**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* |
| 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 |
| 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 |
| 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 |
| 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 |
| 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* |
| Existing products |  | *For instance:*   * *Investigate - what products are, who they are for, how they are made and what materials are used* |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 | | |