

## Reception

### Development Matters

#### Expressive Art and Design

##### 3-4 Years

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc
- Explore colour and colour-mixing
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs, or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

##### Reception

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.

##### ELG

##### 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.**

	Skills
<b>Creating</b>	<ul style="list-style-type: none"><li>• Create collaboratively sharing ideas/skills</li><li>• Share ideas and resources as I create</li><li>• Safely use scissors, tape dispenser, rolling pin, cutters, table cutlery, mallets and vegetable peelers</li><li>• Stick items together using glue/tape to create a picture/model</li><li>• Experiment with form and function, through building with different shapes and using different materials</li><li>• Talk about what they have created and how they did it</li><li>• Create props from different materials when role playing. E.g. using a piece of fabric as a cape.</li></ul>

## National Curriculum Key Stage 1 Overview

When designing and making, pupils should be taught to:

### **Design**

- 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

### **Make**

- 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 range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

### **Evaluate**

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

### **Technical knowledge**

- 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.

### **Cooking 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.

## National Curriculum Key Stage 2 Overview

When designing and making, pupils should be taught to:

### **Design**

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

### **Make**

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

### **Evaluate**

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

### **Technical knowledge**

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.

### **Cooking and nutrition**

Pupils should be taught to:

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

	Year 1
<b>Background research</b>	<ul style="list-style-type: none"> <li>• I understand that a product is something you can make that has a purpose.</li> <li>• Understand how a product works and how it is used</li> <li>• Identify where you might find this product</li> </ul>
<b>Design Criteria</b>	<ul style="list-style-type: none"> <li>• Explain what product they will be designing and making</li> <li>• Explain who their product will be used by</li> <li>• Describe what their product will be used for</li> </ul>
<b>Planning</b>	<ul style="list-style-type: none"> <li>• Discuss what their steps for making could be</li> <li>• Represent ideas through talking and drawing</li> </ul>
<b>Practical</b>	<ul style="list-style-type: none"> <li>• Use materials construction materials and kits, textiles, food and mechanical components</li> <li>• Choose suitable tools for making</li> <li>• Follow safety and food hygiene procedures</li> <li>• Measure, mark, cut and shape materials and components</li> <li>• Join, assemble and combine materials and components</li> </ul>
<b>Evaluating</b>	<ul style="list-style-type: none"> <li>• Talk about their design ideas and what they have made</li> <li>• Make simple judgements of how the product met their design ideas</li> </ul>
<b>Cooking and nutrition</b>	<ul style="list-style-type: none"> <li>• Understand that food comes from plants or animals</li> <li>• Understand that food has to be farmed, caught, or grown</li> <li>• Sort foods into the 5 groups using The Eatwell Plate</li> <li>• Identify that people should eat at least 5 portions of fruit and vegetables a day</li> <li>• Prepare simple dishes hygienically and safely without a heat source</li> <li>• Use cooking techniques such as: cutting, peeling and grating</li> </ul>

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Content</u>	Planned made evaluated masks .	Make bread and butter. Both made totally from scratch Make healthy sandwiches.  <b>Brunel</b> Build bridges – using variety of construction toys- moving to paper structures	<b>Seaside</b> Build lighthouses – explore features of lighthouses and different designs. Junk modelling.
<u>Planting</u> Seeded bread	Inside- sesame seeds/sunflower seeds	Move sesame seed and sunflower plants outside Plant lettuces	

Year 2	
<b>Background research</b>	<ul style="list-style-type: none"> <li>• I understand that products vary depending on who they are made for.</li> <li>• Understand how a product works and how it is used</li> <li>• Identify where you might find this product</li> <li>• Identify the materials used to make the product</li> <li>• Express an opinion about the product</li> </ul>
<b>Design Criteria</b>	<ul style="list-style-type: none"> <li>• Use own experiences and existing products to develop ideas</li> <li>• Explain what product they will be designing and making</li> <li>• Explain who their product will be used by</li> <li>• Describe what their product will be used for and how it will work</li> <li>• Explain why their product is suitable for the intended user</li> </ul>
<b>Planning</b>	<ul style="list-style-type: none"> <li>• Discuss what their steps for making could be</li> <li>• Represent ideas through talking, drawing and computing – (where appropriate)</li> <li>• Choose materials to use based on suitability of their properties</li> <li>• Create templates/pattern pieces and explore materials whilst developing ideas</li> </ul>
<b>Practical</b>	<ul style="list-style-type: none"> <li>• Use materials construction materials and kits, textiles, food and mechanical components</li> <li>• Choose suitable tools for making whilst explaining why they should be used</li> <li>• Follow safety and food hygiene procedures</li> <li>• Measure, mark, cut and shape materials and components</li> <li>• Join, assemble and combine materials and components</li> <li>• Use finishing techniques, including skills learnt in Art -</li> </ul>
<b>Evaluating</b>	<ul style="list-style-type: none"> <li>• Talk about their design ideas and what they have made</li> <li>• Make simple judgements of how the product met their design ideas</li> <li>• Suggest how their product could be improved</li> </ul>
<b>Cooking and nutrition</b>	<ul style="list-style-type: none"> <li>• Understand that food comes from plants or animals</li> <li>• Understand that food has to be farmed, caught, or grown</li> <li>• Sort foods into the 5 groups using The Eatwell Plate</li> <li>• Identify that people should eat at least 5 portions of fruit and vegetables a day</li> <li>• Prepare simple dishes hygienically and safely without a heat source</li> <li>• Use cooking techniques such as: cutting, peeling and grating, mixing</li> </ul>

