



Year R (EYFS)	Years 1 and 2 (KS1)
<p>Early Learning Goals</p> <p>EAD: 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 ▪ Make use of props and materials when role playing characters in narratives and stories <p>PD: Gross Motor Skills</p> <ul style="list-style-type: none"> ▪ Negotiate space and obstacles safely, with consideration for themselves and others ▪ Demonstrate strength, balance and coordination when playing <p>PD: Fine Motor Skills</p> <ul style="list-style-type: none"> ▪ Use a range of small tools, including scissors, paint brushes and cutlery ▪ Begin to show accuracy and care when drawing. 	<p>National Curriculum Subject Content</p> <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 relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].</p> <p>When designing and making, pupils should be taught to:</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 range 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> <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.

Year R Autumn	Year R Spring	Year R Summer	Year 1 Autumn 2 Structures: Freestanding	Year 1 Spring 2 Mechanisms: Sliders and Levers	Year 1 Summer 2 Food: Preparing Fruit	Year 2 Autumn 2 Mechanisms: Wheels and Axles	Year 2 Spring 2 Food: Healthy and Varied Diet	Year 2 Summer 2 Textiles: Templates & Joining Techniques
Knowledge			Designing					
Children will: <ul style="list-style-type: none"> • Know how to safely prepare a healthy snack independently • Know which resources they can select in the environment to create • Know how to join different 2D materials • Know how to use one handed tools, such as scissors 	Children will: <ul style="list-style-type: none"> • Know how to use a knife safely • Know you can join things together to create a design 	Children will: <ul style="list-style-type: none"> • Know how to make a simple sandwich • Know how to create a free standing structure e.g. a den • Know how to use a variety of joining techniques 	<ul style="list-style-type: none"> • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through talking, mock-ups and drawings. 	<ul style="list-style-type: none"> • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through drawings and mock-ups with card and paper. 	<ul style="list-style-type: none"> • Design appealing products for a particular user based on simple design criteria. • Generate initial ideas and design criteria through investigating a variety of fruit. • Communicate these ideas through talk and drawings. 	<ul style="list-style-type: none"> • Generate initial ideas and simple design criteria through talking and using own experiences. • Develop and communicate ideas through drawings and mock-ups. 	<ul style="list-style-type: none"> • Design appealing products for a particular user based on simple design criteria. • Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. • Communicate these ideas through talk and drawings. 	<ul style="list-style-type: none"> • Design a functional and appealing product for a chosen user and purpose based on simple design criteria. • Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology.

Skills			Making					
Children will: <ul style="list-style-type: none"> • 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, 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. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. 	Children will: <ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. <p>Create collaboratively, sharing ideas, resources and skills.</p>	Children will: <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 • Make use of props and materials when role playing characters in narratives and stories. <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others; • Demonstrate strength, balance and coordination when playing; • Use a range of small tools, including scissors, paint brushes and cutlery • Begin to show accuracy and care when drawing. 	<ul style="list-style-type: none"> • Plan by suggesting what to do next. • Select and use tools, skills and techniques suitable for the task, explaining their choices. • Select new and reclaimed materials and construction kits to build their structures. • Use simple finishing techniques suitable for the structure they are creating 	<ul style="list-style-type: none"> • Plan by suggesting what to do next. • Select and use tools suitable for the task, explaining their choices, to cut, shape and join paper and card. • Use simple finishing techniques suitable for the product they are creating. 	<ul style="list-style-type: none"> • Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. • Select from a range of fruit according to their characteristics e.g. colour, texture and taste to create a chosen product. 	<ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. • Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics. 	<ul style="list-style-type: none"> • Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. • Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. 	<ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. • Select from and use textiles according to their characteristics.

Vocabulary	Evaluating					
<ul style="list-style-type: none"> • <i>Join, cut, fix, strong, stable, tall, short, improve, design, idea</i> • <i>Names of tools and resources</i> 	<ul style="list-style-type: none"> • Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings. • Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria. 	<ul style="list-style-type: none"> • Explore a range of existing books and everyday products that use simple sliders and levers. • Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria. 	<ul style="list-style-type: none"> • Taste and evaluate a range of fruit to determine the intended user's preferences. • Evaluate ideas and finished products against design criteria, including intended user and purpose. 	<ul style="list-style-type: none"> • Explore and evaluate a range of products with wheels and axles. • Evaluate their ideas throughout and their products against original criteria. 	<ul style="list-style-type: none"> • Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. • Evaluate ideas and finished products against design criteria, including intended user and purpose. 	<ul style="list-style-type: none"> • Explore and evaluate a range of existing textile products relevant to the project being undertaken. • Evaluate their ideas throughout and their final products against original design criteria.

	Technical Knowledge and Understanding					
	<ul style="list-style-type: none"> • Children know how to make freestanding structures stronger, stiffer and more stable. <p>Children know and use technical vocabulary relevant to the project.</p>	<ul style="list-style-type: none"> • Children explore and use sliders and levers. • Children understand that different mechanisms produce different types of movement. • Children know and use technical vocabulary relevant to the project. 	<ul style="list-style-type: none"> • Understand where a range of fruit comes from e.g. farmed or grown at home. • Understand and use basic principles of a healthy and varied diet to prepare dishes. • Know and use technical and sensory vocabulary relevant to the project. 	<ul style="list-style-type: none"> • Explore and use wheels, axles and axle holders. • Distinguish between fixed and freely moving axles. • Know and use technical vocabulary relevant to the project. 	<ul style="list-style-type: none"> • Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. • Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The eatwell plate. • Know and use technical and sensory vocabulary relevant to the project. 	<ul style="list-style-type: none"> • Understand how simple 3-D textile products are made, using a template to create two identical shapes. • Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling, lacing. • Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons. • Know and use technical vocabulary relevant to the project.

Vocabulary						
	<ul style="list-style-type: none"> ▪ cut, fold, join, fix ▪ structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved ▪ metal, wood, plastic ▪ circle, triangle, square, rectangle, cuboid, cube, cylinder ▪ design, make, evaluate, user, purpose, ideas, design criteria, product, function ▪ 	<ul style="list-style-type: none"> ▪ slider, lever, pivot, slot, bridge/guide ▪ card, masking tape, paper fastener, join ▪ pull, push, up, down, straight, curve, forwards, backwards ▪ design, make, evaluate, user, purpose, ideas, design criteria, product, function 	<ul style="list-style-type: none"> ▪ fruit names, names of equipment and utensils ▪ sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard ▪ flesh, skin, seed, pip, core, ▪ slicing, peeling, squeezing, healthy diet, choosing, ingredients, planning, investigating tasting, arranging, popular, design, evaluate, criteria 	<ul style="list-style-type: none"> ▪ vehicle, wheel, axle, axle holder, chassis, body, cab ▪ assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism ▪ names of tools, equipment and materials used ▪ design, make, evaluate, purpose, user, criteria, functional 	<ul style="list-style-type: none"> ▪ fruit and vegetable names, names of equipment and utensils ▪ sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard ▪ flesh, skin, seed, pip, core, ▪ slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, investigating tasting, arranging, popular, design, evaluate, criteria 	<ul style="list-style-type: none"> ▪ names of existing products, joining and finishing techniques, tools, fabrics and components ▪ template, pattern pieces, mark out, join, decorate, finish ▪ features, suitable, quality mock-up, design brief, design criteria, make, evaluate, user, purpose, function