

Expressive Arts and Design												
Nursery						Reception						End of EYFS
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Children will:
All about me: creating self-portraits using different tools	Remembrance Day – Creating Poppies Bonfire night – Firework art	Chinese New Year: making lanterns Creating Junk Modelling through children's interests	Creating Mother's Day cards Easter Bonnet design	Gross Motor movements: balancing, use one handed tools.	Using tools to mark make; showing increasing control	Autumn Collages: use leaf man text to create our own leaf man Printing: Leaf printing, talk about textures – smooth, bumpy, spiky, etc.	Firework art: straws, forks, chalks using zig zag and stripe patterns Design and create a Christmas decoration	Junk modelling: Design and create a superhero Create superhero masks to use in role play.	Design and create their own mother's day card, using different techniques	Flower pressing and rubbing, talk about textures Look at Rangoli Patterns and encourage children to create their own	Clay: use clay to create our favourite animals, using tools to sculpt Design and create their own Father's day cards, using different techniques	
												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. Use a range of small tools, including scissors, paintbrushes and cutlery.

Y2	<u>Moving Pictures</u>	<u>Playground Equipment</u>	<u>Sensational Salads</u>
	Mechanisms, Sliders and Simple Levers <u>Evaluation of existing products</u> Research existing products, investigating actual examples wherever possible. Questions: - What movement does this lever make? - What happens if I change the length? Position? Size? Shape? Direction? - Which lever will give me the movement I want for my illustration? - How are the fastenings hidden? Does anything help the lever move smoothly without getting stuck? <u>Focused tasks</u> Teach any skills not already in place including: - Join appropriately for different materials and situations e.g. glue, tape. - Mark out materials to be cut. - Fold and cut paper and card. - Cut along lines, straight and curved. - Use a hole punch.	Structures – making playground equipment for a small world person/toy <u>Evaluation of existing products</u> - Research existing products, investigating actual examples wherever possible. - If available, explore products in the local environment e.g. local playground, otherwise small world structures, as a last resort photographs. Questions - What is this? Who uses it? - What is it made of? Why does it use metal/wood/plastic? - Is it rough or smooth? - Is it stiff or bendy? - Why does it stand up not fall down? - How does it work? Plus questions related to detail e.g. Why does it have steps? Does it have any safety features? <u>Focused tasks</u> - Investigate how to make simple structures stand up.	Food – fruit salad <u>Evaluation of existing products</u> - Explore a variety of fruits, finding out where they grow. Taste the fruits, discussing appearance, smell, texture, taste, sweetness etc. Questions - Where are the seeds? - What colour is this fruit? - Which one is sweeter? - Which one has crunchiness? - Which one is softer? - Which one is juicier? - What is the peel/skin like? - Which parts of the fruit would you not eat? <u>Focused tasks</u> Teach any skills not already in place including: - Develop a food vocabulary using taste, smell, texture and feel (e.g. sweet, crunchy, etc.) - Group familiar food products e.g. fruit and vegetables. - Explain where food comes from. - Cut, peel, grate, chop a range of ingredients.

