

# William Martin Schools and Nursery & St James' Church of England Primary School

## EYFS

**EYFS Statutory Educational Programme: The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.**

### Expressive Arts and Design – Design & Technology

3 and 4-year-olds will be learning to:	
<p>Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</p>	<ul style="list-style-type: none"> <li>➤ Children generally start to develop pretend play with ‘rules’ when they are 3 or 4 years old. Suggestion: offer pinecones in the home corner for children to pour into pans and stir like pasta.</li> <li>➤ Some rules are self-created (the pole is now a horse, or the pinecones are now pasta in the pot). Other rules are group-created (to play in the home corner, you must accept the rule that one of your friends is pretending to be a baby).</li> <li>➤ Provide lots of flexible and open-ended resources for children’s imaginative play. Help children to negotiate roles in play and sort out conflicts. Notice children who are not taking part in pretend play, and help them to join in.</li> </ul>
Children in reception will be learning to:	
<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<ul style="list-style-type: none"> <li>➤ Provide opportunities to work together to develop and realise creative ideas. Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make.</li> <li>➤ Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</li> <li>➤ Provide a range of materials and tools and teach children to use them with care and precision.</li> <li>➤ Promote independence, taking care not to introduce too many new things at once.</li> </ul>
<p>Create collaboratively, sharing ideas, resources and skills.</p>	<ul style="list-style-type: none"> <li>➤ Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims.</li> </ul>



Key Objectives:			
	Evaluating existing products (deconstructing) Exploring relevant skills using tools, materials and components	Designing (using what they have found out during exploring, deconstructing and working with tools)  Making (using tools, materials and components).	Evaluating processes and products
<b>Year 1</b>	<p><b>Background Research - Lesson 1</b> (Exploring context and existing products)</p> <ul style="list-style-type: none"> <li>➤ Understand what a product is and who it is for</li> <li>➤ Understand how a product works and how it is used</li> <li>➤ Identify where you might find this product</li> </ul> <p><b>Design Criteria - Lesson 2</b> Understanding their intended users and their own product</p> <ul style="list-style-type: none"> <li>➤ Explain what product they will be designing and making</li> <li>➤ Explain who their product will be used by</li> <li>➤ Describe what their product will be used for</li> </ul>	<p><b>Planning - Lesson 3</b> (Communicating ideas and creating prototypes for product)</p> <ul style="list-style-type: none"> <li>➤ Discuss what their steps for making could be</li> <li>➤ Represent ideas through talking and drawing</li> </ul> <p><b>Making - Lesson 4-5</b> (Selecting the tools and applying the practical skills and techniques)</p> <p><i>Across KS1: Use materials - construction materials and kits, textiles, food and mechanical components</i></p> <ul style="list-style-type: none"> <li>➤ Choose suitable tools for making</li> <li>➤ Follow safety and food hygiene procedures</li> <li>➤ Measure, mark, cut and shape materials and components</li> <li>➤ Join, assemble and combine materials and components</li> </ul>	<p><b>Evaluation - Lesson 6</b> (Referring to planning and initial ideas in evaluating their product)</p> <ul style="list-style-type: none"> <li>➤ Talk about their design ideas and what they have made</li> <li>➤ Make simple judgements of how the product met their design ideas</li> </ul>



	Teaching cooking and nutrition Understanding food and food preparation	Teaching cooking and nutrition Food preparation, cooking and nutrition
Year 1	<ul style="list-style-type: none"> <li>➤ Understand that food comes from plants or animals</li> <li>➤ Understand that food has to be farmed, caught, or grown</li> </ul>	<ul style="list-style-type: none"> <li>➤ Sort foods into the 5 groups using The Eatwell Plate</li> <li>➤ Identify that people should eat at least 5 portions of fruit and vegetables a day</li> <li>➤ Prepare simple dishes hygienically and safely without a heat source</li> <li>➤ Use cooking techniques such as: cutting, peeling and grating</li> </ul>



