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| **DT** |
| Nursery  | Personal, Social and Emotional Development | * Select and use activities and resources, with help when needed. This helps them to achieve a goal they has chosen or one which is suggested to them.
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| Physical Development | * Use large-muscle movements to wave flags and streamers, paint and make marks.
* Choose the right resources to carry out their own plan.
* Use one-handed tools and equipment, for example, making snips in paper with scissors.
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| Understanding the World | * Explore how things work.
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| Expressive Arts and Design | * 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.
* Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
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| Reception | Physical Development | * Progress towards a more fluent style of moving, with developing control and grace.
* Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
* Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
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| Expressive Arts and Design | * 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.
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| ELG | Physical Development | FineMotor Skills | * Use a range of small tools, including scissors, paintbrushes and cutlery.
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| Expressive Arts and Design | Creatingwith 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.
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| **Year Group** | **Generating Ideas** | **Making** | **Evaluation** | **Food and Nutrition** | **Construction/ Structures** | **Textiles** | **Mechanisms** | **Electrical systems** |
| **1** | Think of own ideas for design.Use pictures and words to plan.Design a product for myself, following design criteria.Work in a range of contexts (imaginary, home, school, wider, community, story-based.) | Explain what is being made and why.Select appropriate tools and equipment for the purpose. | Talk about own and pre-existing products, saying what is good or bad about them.Say whether their product does what it is meat to (fits the design brief) and how it could be improved. | Know how to peel, cut, grate, mix and mould foods (with close supervision)Summer 2 – Growth and green fingers | Use sheet materials and construction tools with appropriate supervisionSpring 1 – The Great Outdoors |  | Know about movement of simple mechanisms such as levers, sliders, wheels and axels.Autumn 2 – Fire Fire!  |  |
| **2** | Think of own ideas and plan what to do next.Describe designs using pictures, diagrams, models, mock-ups, words and ICT. Design a product for myself and others following design criteria. Work confidently in a range on contexts (imaginary, home, school, wider, community, story-based). | Explain what is being made and why the audience will like it.Choose appropriate tools and equipment describe and explaining why they are being used. | Describe how their own and pre-existing products work, evaluating what went well and what could be done differently.Suggest what went well and what would be done differently when evaluating their own product.  | Know how to peel, cut, grate and mould foods (with supervision)Autumn 2 – Fighting Fit | As Year 1 – use sheet materials and construction tools with appropriate supervision Spring 1 – Explorers  | Cut, then join textiles using a running stitch, over sewing or glue. Decorate using a range of times (buttons, sequins, beads, ribbons etc). Summer 2 - Wind in the Willows |  |  |
| **3** | Create a design that meets a range of requirements. Considering the equipments and tools needed when planning.Describe a design using an accurately labelled diagram, and in words.  | Use a range of tools and equipment accurately.Measure, mark out, assemble and join materials and components with some accuracy.  | Evaluate own and pre-existing products. Suggest what could be changed to improve a design, beginning to link this to the design brief.  | Know how to peel, cut, grate, mix, mould and begin to cook foods (using toasters and microwaves with supervision).Healthy Humans – Autumn 2  | Use sheet materials and construction tools with appropriate supervision.Spring 2 – How does your garden grow? |  | Know about movement of simple mechanisms such as levers and linkages.Summer 2 – What the Romans did |  |
| **4** | Generate more than one idea for how to create a product. Gather information to help design as successful product (by asking others’ views)Produce a detailed plan with labelled diagrams, a written explanation and a step-by-step guide. Suggest improvements to develop and refine planned idea. | Use a range of tools and equipment with accuracy. Measure, mark out, join, and assemble materials and components with accuracy.  | Evaluate the appearance and usability of own and pre-existing products. Explain how the original design could be improved, considering appearance and usability and linking this to the design brief.  | Know how to peel, cut, grate, mix and mould and begin to cook foods (using toasters and microwaves with supervision)Summer 2 - Hunted |  | Cut, and then join textiles using a running stitch, over sewing, back stitch or fastenings. Understand seam allowances, create simple patters and appropriate decoration techniques (appliqué)Spring 1 – Passport to Europe |  | Sparks Might Fly – Autumn 1 |
| **5** | Generate a range of ideas after collating relevant information. Produce a detailed plan, with step-by-step instructions, cross-sectional diagrams’ and prototypes. Suggest alternative plans, considering the positive aspects and drawbacks of each.  | Use a range of tools and equipment expertly. Consider the aesthetic qualities and functionality of my work when making.  | Evaluate the appearance and function of a product (own and pre-existing) against the original criteria, saying whether it is fit for purpose. Suggest improvements that could be made, considering materials and methods that have been used.  | Cut, mix, mould and begin to use hobs to heat up food with appropriate supervisionSpring 1 – Food Glorious Food! |  | Pin and tack fabrics, use patterns and seam allowances and join fabrics to make quality products.Summer 2 – Amazon adventure | Understand how mechanical systems like cams, pulleys or gears create movements.Spring 2 – Inventors and inventions | Spring 2 – Inventors and inventions |
| **6** | Use a range of information to inform a design (market research using surveys, interviews, questionnaires, or web-based resources). Produce a detailed plan, with cross-sectional diagrams and computer-generated designs. Work within constraints, redefining and justifying plans as necessary.  | Use a range of told and equipment precisely. Consider the aesthetic qualities and functionally of my products as making it, refining details necessary.  | Evaluate the appearance the test the function of a product (own and pre-existing) against the original criteria saying whether it is fit for purpose. Suggest improvements that could be made, considering materials, methods, sustainability of the product and how much a product costs to make.  | Cut, mix, mould and use hobs to heat food developing independent with this as appropriate. Spring 1 - Heroes and Villains | Use sheet and construction materials appropriately. | Autumn 2 - War and Conflict in Britain | Summer 2 – Changing Worlds: Coasts and Rivers | Summer 2 – Changing Worlds: Coasts and Rivers |