Expressive Arts and Design -Nursery	Autumn	Spring	Summer
	Cooking biscuits and Making models from recycled materials	**Making musical instruments**	**Cooking**
Final Outcome	Baking biscuits Making a 'rocket'	To create a musical instrument	To make a potato salad
Key Skills taught	**Mixing, tipping, cutting out with biscuit cutters** **Joining different materials and exploring different textures.**	**Cutting using scissors** **Sticking with tape or glue** **Joining different materials and exploring different textures.**	**Chopping, cutting, mixing**
Key Vocabulary	**Ingredients, mix, stir, roll, cutter, bake** **Cut, join, stick**	**cut, stick, glue, tape, shake, tap**	**Potato, knife, cut, chop, mix**
N.C A) design purposeful, functional, appealing products for themselves and other users based on design criteria B) generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology C) select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing D) select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics E) explore and evaluate a range of existing products F) evaluate their ideas and products against design criteria G) build structures, exploring how they can be made stronger, stiffer and more stable H) explore and use mechanisms [for example, levers, sliders, wheels and axles], in their Products I)use the basic principles of a healthy and varied diet to prepare dishes J)understand where food comes from	Combining different ingredients before cooking 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;	Join different materials Create collaboratively, sharing ideas, resources and skills. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Return to and build on their previous learning, refining ideas and developing their ability to represent them. Share their creations, explaining the process they have used;	Combining different ingredients before cooking Safely use and explore a variety of materials, tools and techniques,

Expressive Arts and Design -Reception	Autumn	Spring	Summer
	Construction	**Stick Puppets**	**Construction**
Final Outcome	Create large models using Duplo, Lego and other materials (linked to other topic areas)	To create a stick puppet character for a story.	To create bridges, boats and sea creatures with Lego
Key Skills taught	**Cutting using scissors** **Sticking with glue sticks** **Construction – Duplo lego and large soft bricks**	**Cutting using scissors** **Sticking with tape onto a lolly stick** **Construction – wooden blocks and Geomag**	**Construction – small Lego and Mobilo**
Key Vocabulary	**Cut, stick, join, build**	**stick puppet, cut, stick, tape, character build, stack, magnet**	**Build, boat, bridge**
N.C A) design purposeful, functional, appealing products for themselves and other users based on design criteria B) generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology C) select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing D) select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics E) explore and evaluate a range of existing products F) evaluate their ideas and products against design criteria G) build structures, exploring how they can be made stronger, stiffer and more stable H) explore and use mechanisms [for example, levers, sliders, wheels and axles], in their Products I)use the basic principles of a healthy and varied diet to prepare dishes J)understand where food comes from	Join different materials and explore different textures. Create collaboratively, sharing ideas, resources and skills. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Return to and build on their previous learning, refining ideas and developing their ability to represent them. Share their creations, explaining the process they have used;	Join different materials Create collaboratively, sharing ideas, resources and skills. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Return to and build on their previous learning, refining ideas and developing their ability to represent them. Share their creations, explaining the process they have used;	Create collaboratively, sharing ideas, resources and skills. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Return to and build on their previous learning, refining ideas and developing their ability to represent them. Share their creations, explaining the process they have used;