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<b>Year 2</b>	<p><b>Background Research - Lesson 1 (Exploring context and existing products)</b></p> <ul style="list-style-type: none"> <li>➤ Understand what a product is and who it is for</li> <li>➤ Understand how a product works and how it is used</li> <li>➤ Identify where you might find this product</li> <li>➤ Identify the materials used to make the product</li> <li>➤ Express an opinion about the product</li> </ul> <p><b>Design Criteria - Lesson 2</b> <b>Understanding their intended users and their own product</b></p> <ul style="list-style-type: none"> <li>➤ Use own experiences and existing products to develop ideas</li> <li>➤ Explain what product they will be designing and making</li> <li>➤ Explain who their product will be used by</li> <li>➤ Describe what their product will be used for and how it will work</li> <li>➤ Explain why their product is suitable for the intended user</li> </ul>	<p><b>Planning - Lesson 3 (Communicating ideas and creating prototypes for product)</b></p> <ul style="list-style-type: none"> <li>➤ Discuss what their steps for making could be</li> <li>➤ Represent ideas through talking, drawing and <b>computing</b> (where appropriate)</li> <li>➤ Choose materials to use based on suitability of their properties</li> <li>➤ Create templates/pattern pieces and explore materials whilst developing ideas</li> </ul> <p><b>Making - Lesson 4-5 (Selecting the tools and applying the practical skills and techniques)</b></p> <p><i><b>Across KS1: Use materials - construction materials and kits, textiles, food and mechanical components</b></i></p> <ul style="list-style-type: none"> <li>➤ Choose suitable tools for making</li> <li>➤ Follow safety and food hygiene procedures</li> <li>➤ Measure, mark, cut and shape materials and components</li> <li>➤ Join, assemble and combine materials and components</li> </ul>	<p><b>Evaluation - Lesson 6 (Referring to planning and initial ideas in evaluating their product)</b></p> <ul style="list-style-type: none"> <li>➤ Talk about their design ideas and what they have made</li> <li>➤ Make simple judgements of how the product met their design ideas</li> <li>➤ Suggest how their product could be improved</li> </ul>



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<b>Year 2</b>	<ul style="list-style-type: none"> <li>➤ Understand that food comes from plants or animals</li> <li>➤ Understand that food has to be farmed, caught, or grown</li> </ul>	<ul style="list-style-type: none"> <li>➤ Sort foods into the 5 groups using The Eatwell Plate</li> <li>➤ Identify that people should eat at least 5 portions of fruit and vegetables a day</li> <li>➤ Prepare simple dishes hygienically and safely without a heat source</li> <li>➤ Use cooking techniques such as: cutting, peeling and grating</li> </ul>



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<b>Year 3</b>	<p><b>Background Research - Lesson 1</b> (Exploring context and existing products)</p> <ul style="list-style-type: none"> <li>➤ Identify who made the product, when it was made and what its purpose is</li> <li>➤ Identify what the product has been made from</li> <li>➤ Evaluate the product on design and use</li> </ul> <p><b>Brain Builders:</b> Research facts about famous inventors/ chefs / designers</p> <p><b>Design Criteria - Lesson 2</b> <b>Understanding their intended users and their own product</b></p> <p><b>Brain Builders:</b> Understand and gather information about what a particular group or people want from a product</p> <ul style="list-style-type: none"> <li>➤ Describe the purpose of their product and how it will work</li> <li>➤ Identify design features that will appeal to intended users</li> <li>➤ Explain how parts of their product works</li> <li>➤ Generate realistic ideas that meet needs of use</li> </ul>	<p><b>Planning - Lesson 3</b> (Communicating ideas and creating prototypes for product)</p> <ul style="list-style-type: none"> <li>➤ Share and discuss ideas with others</li> <li>➤ Order the main stages of making</li> <li>➤ Choose materials to use based on suitability of their properties</li> <li>➤ Represent ideas in diagrams, annotated sketches and <b>computer-based programmes</b> (where appropriate)</li> <li>➤ Create pattern pieces and prototypes</li> </ul> <p><b>Making - Lesson 4-5</b> (Selecting the tools and applying the practical skills and techniques)</p> <p><i><b>Across KS2:</b> Use materials -construction materials and kits, textiles, food, mechanical and electrical components</i></p> <ul style="list-style-type: none"> <li>➤ Choose suitable tools for making whilst explaining why they should be used Use design criteria whilst making</li> <li>➤ Follow safety and food hygiene procedures</li> <li>➤ Measure, mark, cut and shape materials and components with some accuracy</li> <li>➤ Join, assemble and combine materials and components with some accuracy</li> <li>➤ Use finishing techniques, including skills learnt in Art with some accuracy</li> </ul>	<p><b>Evaluation - Lesson 6</b> (Referring to planning and initial ideas in evaluating their product)</p> <ul style="list-style-type: none"> <li>➤ Use design criteria to evaluate product ☑ identifying both strengths and areas for development</li> <li>➤ Consider the views of others, including intended user, whilst evaluating product</li> </ul>



