



EYFS		
Three and Four-Year-Olds	Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</li> </ul>
	Physical Development	<ul style="list-style-type: none"> <li>Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>Choose the right resources to carry out their own plan.</li> <li>Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> </ul>
	Understanding the World	<ul style="list-style-type: none"> <li>Explore how things work.</li> </ul>
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>Develop their own ideas and then decide which materials to use to express them.</li> <li>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> </ul>
Reception	Physical Development	<ul style="list-style-type: none"> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> </ul>
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> </ul>



ELG	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> </ul>
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> </ul>

**KS1 GOALS**

**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.

**Food Technology:**

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

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
<b>YEAR 1</b>		Mechanisms: Moving Story Book		Textiles: Puppets		Structures: Windmill  Food: Fruits and Vegetables



YEAR 2		Structures: Baby Bear's Chair		Textiles: Pouch		Mechanisms: Making a moving Monster
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	Year 1	Year 2
<p><b><u>Design Criteria</u></b></p> <p>Understanding their intended users and their own product</p>	<p>Explain what product they will be designing and making</p> <p>Explain who their product will be used by</p> <p>Describe what their product will be used for</p>	
<p><b><u>Planning</u></b></p> <p>Communicating ideas and creating prototypes for product</p>	<p>Discuss what their steps for making could be</p> <p>Represent ideas through talking, drawing and computing – (where appropriate)</p> <p>Choose materials to use based on suitability of their properties</p> <p>Create templates/pattern pieces and explore materials whilst developing ideas</p>	
<p><b><u>Making</u></b></p> <p>Selecting the tools and applying the practical skills and techniques</p>	<p><i>Across KS1: Use materials - construction materials and kits, textiles, food and mechanical components</i></p> <p>Choose suitable tools for making whilst explaining why they should be used</p> <p>Follow safety and food hygiene procedures</p> <p>Measure, mark, cut and shape materials and components</p> <p>Join, assemble and combine materials and components</p> <p>Use finishing techniques, including skills learnt in Art</p>	



<p><b><u>Evaluation</u></b></p> <p>Referring to planning and initial ideas in evaluating their product</p>	<p>Talk about their design ideas and what they have made</p> <p>Make simple judgements of how the product met their design ideas</p> <p>Suggest how their product could be improved</p>	
<p><b><u>Teaching cooking and nutrition</u></b></p> <p>Understanding food and food preparation</p>	<p>Across KS1: Understand that food comes from plants or animals</p> <p>Understand that food has to be farmed, caught, or grown</p>	
<p><b><u>Teaching cooking and nutrition</u></b></p> <p>Food preparation, cooking and nutrition</p>	<p>Across KS1: Sort foods into the 5 groups using The Eatwell Plate</p> <p>Identify that people should eat at least 5 portions of fruit and vegetables a day</p> <p>Prepare simple dishes hygienically and safely without a heat source</p> <p>Use cooking techniques such as: cutting, peeling and grating</p>	