



Subject Content	<p>EYFS Development Matters: Expressive arts and design</p> <ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and developing their ability to represent them Create collaboratively, sharing ideas, resources and skills. <p>Physical</p> <ul style="list-style-type: none"> Develop their motor skills so that they can use a range of tools competently, safely and confidently: suggested tools: pencils, paintbrushes, scissors, knives, forks and spoons <p>ELG: Fine Motor Skills (Physical Development) Use a range of small tools, including scissors, paintbrushes and cutlery: Begin to show accuracy and care when drawing.</p> <p>ELG: Creating with Materials (Expressive art and design) 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> <p>KS1 Pupils should be taught: 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. <p>Cooking and nutrition</p> <ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.
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Our Values				Basic Skills (Reading & Communication)	Personal Development Positive mental and physical wellbeing	Wonderful Words (Vocabulary & Quality Texts)	Memorable Experiences
respect	caring	safety	best				

	FS2	Year 1	Year 2
<p>Design Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>generate, develop, model and communicate their</p>	<p>To draw on their own experience to help generate ideas, with support.</p> <p>To suggest ideas and explain what they are going to do, with support.</p>	<p>To draw on their own experience to help generate ideas.</p> <p>To suggest ideas and explain what they are going to do.</p> <p>To use talking, drawings and the written word</p>	<p>To generate ideas based on their own experience and that of others.</p> <p>To develop their ideas through discussion, observation and modelling.</p> <p>To show a design in a variety of ways including, drawing, the written word and mock-ups.</p>

<p>ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>		to communicate ideas and design.	
<p>Make select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics:</p>	<p>To use tools and equipment safely and with growing control.</p> <p>To explore new techniques eg joining and cutting.</p> <p>To begin to create new products using a variety of materials, tools and methods.</p>	<p>To make their design using appropriate tools and techniques.</p> <p>To use tools and equipment safely and with greater control.</p> <p>To begin to cut, shape, assemble and join materials to make a simple product with support.</p>	<p>To make their design using appropriate and effective techniques.</p> <p>To measure, cut and score with some accuracy.</p> <p>To select and name appropriate the tools and materials.</p> <p>To cut, shape and join materials to make a product independently.</p>
<p>Evaluate explore and evaluate a range of existing products</p> <p>evaluate their ideas and products against design criteria</p>	<p>To share my product and explain how I made it.</p> <p>To say what I like about my product.</p> <p>To refine my ideas, making improvements.</p>	<p>To evaluate their product by discussing how well it works in relation to the criteria set and it's purpose, identifying strengths and possible changes/improvements.</p>	<p>To evaluate their product against the design criteria.</p> <p>To evaluate their product during the making process, identifying strengths and possible changes/improvements they might make.</p> <p>To communicate their evaluation through a written statement.</p>
<p>Technical Knowledge build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	<p>To explore and build structures using a variety of construction resources.</p>	<p>To explore how structures can be made stronger, stiffer and more stable.</p> <p>To explore simple mechanisms eg levers and sliders.</p>	<p>To build structures, exploring how they can be made stronger, stiffer and more stable according to the design criteria.</p> <p>To explore and use mechanisms eg levers, sliders, wheels and axles in their products.</p>
<p>Cooking and Nutrition use the basic principles of a healthy and varied diet to prepare dishes</p> <p>understand where food</p>	<p>To have an awareness of basic food handling and personal hygiene practises.</p> <p>To discuss the taste and texture of different foods.</p>	<p>To understand basic food handling and personal hygiene practises.</p> <p>To know some foods are healthy.</p>	<p>To communicate basic food handling and personal hygiene practises.</p> <p>To know that we need to eat a balanced diet to help us keep healthy</p>

comes from.	To observe how food can be changed by certain processes.	To select and use appropriate foods, processes and tools in their work. To understand where food comes from.	To use tools safely and effectively to prepare food. To understand the changes that different processes can make to food.
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How we will implement **Design and Technology** at Hetts Lane

- Planned teaching of Design Technology each term focussing on a particular area.
 - To use Design Technology to apply skills taught as part of daily classroom life through junk modelling, construction kits etc.
- Through topic linked enquiry lessons which provide purpose and meaning for children.