

Design and Technology

EYFS Curriculum – Early Learning Goals	National Curriculum Objectives Year 1	Additional Progression Guidance Year 1 (where appropriate)
<p>Physical Development: Fine Motor Skills</p> <ul style="list-style-type: none"> • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. <p>Expressive Arts and Design: Creating with Materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. 	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of context [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment.</p> <p>Design</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. <p>Make</p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). • Select from and use a wide variety of materials and components, including construction materials, textiles and ingredients, according to their characteristics. <p>Evaluate</p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing products. • Evaluate their ideas and products against design criteria. <p>Technical Knowledge</p>	

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| | <ul style="list-style-type: none">• Build structures, exploring how they can be made stronger, stiffer and more stable.• Explore and use mechanisms (for example, levers, sliders, wheels and axles) in their products. | |
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Cooking and Nutrition

- Use the basic principles of a healthy and varied diet.
- Understand where food comes from.

Area of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fine motor skills	<p>To use a dominant hand.</p> <p>To mark make using shapes.</p> <p>To begin to use a tripod grip when using mark making tools – birdie fingers.</p> <p>To begin to copy letters.</p> <p>To thread large beads.</p> <p>To use large pegs.</p> <p>To hold scissors correctly and make snips in paper.</p> <p>To use tweezers to transfer objects.</p> <p>To make points in playdoh by pinching.</p> <p>To begin to use tools with the correct intention.</p>	<p>To hold a knife and fork correctly.</p> <p>To begin to use anticlockwise movements and retrace vertical lines.</p> <p>To hold scissors correctly and cut along a straight or zig zagged line.</p> <p>To use a tripod grip when mark making.</p> <p>To accurately draw lines and circles to draw pictures.</p> <p>To write taught letters using correct letter formation.</p>	<p>To continue to use a tripod grip for mark making.</p> <p>To hold scissors and cut along a curved line.</p> <p>To thread with small beads.</p> <p>To use small pegs.</p> <p>To write taught letters using correct letter formation.</p> <p>To begin to use tools with the correct intention and increasing control.</p>	<p>To independently use a knife and fork for all appropriate meals.</p> <p>To hold scissors safely and correctly and cut out large shapes.</p> <p>To write letters using the correct letter formation and control the size of the letters formed.</p>	<p>To hold scissors safely and correctly and cut out various materials.</p> <p>To use a range of small tools safely with increasing control.</p> <p>To form letters using the correct letter formation and control the size of the letter, considering where they sit on the handwriting lines.</p>	<p>To create detail in drawings, using a range of tools accurately.</p> <p>To cut out shapes, materials and resources with skill and accuracy.</p>

<p>Technology</p>	<p>To show an interest in technological toys such as IWB, tablets, toys with knobs, pulleys and buttons.</p> <p>To learn how to use the tablet safely.</p>	<p>To learn about E-safety.</p> <p>To draw pictures on the IWB and be able to select colours.</p> <p>To use a tablet to scan QR codes in the topic book.</p>	<p>To begin to give reasons why they need to be safe online.</p> <p>To draw pictures of the IWB and be able to select colours.</p> <p>To learn how to use the internet to gain information.</p>	<p>To use the IWB, changing games and programmes.</p> <p>To use the internet to explore maps.</p> <p>To use the internet to find pictures of animals</p> <p>To control a programmable toy.</p>	<p>To use the IWB, changing games and programmes.</p>	<p>To use the IWB, changing games and programmes.</p> <p>To use technology to take pictures of each other.</p>
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Primary

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Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music

Area of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Creating with Materials</p>	<p>To name colours</p> <p>To experiment with mixing colours</p> <p>To create simple representations of people and objects</p> <p>To draw using graphic tools, fingers, hands, chalk, pens and pencils.</p> <p>Enjoy using a variety of malleable media such as playdough. Impress and apply simple decoration.</p> <p>To role play using given props and costumes</p>	<p>To use colours for a particular purpose</p> <p>Use and begin to control a range of media.</p> <p>Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.</p> <p>To share their creations</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape)</p> <p>To know how to work safely</p>	<p>To experiment with different mark making tools such as art pencils, pastels, chalk</p> <p>Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p>	<p>To know which prime colours you mix together to make secondary colours</p> <p>Produce lines of different thickness and tone using a pencil.</p> <p>Start to produce different patterns and textures from observations, imagination and illustrations.</p> <p>To share creations and talk about the process</p> <p>To make props and costumes for different role play scenarios</p>	<p>To draw more detailed pictures of people and objects</p> <p>To manipulate materials</p> <p>Enjoy using a variety of malleable media such as <u>clay</u> and salt dough. Impress and apply simple decoration.</p> <p>To plan what they are going to make</p> <p>To know how to work safely</p>	<p>To know some similarities and differences between materials</p> <p>To learn about and compare artists</p> <p>To explore, use and refine a variety of artistic effects to express their ideas and feeling</p> <p>To share creations, talk about process and evaluate their work</p> <p>To adapt work where necessary</p>

Area of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Creating with Materials continued	<p>To explore different techniques for joining materials (Glue Stick)</p> <p>To know how to work safely</p>		<p>Start to produce different patterns and textures from observations, imagination and illustrations.</p> <p>To plan what they are going to make (construction, junk modelling)</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, split pins.)</p> <p>To know how to work safely</p>	<p>To learn how to weave with a range of fabrics.</p> <p>To know how to work safely</p>	<p>Look and talk about what they have produced, describing simple techniques and media used.</p> <p>To share creations, talk about process and evaluate their work</p>	

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