

	EYFS 2021	KS1
Curriculum Statements	<p>Physical Development Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Develop small motor skills so that a range of tools can be used competently, safely and confidently.</p> <p>Begin to show accuracy and care when drawing.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Know the importance for good health of a healthy diet and talk about ways to keep healthy and safe. Manage basic hygiene such as washing hands, fruit and vegetables.</p> <p>Expressive Arts and Design Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Share their creations, explaining the process they have used.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and</p>	<p><u>Design:</u> * To design purposeful, functional, appealing products for themselves and other users based on design criteria. * To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and where appropriate, information and communication technology.</p> <p><u>Make:</u> * To select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing. * To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p><u>Evaluate:</u> * To explore and evaluate a range of existing products. * To evaluate their ideas and products against design criteria.</p> <p><u>Technical Knowledge:</u> * To build structures, exploring how they can be made stronger, stiffer and more stable. * To explore and use mechanisms, such as levers, sliders, wheels and axles in their products.</p> <p><u>Cooking and Nutrition:</u> * To use the basic principles of a healthy and varied diet * To understand where food comes from.</p>

	<p>feelings through design and technology.</p> <p>Personal, Social and Emotional Development Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>Say why they like some activities more than others. Show confidence to speak in a familiar group, talk about their ideas and choose the resources they need for their chosen activities. Say when they do or don't need help.</p> <p>Take account of one another's ideas about how to organise their activity as part of a group or class.</p>		
	EYFS	Year 1	Year 2
Practical skills	<p><u>Using a Range of Tools/ Structure and Joins</u> Observing closely and replicating a structure, e.g. a tower out of small wooden bricks. Using numerous tools such as a rolling pin, cutters , spoons, forks, blunt knives, grater.</p> <p><u>Construction</u> Learning to construct with a purpose in mind, e.g. using scissors, glue, string and a hole-punch.</p> <p><u>Exploration/ Discussion</u> Learning about how everyday objects work by dismantling things and looking closely at their component parts, e.g. a child might dismantle and discover how things are put together and the materials different parts are made from. Opportunities to notice and discuss materials around them e.g. utensils for cooking, tree barks on a walk, soft furnishings in the classroom. Opportunities to discuss appropriate use of senses e.g. when tasting different</p>	<p><u>Food:</u> Cut ingredients safely and hygienically. Assemble or cook ingredients.</p> <p><u>Materials:</u> Cut materials safely using tools provided. Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</p> <p><u>Textiles:</u> Shape textiles using templates.</p>	<p><u>Food:</u> Cut, peel or grate ingredients safely and hygienically. Measure or weigh using measuring cups or electronic scales.</p> <p><u>Materials:</u> • Measure and mark out to nearest cm. • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</p> <p><u>Textiles:</u> • Join textiles using running</p>

	<p>foods. Opportunities to use the language of designing and making, e.g. words such as 'join', 'build' and 'shape' as well as evaluative and comparative language - 'longer', 'shorter', 'lighter', 'heavier' and 'stronger'. Children will also practise recording their experiences by, for example, drawing, writing, voice recording or modelling</p> <p>Mechanisms split pins</p>	<p>Colour and decorate textiles</p> <p><u>Construction:</u> Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.</p> <p><u>Mechanisms</u> • Create products using levers and wheels.</p>	<p>stitch.</p> <ul style="list-style-type: none"> • Colour and decorate textiles using a number of techniques <p><u>Computing:</u> Model designs using software</p> <p><u>Mechanisms</u> • Create products using winding mechanisms.</p>
<p>Developing, planning and communicating ideas.</p>	<p><u>By the end of the Reception year most children should be able to:</u> Construct with a purpose in mind, using a variety of resources. Use simple tools and techniques competently and appropriately. Build and construct with a wide range of objects, selecting appropriate resources and adapting their work when necessary. Select the tools and techniques they need to shape, assemble and join materials they are using.</p>	<p><u>Planning Across KS1 pupils should be able to:</u> Plan by suggesting what to do next. Select from a range of tools and equipment, explaining their choices Select from a range of materials and components according to their characteristic</p> <p>Draw on their own and other people's experiences. Develop their design ideas through discussion, observation , drawing and modelling.</p> <p>Suggest ideas and explain what they are going to do Identify a target group for what they intend to design and make Model their ideas in card and paper Develop their design ideas applying findings from their earlier research</p>	<p><u>Identify a purpose for what they intend to design and make.</u> Identify simple design criteria. Make simple drawings and label parts</p>
<p>Working with tools, equipment, materials and</p>	<p><u>By the end of the Reception Year</u> The children will learn to arrange and re-arrange</p>	<p>With help select materials, tools measure, mark out,</p>	<p>Begin to select tools and materials; use vocab' to</p>