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<b><u>Content</u></b>	Make overnight oats. Make Christmas cakes.	Make fire engines.	<b>Nocturnal animals</b> Shelters – junk modelling. Nocturnal creatures home
<b><u>Planting</u></b>	Harvest oats Harvest raspberries	Plant fruit for following October - to used in overnight oats.	Plant oats ready for the Autumn Term

Year 3	
<b>Background research</b>	<ul style="list-style-type: none"> <li>• Identify who made the product, when it was made and what its purpose is</li> <li>• Identify what the product has been made from</li> <li>• Evaluate the product on design and use</li> <li>• Research facts about famous inventors/ chefs / designers etc linked to product</li> </ul>
<b>Design Criteria</b>	<ul style="list-style-type: none"> <li>• Understand and gather information about what a particular group or people want from a product</li> <li>• Describe the purpose of their product and how it will work</li> <li>• Identify design features that will appeal to intended users</li> <li>• Explain how parts of their product works</li> <li>• Generate realistic ideas that meet needs of user</li> </ul>
<b>Planning</b>	<ul style="list-style-type: none"> <li>• Share and discuss ideas with others</li> <li>• Order the main stages of making</li> <li>• Choose materials to use based on suitability of their properties</li> <li>• Represent ideas in diagrams, annotated sketches and computer based programmes (where appropriate)</li> <li>• Create pattern pieces and prototypes</li> </ul>
<b>Practical</b>	<ul style="list-style-type: none"> <li>• Use materials construction materials and kits, textiles, food, mechanical and electrical components</li> <li>• Choose suitable tools for making whilst explaining why they should be used Use design criteria whilst making</li> <li>• Follow safety and food hygiene procedures</li> <li>• Measure, mark, cut and shape materials and components with some accuracy</li> <li>• Join, assemble and combine materials and components with some accuracy</li> <li>• Use finishing techniques, including skills learnt in Art with some accuracy</li> </ul>
<b>Evaluating</b>	<ul style="list-style-type: none"> <li>• Use design criteria to evaluate product – identifying both strengths and areas for development</li> <li>• Consider the views of others, including intended user, whilst evaluating product</li> </ul>
<b>Cooking and nutrition</b>	<ul style="list-style-type: none"> <li>• Understand which foods are reared, caught, or grown and that this happens in the UK and across the globe</li> <li>• Understand that recipes can be changed by adding or taking away ingredients</li> <li>• Understand that the seasons can affect food produce</li> <li>• Sort foods into the 5 groups using The Eatwell Plate and identify that this makes up a healthy diet</li> <li>• Identify that food and drink are needed to provide energy for a healthy and active lifestyle</li> <li>• Identify that people should eat at least 5 portions of fruit and vegetables a day</li> <li>• Prepare simple dishes hygienically and safely, where needed with a heat source</li> <li>• Use cooking techniques such as: chopping, peeling, mixing, spreading, kneading and baking</li> </ul>

	<b><u>Autumn</u></b>	<b><u>Spring</u></b>	<b><u>Summer</u></b>
<b><u>Content</u></b>	<b>Stone Age</b> Construct a roundhouse.	<b>Romans</b> Make Roman shields	Bread making/hot cross buns Smoothie making
<b><u>Planting</u></b>	Nov- berries Smoothies		June- Harvest berries