	• Insert paper fasteners for card. • Experiment with levers and sliders to find different ways of making things move in a 2D plane. <u>Design make and evaluate</u> <i>Moving picture story books</i> 1. Explore and evaluate moving picture books. 2. Teach – sliders and levers 3. Teach – wheels 4. Design a moving picture linked to English story. 5. Make a moving picture. 6. Evaluate the product (moving picture).	• Explore using reclaimed materials, simple art straw/card structures, construction toys, small world structures that will come apart into separate components. • Teach the children how to make a structure more stable. • Teach how to make components (e.g. rolled paper legs/slide chute component) stiffer/stronger. • Teach how to join component parts – glue/masking tape/hot glue gun - with close supervision. • Teach appropriate vocabulary (tools; materials; components; technical vocabulary). <u>Design make and evaluate</u> <i>Playground equipment for small world</i> 1. Evaluate playground equipment. 2. Teach – explore ways to join and strengthen materials. 3. Teach – explore ways to join and strengthen materials. 4. Design a piece of playground equipment for our small world. 5. Make playground equipment. 6. Evaluate playground equipment.	• Work safely and hygienically. • Understand the need for a variety of foods in a diet. • Measure and weigh food items, non-standard measures e.g. spoons, cups. <u>Design make and evaluate</u> <i>Fruit Salad</i> 1. Evaluate fruit and vegetables 2. Teach – eat well plate – planning a healthy meal. 3. Evaluating fruit salads (existing products) 4. Teach – how to prepare fruit 5. Design salad. 6. Make and evaluate salad
Y2	<u>Super Smoothies</u> Food – making a healthy smoothie <u>Design, make and evaluate</u> Lesson 1: Evaluate-Start by researching the work of chefs/ celebrities who have been linked with healthy eating/ lifestyles. Lesson 2: Skill- Children show an awareness of what a healthy diet consists of (eat-well plate). They show a knowledge of where some of the ingredients come from and how they were grown. Lesson 3: Design- Plan a healthy smoothie that could feature on the school dinner menu. Give the children a choice of ingredients, and ask them to design their own smoothie from the list. What equipment will be needed? Lesson 4 & 5	<u>Take Shelter: Making Shelters</u> Structures – making a shelter for an explorer/adventurer <u>Design, make and evaluate</u> Lesson 1: Evaluate- Research well known people who would need to build a shelter -adventurers/explorers, such as Bear Grylls. Lesson 2: Skill- Children show an awareness of what would make a good shelter. They can discuss suitable materials, giving reasons why. They can identify what a suitable shelter would need to be – windproof, waterproof etc. Lesson 3: Design- Research suitable materials for a shelter. Chn then plan a suitable shelter for an explorer / adventurer. Lesson 4 & 5:	<u>Puppetry</u> Textiles – making a finger puppet <u>Design, make and evaluate</u> Lesson 1: Evaluate- Explore a range of different puppets (glove puppets, finger puppets, with fingers, 'mitten' type) and investigate how they have been made. Consider the purpose of each puppet. Lesson 2: Skill- Introduce and practise methods to join fabrics, for example, a running stitch in preparation for their designs. Lesson 3: Design- Children will draw simple shapes for their finger puppet. They will then label their drawing showing the materials they will need for each part. Chn to consider how they will join the fabric together (glue, running stitch, staples or tape).

	Make- Children will prepare the foods for their smoothie that they chose in the previous lesson. Split class into smaller groups. In groups, adult to remind children about the importance of safety and hygiene. Wash hands. Adult to demonstrate how to safely use a knife. Children make their smoothie. Lesson 6: Evaluate- Did you enjoy your smoothie? Why? / Why not? Did the smoothie match the eat-well plate? Was there a balance of food groups? Did the smoothie look appetising? Would your friends choose it? What was good about it? What could you do to improve it?	Make- Children go to forest school Chn split into groups They will be given a variety of materials and resources and will be asked to work as a team to build their shelter. Test of shelter being waterproof. Lesson 6: Evaluate- What materials did you use? Did your shelter stay up without being held? Was your shelter waterproof? What weathers would your shelter be suitable in? Do you think it would offer adequate protection in extreme weathers? How many people would fit in your shelter? How strong do you think it would be? What is good about your shelter? How could it be improved?	Chn add extra detail to decorate finger puppet. Label any additional materials used. Lesson 4 & 5: Make- Cut out the template for their chosen shape from the fabric. Join fabrics by using a running stitch, glue, staples, or tape. Decorate fabric with attached items e.g. buttons, beads, sequins, braids, ribbons. Lesson 6: Evaluate- Reflect upon their final product. Who is it for? Is it fit for purpose? Compare it to their original design. Has it turned out as you imagined? How neat is the stitching? What do you like about your puppet? How could you improve it? Display for class to see. Children peer assess the puppets (2 stars and a wish).
Y 3	<u>Snack Attack</u> Food – To make a healthy and portable snack <u>Evaluation of existing products</u> - Research existing products, investigating actual examples wherever possible. Include individual food items (e.g. hard boiled eggs, frittata, bean salads, pasta salad, potato salad, savoury / cheese scones). Questions - How well do these dishes suit the requirements of a picnic? - What are the essential elements of the eat well plate? - Which ingredients could you grow? - Where do the ingredients come from? - Which dishes include protein? - What do these different dishes taste like? Smell like? Look like? What is their texture?	<u>Picture This!</u> Structures – To make a photo frame <u>Evaluation of existing products</u> - Investigate similar products to the one to be made to give starting points for a design. - Draw/sketch products to help analyse and understand how products are made. Questions - Why is it this size? - Who might use it? - Where might it be kept? - What is it made from? - How does it stand up? - How are the pieces joined together? - Are there any splinters / sharp edges? - How has it been strengthened? Is it stable? - Does it allow air in / water out?	<u>Pop Up Book</u> Mechanical Systems Levers and Linkage: To make a pop-up book <u>Evaluation of existing products</u> - Research examples of 'pop-up' books for KS1 children. - Evaluate and investigate examples of pop-up mechanisms which use systems of levers and linkages to e.g. change direction, make a movement larger, make two movements interact etc. Questions - How does the mechanism work? - How many pivot points are there? - Where are the linkages connected? - Which pivots are fixed? - What motion is the result of this mechanism (e.g. linear, rotary, reciprocal)? - How many different movements result from your one input?