<p>components to make quality products (inc food)</p>	<p>materials and components, talk about their designs and listen to others talk about their designs. The designing and making process is fluid. Practical skills are not taught directly but adults will intervene if children are having difficulties using a particular tool. Children have frequent opportunities to develop practical skills with a range of materials. Children have frequent opportunities to explore construction kits. Activities are appropriate to children's prior experience. Contexts are sometimes set by teacher, sometimes by the children.</p>	<p>cut and shape a range of materials. Begin to use vocab -Use tools eg scissors and a hole punch safely. -Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape Select and use appropriate fruit and vegetables, processes and tools -Use basic food handling, hygienic practices and personal hygiene. Use simple finishing techniques to improve the appearance of their product</p>	<p>name and describe them <input type="checkbox"/> Measure, cut and score with some accuracy. Use hand tools safely and appropriately Assemble, join and combine materials in order to make a product Cut, shape and join fabric to make a simple garment. Use basic sewing techniques. Follow safe procedures for food safety and hygiene. Choose and use appropriate finishing techniques</p>
<p>Evaluating processes and products</p>	<p><u>By the end of the Reception Year</u> The children will have had experience of evaluating e.g adapting initial ideas to make them better (a child might choose to use scissors, a stapler, elastic bands and glue to join bits together to make a toy vehicle. They might then modify their initial idea by using masking tape to make it stronger). The children will use a range of tools including scissors, hole punch, glue spreader</p>	<p><u>Existing products</u> Across KS1 pupils should explore what products are , who products are for , what products are for , how products work , how products are used , where products might be used , what materials products are made from , what they like and dislike about products.</p> <p>Children will talk about their design ideas and what they are making:</p> <ul style="list-style-type: none"> - make simple judgements about their products and ideas against design criteria. - suggest how their products could be improved 	

		<p>Evaluate their product by discussing how well it works in relation to the purpose .</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>Evaluate their product by asking questions about what they have made and how they have gone about it</p>	<p>Evaluate against their design criteria. Evaluate their products as they are developed, identifying strengths and possible changes they might make</p> <p>Talk about their ideas, saying what they like and dislike about them, how they could improve their design</p>
Food preparation, cooking and nutrition	<p>The children will begin to understand some of the tools, techniques and processes involved in food preparation e.g. taking turns - stirring, mixing, pouring and blending ingredients during cookery activities.</p>	<p><i>Activities: Where food comes from Across KS1 pupils should know:</i></p> <ul style="list-style-type: none"> - <i>that all food comes from plants or animals</i> - <i>that food has to be farmed, grown elsewhere (e.g. home) or caught</i> 	<p><i>Activities: Learn how to prepare simple dishes safely and hygienically, without using a heat source. Learn how to use techniques such as cutting, peeling and grating</i></p>
Year group activities to show progression food	<p><u>Equipment skills</u> Children to observe adults using graters, knives, peelers, whisks, rolling pin, forks, spoons, learning the correct way to handle them as well as health and safety when using kitchen utensils. Where appropriate children ‘have a go’ at using the above utensils</p> <p><u>Cooking/food knowledge</u> To understand what good hygiene is. To discuss where ingredients have come from as children are cooking. To understand what is a healthy or unhealthy food. Begin to develop a food vocabulary using taste, smell,</p>	<p><u>Equipment skills</u> Activities: Develop children’s peeling, slicing and chopping skills. Children are shown how to use peelers (potatoes), graters (carrots), and knives (soft fruit and vegetables). Children also use forks, knives and spoons with playdough to practise how to hold them correctly. Children use</p>	<p><u>Equipment skills</u> Activities: Use techniques such as cutting, peeling and grating more confidently. Becoming more aware of safety and hygiene. Increasing involvement when following recipes. Measure or weigh using measuring cups or electronic scales.</p> <p><u>Cooking/Food Knowledge</u></p>

