

Strand	Early Years	By the end of key stage 1:	Year 3
Design	<p>End Points Expressive Arts and Design Creating with Materials ELG Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function</p> <p><u>Process statements:</u> Pupils will be taught to: <u>Communication and Language</u></p> <ul style="list-style-type: none"> Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Engage in Non-Fiction books <p><u>Physical Development</u></p> <ul style="list-style-type: none"> Develop their small-motor skills so that they can use a range of tools, such as: pencils, paintbrushes, scissors, knives, forks and spoon <p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> Explore different materials freely, to develop their ideas and how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Respond to what they have heard expressing their thoughts and feelings. Explore, use and refine a variety of artistic effects to express their ideas and feeling. Create closed shapes with continuous lines and begin to use these shapes to represent shapes. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Develop their own ideas and then decide which materials to use to express them. Respond to what they have heard expressing their thoughts and feelings. <p><u>Key vocabulary</u> Scissors, cut, join, decoration, colour, design, texture, 'what will it do?'</p>	<p>End Points *Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>* Generate, develop, model and communicate their ideas through talking, drawing, templates, mockups and, where appropriate, information and communication technology.</p> <p><u>Key vocabulary</u> Drawing, discussion, research, template, colour, decoration, design, texture, 'what is it's function?', change, develop,</p>	<p>Lower Key Stage 2 Children use research and develop design criterias to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <ul style="list-style-type: none"> identify the design features of their products that will appeal to intended customers. use their knowledge of a broad range of existing products to help generate their ideas. explain how particular parts of their products work. use annotated sketches and cross-sectional drawings to develop and communicate their ideas. when planning, start to explain their choice of materials and components including function and aesthetics. develop and follow simple design criteria.
		<p>Year 1: Children can:</p> <ul style="list-style-type: none"> use their knowledge of existing products and their own experience to help generate their ideas. design products that have a purpose and are aimed at an intended user explain how their products will look and work through talking and simple annotated drawings understand and follow simple design criteria work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment. 	
Make	<p>End Points Expressive Arts and Design - Creating with Materials ELG Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</p>	<p>End Points *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><u>Key vocabulary</u></p>	<p>Lower Key Stage 2 Children select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping,</p>

	<p>Physical development – FMS ELG <i>Develop their small-motor skills so that they can use a range of tools, such as: pencils, paintbrushes, scissors, knives, forks and spoon</i></p> <p>Personal, Social and Emotional Development – Managing Self ELG <i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</i></p> <p>Process: Pupils will be taught to: <u>Personal, social and emotional development</u></p> <ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. <p><u>Physical Development</u></p> <ul style="list-style-type: none"> Choose the right resources to carry out their own plan. Use large muscle movements to make marks. <p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feeling. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Join materials and explore different textures. Respond to what they have heard expressing their thoughts and feelings. <p>Key vocabulary join, stronger, shaping, cutting, fabric, glue</p>	<p>Join, measure, cut, shaping, material, component, construction, textile, felt, ingredients, selection, embellish, characteristics</p> <p>Year 1: Children can: *Follow a simple plan or recipe *begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer; *select from a range of materials, textiles and components according to their characteristics; Practical skills and techniques *learn to use hand tools and kitchen equipment safely and appropriately and learn to follow hygiene procedures; *use a range of materials and components, including textiles and food ingredients; *assemble, join and combine materials, components or ingredients; *manipulate fabrics in simple ways to create the desired effect; *cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups; *begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations</p>	<p>Year 2: Children can: *Follow a simple plan or recipe *begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer; *select from a range of materials, textiles and components according to their characteristics; Practical skills and techniques *learn to use hand tools and kitchen equipment safely and appropriately and learn to follow hygiene procedures; *use a range of materials and components, including textiles and food ingredients; *assemble, join and combine materials, components or ingredients; *manipulate fabrics in simple ways to create the desired effect; *cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups; *begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations</p> <p><u>Year 2</u> *with help, measure and mark out; *cut, shape and score materials with some accuracy * demonstrate how to cut, shape and join fabric to make a simple product; *use a basic running stitch;</p>	<p>joining and finishing] accurately.</p> <ul style="list-style-type: none"> place the main stages of making in a systematic order. - learn to use a range of tools and equipment safely, appropriately and accurately and learn to follow hygiene procedures. cut, shape and score materials with some degree of accuracy. assemble, join and combine material and components with some degree of accuracy. demonstrate how to measure, cut, shape and join fabric with some accuracy to make a simple product. begin to select and use different and appropriate finishing techniques to improve the appearance of a product such as hemming, tie-dye, fabric paints and digital graphics.
<p>Evaluate</p>	<p>End Points Expressive Arts and Design Creating with Materials ELG *Share their creations, explaining the process they have used.</p>	<p>End Points *explore and evaluate a range of existing products *evaluate their ideas and products against design criteria</p> <p>Key vocabulary Research, explore, evaluate, product, compare, positive, negative, design, criteria, refine</p>		<p>Lower Key Stage 2 Children investigate and analyse a range of existing products. They evaluate their ideas and products against their own design</p>