Year 4	
<b>Background research</b>	<ul style="list-style-type: none"> <li>• Identify who made the product, when it was made and what its purpose is</li> <li>• Identify what the product has been made from</li> <li>• Evaluate the product on design and use</li> <li>• Research facts about famous inventors/ chefs / designers etc linked to product</li> </ul>
<b>Design Criteria</b>	<ul style="list-style-type: none"> <li>• Understand and gather information about what a particular group or people want from a product</li> <li>• Describe the purpose of their product</li> <li>• Identify design features that will appeal to intended users</li> <li>• Explain how parts of their product works</li> <li>• Develop their own design criteria and use for planning ideas</li> <li>• Generate realistic ideas that meet needs of user and take into account availability of resources</li> </ul>
<b>Planning</b>	<ul style="list-style-type: none"> <li>• Share and discuss ideas with others</li> <li>• Order the main stages of making</li> <li>• Choose materials to use based on suitability of their properties</li> <li>• Represent ideas in diagrams, annotated sketches and computer based programmes (where appropriate)</li> <li>• Create pattern pieces and prototypes</li> </ul>
<b>Practical</b>	<ul style="list-style-type: none"> <li>• Use materials construction materials and kits, textiles, food, mechanical and electrical components</li> <li>• Choose suitable tools for making whilst explaining why they should be used</li> <li>• Use design criteria whilst making</li> <li>• Follow safety and food hygiene procedures</li> <li>• Measure, mark, cut and shape materials and components with some accuracy</li> <li>• Join, assemble and combine materials and components with some accuracy</li> <li>• Use finishing techniques, including skills learnt in Art with some accuracy</li> </ul>
<b>Evaluating</b>	<ul style="list-style-type: none"> <li>• Use design criteria to evaluate product – identifying both strengths and areas for development</li> <li>• Consider the views of others, including intended user, whilst evaluating product</li> </ul>
<b>Cooking and nutrition</b>	<ul style="list-style-type: none"> <li>• Understand which foods are reared, caught, or grown and that this happens in the UK and across the globe</li> <li>• Understand that recipes can be changed by adding or taking away ingredients</li> <li>• Understand that the seasons can affect food produce</li> <li>• Sort foods into the 5 groups using The Eatwell Plate and identify that this makes up a healthy diet</li> <li>• Identify that food and drink are needed to provide energy for a healthy and active lifestyle</li> <li>• Identify that people should eat at least 5 portions of fruit and vegetables a day</li> </ul>

	<ul style="list-style-type: none"> <li>• Prepare simple dishes hygienically and safely, with a heat source (boiling and simmering)</li> <li>• Use cooking techniques such as: chopping, peeling, grating, slicing, mixing</li> </ul>
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	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Content</u>	Design and make a Christmas decoration-textiles	Make a buzzer game- link to Science electricity unit  Plant beans	Make a vegetable soup- using vegetables grown through the year.
<u>Planting</u> Veg soup		April- second early potatoes March/April- carrots	July- plant onions/garlic ready for following year  Harvest

Year 5	
<b>Background research</b>	<ul style="list-style-type: none"> <li>• Identify who made the product, when it was made and what its purpose is</li> <li>• Identify what the product has been made from</li> <li>• and how environmentally friendly the materials are</li> <li>• Evaluate the product on design, appearance and use</li> <li>• Identify the cost to make the product</li> <li>• Research facts about famous inventors/ chefs / designers etc linked to product</li> </ul>
<b>Design Criteria</b>	<ul style="list-style-type: none"> <li>• Understand and gather information about what a particular group or people want from a product, using questionnaires, surveys etc</li> <li>• Describe the purpose of their product</li> <li>• Identify design features that will appeal to intended users</li> <li>• Explain how parts of their product will work</li> <li>• Develop their own design criteria and use for planning ideas</li> <li>• Generate innovative ideas that meet needs of user and take into account availability of resources</li> </ul>
<b>Planning</b>	<ul style="list-style-type: none"> <li>• Share and discuss ideas with others</li> <li>• Record a step by step plan for making</li> <li>• Produce lists for the tools, equipment and materials they will be using</li> <li>• Choose materials to use based on suitability of their properties and aesthetic qualities</li> <li>• Represent ideas in diagrams, annotated sketches and computer based programmes (where appropriate)</li> <li>• Create pattern pieces and prototypes</li> </ul>
<b>Practical</b>	<ul style="list-style-type: none"> <li>• Use materials construction materials and kits, textiles, food, mechanical and electrical components</li> <li>• Choose suitable tools for making whilst explaining why they should be used</li> <li>• Use design criteria whilst making</li> <li>• Follow safety and food hygiene procedures</li> <li>• Measure, mark, cut and shape materials and components accurately</li> <li>• Join, assemble and combine materials and components accurately</li> <li>• Demonstrate problem solving skills when encountering a mistake or practical problem</li> <li>• Use finishing techniques, including skills learnt in Art accurately</li> </ul>
<b>Evaluating</b>	<ul style="list-style-type: none"> <li>• Use design criteria to evaluate product – identifying both strengths and areas for development</li> <li>• Consider the views of others, including intended user, whilst evaluating product</li> </ul>