	<p>texture and feel. They start to think about the need for a variety of foods in a diet. Make observations during cooking activities.</p> <p><i>Activities Nursery: decorating food, talk about what they are eating – do they like it?</i></p> <p><i>Activities: UF healthy food, food I like</i></p> <p><i>Decorating food</i></p>	<p>knives and graters at Colne Valley Museum when cooking their lunch. Measure or weigh using measuring cups or electronic scales.</p> <p><u>Cooking/Food Knowledge</u></p> <p>Develop food vocabulary. Children taste a variety of fruits and vegetables (including frozen, tinned and dried. Focus on the need for 5 portions of fruits and veg every day to be healthy.</p> <p>Children are taught where food comes from i.e. that all food comes from plants or animals. Food has to be farmed, grown in the UK and elsewhere or caught. Learn how to prepare simple dishes safely and hygienically, with and without using a heat source</p> <p><i>Activities: Taste fruit and veg</i></p> <p><i>Make a fruit monster, real fruit ice lollies</i></p> <p><i>Making porridge, baking buns</i></p>	<p>Continue to develop food vocabulary</p> <p>Understand how to name and sort foods into the five groups in 'The Eat well plate.'</p> <p><i>Activities: Edible architecture</i></p> <p><i>Warburtons</i></p> <p><i>Activities: Healthy Sandwich</i></p> <p><i>Rainbow Foods, Pizza making</i></p> <p><i>Newly Wed Foods</i></p>
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Year group activities to show progression mechanisms	<p><i>Activities Nursery: Observe and explore moving parts on models.</i></p> <p><i>Activities: UF Designing and making in the workshop area</i></p> <p><i>Skills: learn how to use split pins to make arms move</i></p> <p><i>Making a hinge mechanism to represent an open door.</i></p>	<p><i>Activities: Designing and making moving pictures (lever Jack and the Beanstalk, slider Hansel and Gretel)</i></p> <p><i>Cutting own card, putting in own split pins</i></p>	<p><i>Activities: Exploring and using different mechanisms – lever, slider, wheel</i></p> <p>winding mechanism – pulley for magic faraway tree/Santa Claus</p>
Year group activities to show progression Materials/textiles joining	<p>Children have frequent opportunities to develop practical skills with a range of materials .</p> <p><i>Activities Nursery: The children have free choice in the workshop area to practise their skills. They will be able to say what they have made. During topics children will try and copy a model made by the teacher.</i></p> <p><i>Activities: UF Designing and building homes for pets</i></p> <p><i>Designing and making in the workshop area (solving problems – various e.g making boats float on water)</i></p> <p><i>Making a pirate hat</i></p> <p><i>Skills: use scissors, sellotape, glue sticks, PVA glue and spreaders, hole punches</i></p>	<p><i>Activities: Designing and making a pop up puppet</i></p> <p><i>Making own split pin characters/animals throughout the year to support topic work e.g drawing own bear and learning how to put in own split pins.</i></p> <p><i>Using glue/stapler to join textiles - puppets</i></p>	<p>Materials:</p> <ul style="list-style-type: none"> • Measure and mark out to nearest cm. • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). <p>Textiles:</p> <ul style="list-style-type: none"> • Join textiles using running stitch. • Colour and decorate textiles using a number of techniques <p>Mechanics:</p> <ul style="list-style-type: none"> • Create products using winding mechanisms. <p><i>Activities: Bridge Building Binca Sewing</i></p>
Year group activities to show progression Construction strengthening	<p>Sometimes practical skills are taught directly Children have frequent opportunities to explore construction kits .</p> <p><i>Activities Nursery: The children will explore what happens when different materials are glued together.</i></p> <p><i>UF Making a model of a house</i></p>	<p><i>Activities: Constructing for a purpose e.g 3 bears house, chairs</i></p> <p><i>Making a bridge for the 3 Billy Goats using wooden</i></p>	<p><i>Activities: Bridge Building</i></p> <p><i>Join fold or roll to make stronger</i></p>

	<p>Designing and building homes for pets Designing and making in the workshop area (solving problems – various e.g can a house stand up on its own?) Skills: use sellotape, glue sticks, PVA glue and spreaders to strengthen.</p>	<p>lolly/matchsticks strengthen using sellotape, techniques for arranging sticks to strengthen. Using card to strengthen corners (triangle shape)</p>	
<p>Year group activities to show progression Design process</p>	<p>Designing does not need to be drawing but can involve arranging and re-arranging materials and components, talking and listening to peers about the design process. Designing is usually intuitive .The designing and making process is fluid. Activities Nursery: Children of Nursery age will be able to tell an adult what they are doing as they are working. Activities: UF Designing a shoe Designing and building homes for pets Designing and making in the workshop area Designing and making boats (solving problems – various e.g how should I modify me design?)</p>	<p><i>Activities: Designing a puppet</i> <i>Designing a moving picture</i></p>	<p><i>Activities: Big Build – large structures</i></p>
<p>Year Group Activities to show progression Looking at existing products</p>	<p>Children have frequent opportunities to explore existing products. Context is sometimes set by teacher, sometimes by the children Activities Nursery: Children will talk about what they see in pictures about a topic and attempt to make a 3D representation of a model relating to the topic. Activities UF: Children will talk about what they see in pictures about a topic and make a 3D model relating to a topic with some confidence.</p>	<p>Explore objects and designs to identify likes and dislikes of the designs. Suggest improvements to existing designs. <i>Activities: Look at and evaluate pop up books before designing moving pictures</i> <i>Look at different puppets made out of different materials during and after the Toy Lady visit</i></p>	<p>Explore objects and designs to identify likes and dislikes of the designs. • Suggest improvements to existing designs. • Explore how products have been created. <i>Activities: Look at and discuss photographs of structures (e.g big build) and talk about models made by an adult. Ask questions about why they are made in a particular way. Are they fit for purpose? How could you improve this design?</i></p>