	<b>Teaching cooking and nutrition</b> Understanding food and food preparation	<b>Teaching cooking and nutrition</b> Food preparation, cooking and nutrition
<b>Year 3</b>	<ul style="list-style-type: none"> <li>➤ Understand which foods are reared, caught, or grown and that this happens in the UK and across the globe</li> <li>➤ Understand that recipes can be changed by adding or taking away ingredients</li> <li>➤ Understand that the seasons can affect food produce</li> </ul>	<ul style="list-style-type: none"> <li>➤ Sort foods into the 5 groups using The Eatwell Plate and identify that this makes up a healthy diet</li> <li>➤ Identify that food and drink are needed to provide energy for a healthy and active lifestyle</li> <li>➤ Identify that people should eat at least 5 portions of fruit and vegetables a day</li> <li>➤ Prepare simple dishes hygienically and safely, where needed with a heat source</li> <li>➤ Use cooking techniques such as: chopping, peeling, grating slicing, mixing, spreading, kneading and baking</li> </ul>



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Year 4	<p><b>Background Research - Lesson 1</b> (Exploring context and existing products)</p> <ul style="list-style-type: none"> <li>➤ Identify who made the product, when it was made and what its purpose is</li> <li>➤ Identify what the product has been made from</li> <li>➤ Evaluate the product on design and use</li> <li>➤ <b>Brain Builders:</b> Research facts about famous inventors/ chefs / designers etc linked to product</li> </ul> <p><b>Design Criteria - Lesson 2</b> <b>Understanding their intended users and their own product</b></p> <p><b>Brain Builders:</b> Understand and gather information about what a particular group or people want from a product</p> <ul style="list-style-type: none"> <li>➤ Describe the purpose of their product</li> <li>➤ Identify design features that will appeal to intended users</li> <li>➤ Explain how parts of their product works</li> <li>➤ Develop their own design criteria and use for planning ideas</li> <li>➤ Generate realistic ideas that meet needs of user and consider availability of resources</li> </ul>	<p><b>Planning - Lesson 3</b> (Communicating ideas and creating prototypes for product)</p> <ul style="list-style-type: none"> <li>➤ Share and discuss ideas with others</li> <li>➤ Order the main stages of making</li> <li>➤ Choose materials to use based on suitability of their properties</li> <li>➤ Represent ideas in diagrams, annotated sketches and <b>computer-based programmes</b> (where appropriate)</li> <li>➤ Create pattern pieces and prototypes</li> </ul> <p><b>Making - Lesson 4-5</b> (Selecting the tools and applying the practical skills and techniques)</p> <p><b>Across KS2:</b> Use materials - construction materials and kits, textiles, food, mechanical and electrical components</p> <ul style="list-style-type: none"> <li>➤ Choose suitable tools for making whilst explaining why they should be used Use design criteria whilst making</li> <li>➤ Follow safety and food hygiene procedures</li> <li>➤ Measure, mark, cut and shape materials and components with some accuracy</li> <li>➤ Join, assemble and combine materials and components with some accuracy</li> <li>➤ Use finishing techniques, including skills learnt in Art with some accuracy</li> </ul>	<p><b>Evaluation - Lesson 6</b> (Referring to planning and initial ideas in evaluating their product)</p> <ul style="list-style-type: none"> <li>➤ Use design criteria to evaluate product ☑ identifying both strengths and areas for development</li> <li>➤ Consider the views of others, including intended user, whilst evaluating product</li> </ul>





