements about their products and ideas against design criteria*
* *Suggest how their products could be improved Evaluating products and components used*
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| Existing products |  | *For instance:** *Investigate - what products are, who they are for, how they are made and what materials are used*
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| Implementation* Topic teaching inputs
* Continuous provision – Construction inside and outside, Creative area inside and outside
* Enhanced provision to support teaching of skills
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| Intent | Foundation Stage  | Year 1/2 |
| Technical knowledge |  | Pupils should be taught to:* 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
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| Making products work | * 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.
* *They explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.*
* *They safely use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.*
* **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**
 | For instance:* 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
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| Implementation* Topic teaching inputs
* Continuous provision – Construction inside and outside, Creative area inside and outside
* Enhanced provision to support teaching of skills
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| Intent | Foundation Stage  | Year 1/2 |
| Cooing and nutrition |  | Pupils should be taught to:* use the basic principles of a healthy and varied diet to prepare dishes
* understand where food comes from
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| Where food comes from | * Looks closely at and talks about change, e.g. seasons/ locations/ plants/ people
* They make basic observations of animals and plants.

 * *Children know about similarities and differences in relation to places, objects, materials and living things.*
* *They talk about the features of their own immediate environment.*
* *They talk about how environments might vary from one another.*
* *They make observations of animals and plants and explain why some things occur, and talk about changes****.***
* **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.**
 | For instance:* Know where food comes from
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| Food preparation, cooking and nutrition | * 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.
* *Children know the importance for good health of physical exercise, talk about ways to keep healthy and safe.*
* *Children know the importance of a healthy diet, and talk about ways to keep healthy and safe.*
* **Children know about and can make healthy choices in relation to healthy eating and exercise.**
 | For instance:* 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
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| Implementation* 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
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