	- What cooking methods are used in the food preparation? Focused tasks Teach any skills not already developed including: - Develop sensory vocabulary and knowledge using, smell, taste, texture and feel. - Analyse the taste, texture, smell and appearance of a range of foods which are predominantly savoury. - Follow instructions and recipes. - Make healthy eating choices – use the eat well plate. - Join and combine a range of ingredients. - Find out which fruit and vegetables are grown in the countries and continents studied in geography. Develop understanding of how meat or fish are reared and caught. Design make and evaluate <i>Food for a picnic</i> - Evaluate savoury foods for use in a picnic - Teach – eat well plate – planning a healthy and portable meal. - Evaluating picnic foods (existing products) - Teach – how to prepare fruit & veg and some meat - Design picnic food - Make and evaluate picnic food	Is it going to look right in its final position? Focused tasks Teach any skills not already in place including: - Develop vocabulary related to the project. - Create shell or frame structures. - Strengthen frames with diagonal struts. - Make structures more stable by giving them a wide base. Measure and mark square section, strip and dowel accurately to one centimetre. Design make and evaluate <i>A photo frame</i> - Evaluate photo frames - Teach – explore ways to join and strengthen materials – Create a frame - Teach – explore ways to join and strengthen materials. – Strengthen a frame - Design own photo frame - Make photo frame - Evaluate	- Is this mechanism sufficiently robust for a KS1 child? - Does it work smoothly? Is the mechanism/mechanical system hidden? Focused Tasks Teach any skills not already in place including: - Develop vocabulary related to the project. - Use mechanical systems such as levers and linkages. - Use lolly sticks or card to make levers and linkages. - Use linkages to make movement larger or more varied. - Use tools with accuracy. - Cut slots. - Cut internal shapes. - Appropriate finishing techniques. - Stiffen and strengthen materials. Design make and evaluate - Explore and evaluate moving picture books. - Teach – Revisit Y1 learning wheels, sliders and levers - Teach – Making leaves and linkages using wood. - Design a moving picture linked to Roman topic work. - Make a moving picture. - Evaluate the product (moving picture).
Y4	Electrical systems: Board Games Electrical systems – electrical board games Evaluation of existing products - Research existing products, investigating actual examples wherever possible. Questions - Is the product appropriate for the intended user? - Does the product fulfil its purpose? - Is it functional? Does it have aesthetic appeal? - How does the electrical system function? – make flow charts. What electrical components are used?	Juggling Balls Textiles – To make juggling balls Evaluation of existing products - Explore similar existing products. If possible disassemble to investigate how the pattern pieces have been made and how they fit together to make the holder. - Draw and annotate. Questions - Who might use this? - What purpose does it serve? - How does it protect the passport, for example, from being crumpled? - What would you change if this was for you?	Edible Garden Food – To make a healthy Pasta salad Evaluation of existing products - Research existing products, investigating actual examples wherever possible. - Include individual food items Questions - What are the essential elements of the eat well plate? - How might you secure protein e.g. meat or fish? - What do these different fruits/root vegetables taste like? Smell like? Look like? - What herbs can we grow and eat?