	<p>Process: Pupils will be taught to:</p> <p><u>Communication and Language</u></p> <ul style="list-style-type: none"> Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Engage in Non-Fiction books <p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> Respond to what they have heard expressing their thoughts and feelings. Explore, use and refine a variety of artistic effects to express their ideas and feeling. Return to and build on their previous learning, refining ideas and developing their ability to represent them. <p>Key vocabulary Explore, design, problems, work, happen, non-fiction, ideas, feelings,</p>	<p>Year 1: Children can:</p> <ul style="list-style-type: none"> *explore and evaluate existing products mainly through discussions and comparisons *explain positives and things to improve for existing products *explore what materials products are made from *talk about their design ideas and what they are making *as they work, start to identify strengths and possible changes they might make to refine their existing design *evaluate their products and ideas against their simple design criteria 	<p>Year 2: Children can:</p> <ul style="list-style-type: none"> *explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations *explain positives and things to improve for existing products *explore what materials products are made from *talk about their design ideas and what they are making *as they work, start to identify strengths and possible changes they might make to refine their existing design *evaluate their products and ideas against their simple design criteria *start to understand that the process sometimes involves repeating different stages of the process 	<p>criteria and consider the views of others to improve their work.</p> <ul style="list-style-type: none"> - explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet the intended purpose. - explore what materials/ingredients products are made from and suggest reasons for this. - evaluate the key events, including technological developments, and designs of individuals in design and technology that have helped shape the world.
<p>Technical Knowledge</p>	<p>End Points Expressive Arts and Design Creating with Materials ELG</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. <p>Physical development - FMS ELG Develop their small-motor skills so that they can use a range of tools, such as: pencils, paintbrushes, scissors, knives, forks and spoon</p> <p>Personal, Social and Emotional Development - Managing Self ELG Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>Process: Pupils will be taught to:</p> <p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> Make imaginative and complex 'small world' with blocks and construction kits such as city with different buildings and a park. 	<p>End Points</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>Key vocabulary Mechanism, lever, slider, wheel, axel, balance, movement, stronger, stiffer, sturdy, stable, ideas, test, adjust</p>	<p>Year 1: Children can:</p> <ul style="list-style-type: none"> *build simple structures, exploring how they can be made stronger, stiffer and more stable *talk about and start to understand the simple working characteristics of materials and components *explore and create products using mechanisms, such as levers and slider 	<p>Lower Key Stage 2 Children apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <ul style="list-style-type: none"> - understand that materials have both functional properties and aesthetic qualities. - understand and demonstrate how mechanical and electrical systems have an input and output process. - explain how mechanical systems such as levers and linkages create movement. - use mechanical systems in their products.
		<p>Year 2: Children can:</p> <ul style="list-style-type: none"> *build simple structures, exploring how they can be made stronger, stiffer and more stable *talk about and start to understand the simple working characteristics of materials and components *explore and create products using mechanisms, such as levers, sliders and wheels. 		

	<ul style="list-style-type: none"> Explore different materials freely, to develop their ideas and how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join materials and explore different textures. Explore, use and refine a variety of artistic effects to express their ideas and feeling. Return to and build on their previous learning, refining ideas and developing their ability to represent them. <p>Physical Development</p> <ul style="list-style-type: none"> Use large muscle movements <p>Key vocabulary</p> <p>Small world, construction, materials, movement, slide, turn, lift, ideas, test, change,</p>			
<p>Cooking and Nutrition</p>	<p>End Points</p> <p>Physical development - FMS ELG <i>Develop their small-motor skills so that they can use a range of tools, such as: pencils, paintbrushes, scissors, knives, forks and spoon</i></p> <p>Personal, Social and Emotional Development - Managing Self ELG <i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</i></p> <p><i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</i></p> <p>Process: Pupils will be taught to: <u>Understanding the world</u></p> <ul style="list-style-type: none"> Talk about the differences between materials and changes they notice <p>Personal, Social and Emotional Development:</p> <ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing, healthy eating. <p>Key vocabulary</p> <p>Healthy eating, different, food, ingredients, choice, change, knife, fork, spoon, mix</p>	<p>End Points</p> <ul style="list-style-type: none"> To use the basic principles of a healthy and varied diet to prepare dishes To understand where food comes from. <p>Key vocabulary</p> <p>Ingredients, healthy choices, hygiene, wash, germs, tools, mix, kneed, sift, rise, yeast</p>	<p>Year 1:</p> <p>Children can:</p> <ul style="list-style-type: none"> explain where in the world different foods originate from understand that all food comes from plants or animals understand that food has to be farmed, grown elsewhere (e.g. home) or caught name and sort foods into the five groups in the Eatwell Guide understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why use what they know about the Eatwell Guide to design and prepare dishes. 	<p>Lower Key Stage 2</p> <p>Children understand and apply the principles of a healthy and varied diet.</p> <ul style="list-style-type: none"> They prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. They understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. start to know when, where and how food is grown (such as herbs, tomatoes and strawberries) in the UK, Europe and the wider world. with support, use a heat source to cook ingredients showing awareness of the need to control the temperature of the hob and/or oven. Eatwell Guide and be able to apply these principles when planning and cooking dishes. understand that to be active and healthy, nutritious food and drink are needed to provide energy for the body. prepare ingredients using appropriate cooking utensils. measure and weigh ingredients to the nearest gram and millilitre. start to independently follow a recipe. start to understand seasonality.
			<p>Year 2:</p> <p>Children can:</p> <ul style="list-style-type: none"> explain where in the world different foods originate from understand that all food comes from plants or animals understand that food has to be farmed, grown elsewhere (e.g. home) or caught name and sort foods into the five groups in the Eatwell Guide understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why use what they know about the Eatwell Guide to design and prepare dishes. 	