Early Years Foundation Stage

Expressive Arts and Design

Creating with materials

Nursery (3-4 year olds)
To mark make intentionally.
To explore paint using fingers and other parts of their bodies as well as brushes and tools.
Explore different materials with the senses.
Manipulate and play with different materials.
Make simple models, which express ideas.
Explore different materials freely to know how to use them.
Develop their own ideas and decide on materials to use.
Join different materials and use tools.
Explore pattern and texture.
Create closed shapes with continuous line to represent objects.
Draw with increasing complexity and details e.g. representing a face.
To name colours.
Show emotions in their representations e.g. anger/ happiness/ sadness.
Explore colour and colour mixing.

Reception
To use colours for a particular purpose.
To explore different techniques for joining materials (sticky tape/ hole-punch/treasury tag).
To experiment with different mark making tools such as pencils, pastels and chalk.
To create patterns – Rangoli Pattern.
To know the names of tools.
To use natural objects to make a piece of art.

To share creations and talk about the process.
To know which prime colours you mix together to make secondary colours.
To plan what they are going to make – use of junk to create models and construction kits.
To draw detailed pictures of people and objects.
To manipulate materials.
To create observational drawings.
To draw images to illustrate an imaginary story.
To know some similarities and differences between materials.
To learn about and compare artists.
To explore, use and refine a variety of artistic effects to express their feelings and ideas.
To share creations, talk about process and evaluate their work.
To adapt work where necessary.

Early Learning Goal

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.
Make use of props and materials when role playing characters in narratives and stories.

National Curriculum

Key stage 1

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical knowledge

- 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

Key stage 2

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. When designing and making, pupils should be taught to:

Design

- 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
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

  Evaluate
- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge
- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 1	NC						
YEAR 1	LGPS	Structures: Constructing windmills		Food- Fruit and vegetables			Textiles: Puppets
YEAR 2	NC						
YEAR 2	LGPS			Structures: Baby bear's chair	Mechanisms: Fairground wheel		Mechanisms: Making a moving monster
YEAR 3	NC						
YEAR 3	LGPS		Food: Eating seasonally	Digital world: Electronic charm		Structures: Constructing a castle	
Y	NC						

	LGPS		Structure: Pavilions			Mechanical systems: Making a slingshot car	Electrical systems: Torches
YEAR 5	NC						-
YEAR 5	LGPS	Electrical systems: Electronic greetings cards		Mechanical systems: Making a pop-up book		Food: What could be healthier?	
YEAR 6	NC						
YEAR 6	LGPS		Textiles: Waistcoats		Structure: Playgrounds		Digital world: Navigating the world