	<u>Focused tasks</u> • Explore complete simple series circuits incorporating one working component (e.g. light bulb/buzzer/motor). • Teach relevant vocabulary, understanding and knowledge. • Explore methods of creating a switch (breaker) in the circuit. • Teach relevant vocabulary, understanding and knowledge. Teach relevant ICT programming and incorporation of relevant ICT equipment into circuit. <u>Design make and evaluate</u> <i>Electrical board games</i> 1. Lesson 1- Explore and evaluate current electrical board games on the market. What works well? What could be improved? 2. Lesson 2- Learn how to build simple circuits using bulbs, buzzers, wires and cells. 3. Lesson 3- Design electrical board game. Make decisions on materials to use and why. 4. Lesson 4- Evaluate design. What could be improved? 5. Lesson 5- Make electrical board using simple circuits and resources available. 6. Lesson 6- Test function of the board games. Make alterations as necessary. Self and peer assess project. What went well? What could be improved?	• What stitches have been used? • What fastenings have been used? • How has the fabric been strengthened or stiffened to help protect the passport? • Why is it decorated like this? Would you change the decoration? <u>Focused tasks</u> Teach any skills not already in place including: • Develop vocabulary for tools, materials and their properties. • Understand seam allowance. • Join fabrics using running stitch, over sewing, blanket stitch. • Prototype a product using J cloths. • Use prototype to make pattern. • Explore strengthening and stiffening of fabrics. • Explore fastenings (inventors?) and recreate some. • Sew on buttons and make loops. • Use appropriate decoration techniques. <u>Design make and evaluate</u> 1. Lesson 1- Explore and evaluate current products available. What works well? What could be improved? Identify gaps. 2. Lesson 2- Discuss and learn about the vocabulary for tools, materials and their properties. 3. Lesson 3- Design juggling balls based on research from the previous week. 4. Lesson 4- Learn and understand how to use different stitching techniques in order to create the product. 5. Lesson 5- Create product which was designed in lesson 3. 6. Lesson 6- Evaluate product. What went well? What could be improved? Make alterations if necessary.	• What is their texture? Could we alter the texture by preparing the food differently? <u>Focused tasks</u> Teach any skills not already in place including: • Develop sensory vocabulary/knowledge using, smell, taste, texture and feel. • Analyse the taste, texture, smell and appearance of a range of foods (predominantly savoury). • Follow instructions/recipes. • Make healthy eating choices – use the eat well plate. • Join and combine a range of ingredients. • Find out what herbs we can grow and eat? <u>Design make and evaluate</u> 1. Lesson 1- Research and evaluate different pasta salads. 2. Lesson 2- Understand seasonality, and know where and how a variety of ingredients are grown in the context of growing vegetables. 3. Lesson 3- explore and evaluate a variety of different dressings for pasta salad. 4. Lesson 4- Design pasta salad. Research different recipes. 5. Lesson 5- Create pasta salad by following step by step instructions 6. Lesson 6- Evaluate the final product.
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Y 5	<u>Soup of the Day</u> Food – soup <u>Evaluation of existing products</u> - Research existing products, investigating actual examples wherever possible. - Include individual food items prepared e.g. for celebrations or festivals from countries studied in geography. <u>Questions</u> - What is special about a food item for a celebration? - How healthy/unhealthy are the food items? - What do these different food items taste, smell and look like? What is their texture? Could we alter the appearance by finishing the food differently? <u>Focused tasks</u> Teach any skills not already in place including: - Prepare food products taking into account the properties of ingredients and sensory characteristics. - Weigh and measure using scales. - Select and prepare foods for a particular purpose. - Work safely and hygienically. - Use a range of cooking techniques. Know where and how ingredients are grown and processed. <u>Design make and evaluate</u> Session Overview - Evaluate existing product (soup) - Nutritional information - Ingredients - Taste - Development of Skills - Ingredients selection - Weighing and measuring - Health and Safety procedures - Design - Create a recipe based on specific criteria - Make - Follow a recipe to create a vegetable soup. - Evaluation of Product	<u>Automata Toys</u> Mechanisms - Cams <u>Design make and evaluate</u> Session Overview - 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 in the context of researching animals that will be used in their mechanical models. - Development of skills - Understand and use mechanical systems in their products (for example cams) in the context of understanding how cams can be used to make a model move. - Exploring Cam movement - understand and use mechanical systems in their products (for example cams) in the context of understanding how changing the shape of the cam changes the movement of the follower. - Designing - Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups in the context of developing design criteria for the Automata Animals. - Making a framework - Select from and use a wider range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing), accurately in the context of using tools and equipment to perform the job of cutting, joining and finishing wood to make a frame. - Evaluate - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work in the context of evaluating the product design	<u>Felt Phone Cases</u> Textiles – felt phone case <u>Evaluation of existing products</u> - Explore similar existing product, e.g. tool belts for building site workers/electricians etc. If possible disassemble to investigate how the pieces have been made and how they have been joined to the belt. - Draw and annotate. <u>Questions</u> - Who might use this? - Would it fit you? - What purpose does it serve? - How does it make sure the equipment isn't lost? - What equipment might this carry? - Does size matter? - What stitches have been used? Fastenings? What stitches have been used to secure the holders? - What sort of thread has been used? Why do you think this fabric has been chosen? Why have different fabrics been combined? <u>Focused tasks</u> Teach any skills not already in place including: - Use the correct vocabulary appropriate to the project. - Create 3-D products using patterns pieces and seam allowance. - Understand pattern layout when cutting fabric. - Decorate textiles appropriately (often before joining components). - Pin and tack fabric pieces together. - Join fabrics using over sewing, back stitch, blanket stitch or machine stitching (closer supervision). - Combine fabrics to create more useful properties. - Make quality products <u>Design make and evaluate</u> Session Overview - Evaluate existing product