<b>Cooking and nutrition</b>	<ul style="list-style-type: none"> <li>• Understand which foods are reared, caught, or grown and that this happens in the UK and across the globe</li> <li>• Understand that the seasons can affect food produce</li> <li>• Understand that sometimes raw ingredients need to be processed before they can be used in cooking (eg. De-feathering a chicken)</li> <li>• Understand that recipes can be adapted to change the appearance, taste and aroma of a dish</li> <li>• Sort foods into the 5 groups using The Eatwell Plate and identify that this makes up a healthy diet</li> <li>• Identify that food and drink provide certain nutritional and health benefits which support a healthy lifestyle</li> <li>• Identify that people should eat at least 5 portions of fruit and vegetables a day</li> <li>• Prepare simple dishes hygienically and safely, with a heat source (boiling and simmering)</li> <li>• Use cooking techniques such as: chopping, peeling, grating, slicing, mixing</li> </ul>
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	<b><u>Autumn</u></b>	<b><u>Spring</u></b>	<b><u>Summer</u></b>
<b><u>Content</u></b>	Design and make T-shirt for Young Voices- Textiles	Product that requires levers and pulleys- link to Science forces topic	Cooking- vegetable pasta with tomato sauce
<b><u>Planting</u></b>	Vegetable pasta	Feb- sow tomatoes Jan-Mar- Garlic April- sow courgettes May- Courgettes/ Tomatoes	July- plant onions/garlic ready for following year

Year 6	
<b>Background research</b>	<ul style="list-style-type: none"> <li>• Identify who made the product, when it was made and what its purpose is</li> <li>• Identify what the product has been made from</li> <li>• and how environmentally friendly the materials are</li> <li>• Evaluate the product on design, appearance and use</li> <li>• Identify the cost to make the product and whether it has any other purposes eg. Leading innovation of the time, trend setting</li> <li>• Research facts about famous inventors/ chefs / designers etc linked to product</li> </ul>
<b>Design Criteria</b>	<ul style="list-style-type: none"> <li>• Understand and gather information about what a particular group or people want from a product, using questionnaires, surveys etc</li> <li>• Describe the purpose of their product</li> <li>• Identify design features that will appeal to intended users</li> <li>• Explain how parts of their product will work</li> <li>• Create a design description for their product</li> <li>• Highlight the impact of time, resources and cost within their design ideas</li> <li>• Generate innovative ideas that meet needs of user</li> </ul>
<b>Planning</b>	<ul style="list-style-type: none"> <li>• Share and discuss ideas with others</li> <li>• Record a step by step plan for making</li> <li>• Produce lists for the tools, equipment and materials they will be using</li> <li>• Choose materials to use based on suitability of their properties and aesthetic qualities</li> <li>• Represent ideas in diagrams, annotated sketches and computer based programmes (where appropriate)</li> <li>• Create pattern pieces and prototypes</li> </ul>
<b>Practical</b>	<ul style="list-style-type: none"> <li>• Use materials construction materials and kits, textiles, food, mechanical and electrical components</li> <li>• Choose suitable tools for making whilst explaining why they should be used</li> <li>• Use design criteria whilst making</li> <li>• Follow safety and food hygiene procedures</li> <li>• Measure, mark, cut and shape materials and components accurately</li> <li>• Join, assemble and combine materials and components accurately</li> <li>• Demonstrate problem solving skills when encountering a mistake or practical problem</li> <li>• Use finishing techniques that involve a number of steps, including skills learnt in Art accurately</li> </ul>
<b>Evaluating</b>	<ul style="list-style-type: none"> <li>• Use design criteria to evaluate product – looking at quality of end product and design and whether it is fit for its intended purpose</li> <li>• Consider the views of others, including intended user, whilst evaluating product</li> </ul>

<b>Cooking and nutrition</b>	<ul style="list-style-type: none"> <li>• Understand which foods are reared, caught, or grown and that this happens in the UK and across the globe</li> <li>• Understand that the seasons can affect food produce</li> <li>• Understand that sometimes raw ingredients need to be processed before they can be used in cooking (eg. De-feathering a chicken)</li> <li>• Understand that recipes can be adapted to change the appearance, taste and aroma of a dish</li> <li>• Sort foods into the 5 groups using The Eatwell Plate and identify that this makes up a healthy diet</li> <li>• Identify that food and drink provide certain nutritional and health benefits which support a healthy lifestyle</li> <li>• Identify that people should eat at least 5 portions of fruit and vegetables a day</li> <li>• Prepare simple dishes hygienically and safely, where needed with a heat source (frying)</li> <li>• Use cooking techniques such as: chopping, peeling, grating, slicing, mixing, spreading, kneading and baking</li> </ul>
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	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Content</u>	Design and cook using the skill of frying – eg stir fry then make noodles from scratch to go with it- include meat prep. Risotto also made during this term as a prelude to the art of frying.	Make a model Anderson shelter	Enterprise project. Make a website to advertise their enterprise project
<u>Planting</u>	Stir Fry vegetables	March- Beans, broccoli March/April- carrots May-Peppers	Harvest