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Year 5	<p><b>Background Research - Lesson 1 (Exploring context and existing products)</b></p> <ul style="list-style-type: none"> <li>➤ Identify who made the product, when it was made and what its purpose is</li> <li>➤ Identify what the product has been made from and how environmentally friendly the materials are</li> <li>➤ Evaluate the product on design, appearance and use</li> <li>➤ Identify the cost to make the product</li> </ul> <p><b>Brain Builders:</b> Research facts about famous inventors/ chefs / designers etc linked to product</p> <p><b>Design Criteria - Lesson 2</b> <b>Understanding their intended users and their own product</b></p> <ul style="list-style-type: none"> <li>➤ <b>Brain Builders:</b></li> <li>➤ Understand and gather information about what a particular group or people want from a product, using questionnaires, surveys etc</li> <li>➤ Describe the purpose of their product</li> <li>➤ Identify design features that will appeal to intended users</li> <li>➤ Explain how parts of their product will work</li> <li>➤ Develop their own design criteria and use for planning ideas</li> <li>➤ Generate innovative ideas that meet needs of user and take into account availability of resources</li> </ul>	<p><b>Planning - Lesson 3 (Communicating ideas and creating prototypes for product)</b></p> <ul style="list-style-type: none"> <li>➤ Share and discuss ideas with others</li> <li>➤ Record a step by step plan for making</li> <li>➤ Produce lists for the tools, equipment and materials they will be using</li> <li>➤ Choose materials to use based on suitability of their properties and aesthetic qualities</li> <li>➤ Represent ideas in diagrams, annotated sketches and <b>computer-based programmes</b> (where appropriate)</li> <li>➤ Create pattern pieces and prototypes</li> </ul> <p><b>Making - Lesson 4-5 (Selecting the tools and applying the practical skills and techniques)</b></p> <ul style="list-style-type: none"> <li>➤ <b>Across KS2:</b> Use materials - construction materials and kits, textiles, food, mechanical and electrical components</li> <li>➤ Choose suitable tools for making whilst explaining why they should be used</li> <li>➤ Use design criteria whilst making</li> <li>➤ Follow safety and food hygiene procedures</li> <li>➤ Measure, mark, cut and shape materials and components accurately</li> <li>➤ Join, assemble and combine materials and components accurately</li> <li>➤ Demonstrate problem solving skills when encountering a mistake or practical problem</li> <li>➤ Use finishing techniques, including skills learnt in Art accurately</li> </ul>	<p><b>Evaluation - Lesson 6 (Referring to planning and initial ideas in evaluating their product)</b></p> <ul style="list-style-type: none"> <li>➤ Use design criteria to evaluate product ☑ identifying both strengths and areas for development</li> <li>➤ Consider the views of others, including intended user, whilst evaluating product</li> </ul>



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Year 6	<p><b>Background Research - Lesson 1 (Exploring context and existing products)</b></p> <ul style="list-style-type: none"> <li>➤ Identify who made the product, when it was made and what its purpose is</li> <li>➤ Identify what the product has been made from</li> <li>➤ and how environmentally friendly the materials are</li> <li>➤ Evaluate the product on design, appearance and use</li> <li>➤ Identify the cost to make the product and whether it has any other purposes eg. Leading innovation of the time, trend setting</li> <li>➤ <b>Brain Builders:</b> Research facts about famous inventors/ chefs / designers etc linked to product</li> </ul> <p><b>Design Criteria - Lesson 2 Understanding their intended users and their own product</b></p> <ul style="list-style-type: none"> <li>➤ <b>Brain Builders:</b></li> <li>➤ Understand and gather information about what a particular group or people want from a product, using questionnaires, surveys etc</li> <li>➤ Describe the purpose of their product</li> <li>➤ Identify design features that will appeal to intended users</li> <li>➤ Explain how parts of their product will work</li> <li>➤ Create a design description for their product</li> <li>➤ Highlight the impact of time, resources and cost within their design ideas</li> <li>➤ Generate innovative ideas that meet needs of user</li> </ul>	<p><b>Planning - Lesson 3 (Communicating ideas and creating prototypes for product)</b></p> <ul style="list-style-type: none"> <li>➤ Share and discuss ideas with others</li> <li>➤ Record a step by step plan for making</li> <li>➤ Produce lists for the tools, equipment and materials they will be using</li> <li>➤ Choose materials to use based on suitability of their properties and aesthetic qualities</li> <li>➤ Represent ideas in diagrams, annotated sketches and <b>computer based programmes</b> (where appropriate)</li> <li>➤ Create pattern pieces and prototypes</li> </ul> <p><b>Making - Lesson 4-5 (Selecting the tools and applying the practical skills and techniques)</b></p> <p><i>Across KS2: Use materials - construction materials and kits, textiles, food, mechanical and electrical components</i></p> <ul style="list-style-type: none"> <li>➤ Choose suitable tools for making whilst explaining why they should be used</li> <li>➤ Use design criteria whilst making</li> <li>➤ Follow safety and food hygiene procedures</li> <li>➤ Measure, mark, cut and shape materials and components accurately</li> <li>➤ Join, assemble and combine materials and components accurately</li> <li>➤ Demonstrate problem solving skills when encountering a mistake or practical problem</li> <li>➤ Use finishing techniques that involve a number of steps, including skills learnt in Art accurately</li> </ul>	<p><b>Evaluation - Lesson 6 (Referring to planning and initial ideas in evaluating their product)</b></p> <ul style="list-style-type: none"> <li>➤ Use design criteria to evaluate product ☑ looking at quality of end product and design and whether it is fit for its intended purpose</li> <li>➤ Consider the views of others, including intended user, whilst evaluating product</li> </ul>



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