	Taste Fit for purpose Cost effectiveness		Phone cases Analysis how it is fit for purpose Stitching 2. Development of skills Analysis and practice stitch types 3. Design Create a design a phone case 4. Make: Construct a phone case 5. Evaluation
Y 6	<u>Marble Run</u> Structures – Marble Run Session Overview - Exploring and evaluate structures - To investigate and analyse a range of existing products in the context of looking at existing free standing structures. - Development of Skills - To select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately in the context of joining cardboard tubes accurately together. - Design - Make – Children to create a marble run from existing products that takes the longest possible run time for the marble from start to finish. - Make – Children to select from and use materials and components to make a marble run - Evaluation of Product - To evaluate their ideas against their own design criteria and consider the views of others to improve their work in the context of evaluating their marble run against the design criteria set in lesson 4 and 5.	<u>Global Food</u> Food – Make a savoury dish Lesson 1: Evaluate-Start by researching the work of chefs such as Jamie Oliver and his influence on school meals. Lesson 2: Skill- Children will show awareness of a healthy diet (using the eat well plate) and know where and how specific ingredients are grown and processed. Lesson 3: Design- Plan a healthy meal that could be introduced in the school meals weekly. Give the children a list of key ingredients that they can research and design their own recipe with. Lesson 4/5 Make- Children will select and prepare foods for a particular purpose. E.g A main dish with salmon as the main. - Split class in 2 groups to oversee that the children are working safely and hygienically. - One group to create a story board that explains how the main ingredient in their course is grown/reared, farmed/caught and processed. https://video.link/w/Azp4b Lesson 6: Evaluate-	<u>Fairground Ride</u> Mechanical and Electric systems, comp control Lesson 1: Evaluate-Use web-based research for examples of fairground rides that use rotating parts. Evaluate how they move, what are the components that join them together and the mechanisms that make them work by labelling different pictures of fairground rides. Lesson 2: Skill-Investigate ways of using electrical motors to create rotating parts. Lesson 3: Design- Children will sketch and design their own fairground ride with rotating parts. Annotate the materials they will use. Lesson 4/5: Make- Cut and prepare materials needed e.g cardboard/wooden dowel, lollipop sticks, elastic bands, cardboard plates etc. - Join materials using appropriate methods. - Build frameworks to support mechanisms. - Stiffen and reinforce complex structures. Lesson 6: Evaluate-Reflect upon the final product. - How stable / strong is the structure?

St Albert's Design Technology Overview - 2025-2028



		• Did the meal match the eatwell plate? • Was there a balance of food groups? • Did the meal look attractive? • Would primary school children choose this meal? • What could you do to make it more attractive for a child?	• How has it been reinforced/stabilised? • What mathematical shapes have been used in the design? • How have the elements of the structure been joined? • What materials have been used in the construction? Why? • Does the pulley system work? • What changes would you make to the design/ making process that might make it easier next time?
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