Design Technology Year 1	Autumn	Spring	Summer
	Eat more fruit and vegetables (cooking and nutrition)	**Puppets (textiles)**	**Moving minibeasts (mechanical systems)**
Final Outcome	**To create a fruit or vegetable salad.**	To create a hand puppet.	To create moving mechanical systems with paper.
Key Skills taught	- Explore and investigate existing products (investigate different fruits evaluating taste and texture) - Develop understanding of fruit preparation: wash, peel, cut, core, - Design a final outcome: plan for a fruit salad including a variety of favourite fruits - Produce final outcome: washing, peeling, cutting and coring fruits to combine to make a fruit salad - Evaluate final outcomes- using reflection sheet	- Explore and investigate existing products (investigate different puppets and their common features and how they are controlled) - Develop understanding of templates: understand how to draw around templates, cut out and stick together) - Develop understanding of joining techniques: running stitch and over stitch - Design a final outcome: design a plan for a hand puppet using simple labels - Produce final outcome: using a template, cutting, sewing. - Evaluate final outcomes- using reflection sheet	- Explore and investigate existing products (investigate different mechanical systems that use pivots and levers) - Develop understanding of mechanisms: explore simple, fixed pivots and levers - Develop understanding of wheel mechanisms: use wheel mechanisms with a fixed pivot - Design a final outcome: design a moving minibeast picture using a pivot/lever/wheel mechanism (choose pivot and lever or wheel) - Produce final outcome: using lever/wheel and a pivot - Evaluate final outcomes- using reflection sheet
Key Vocabulary	**Fruit, vegetable, wash, peel , cored, cut**	**Marionette, sock puppet, hand puppet, finger puppet, rod puppet, template, sewing, needle, fabric, stitch, evaluating**	**Mechanism, pivot, leaver, safety, evaluate, design**
N.C A) design purposeful, functional, appealing products for themselves and other users based on design criteria B) generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology C) select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing	(A, B, C, D, E, I, J) • I can name a variety of fruits and vegetables. • I can use adjectives to describe the taste, smell and texture of a variety of fruits and vegetables. • I know that some fruits and vegetables need to be washed, cut, cored, peeled or grated before they can • be eaten. • I understand basic food hygiene, e.g. washing hands, tying long hair back and keeping surfaces clean.	(A, B, C, D, E, F) • I can explore a variety of puppets, identifying and labelling their features. • I can cut out felt using a simple template. • I can stick pieces of felt together to make a finger puppet. • I can add pieces of felt and other materials to a finger puppet to create features, such as eyes, hats and mouths. • I can use running stitch to join two pieces of fabric together.	(A, B, C, D, G) • I can make a sliding mechanism out of card. • I know what a pivot and lever are. • I can use a pivot and lever mechanism using card and a split pin. • I can make a wheel mechanism using card and a split pin. • I can match a mechanism to the type of movement they produce. • I can design a moving minibeast picture to include a variety of moving mechanisms.

D) select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics E) explore and evaluate a range of existing products F) evaluate their ideas and products against design criteria G) build structures, exploring how they can be made stronger, stiffer and more stable H) explore and use mechanisms [for example, levers, sliders, wheels and axles], in their Products I)use the basic principles of a healthy and varied diet to prepare dishes J)understand where food comes from	• I can use a knife to cut some fruits and vegetables in different ways. • I can grate an apple and a carrot. • I can peel a banana, apple and cucumber.	• I can use overstitch to join two pieces of fabric together. • I can sew a button onto a piece of fabric. • I can design a glove puppet for a particular purpose. • I can follow a design to make a glove puppet by sewing two pieces of fabric together and adding decorations. • I can evaluate my finished glove puppet by identifying what went well and what could be improved.	• I can follow a design to create a moving minibeast picture for a particular purpose. • I can evaluate my finished moving minibeast picture by identifying things that worked well and things that could be improved.
Design Technology Year 2	**Autumn**	**Spring**	**Summer**
	Stable Structures (Structures)	**Perfect Pizza (cooking and nutrition)**	**Vehicles (mechanical systems)**
Final Outcome	**To produce a stable structure**	**To create a healthy pizza.**	**To create a moving vehicle.**
Key Skills taught	- Explore and investigate existing products (focus on: toy garages and what they are made from, structures, what could be improved) - Develop understanding of material suitability: test - Develop understanding of a stable structure: what it is, what it might look like, materials that might be used - Develop understanding of structure: identify key structure of kite base - Design final outcome: using key knowledge of structure and material	- Explore and investigate existing products (focus on: pizzas with different bases, sauces, toppings) - Develop understanding of nutrition of different pizza breads: taste test different breads and their nutritional values - Develop understanding of different pizza toppings: explore nutritional values and balance and taste test - Design a final outcome: design a final pizza outcome that is balanced - Produce final outcome: produce balanced pizza - Evaluate final outcomes.	- Explore and investigate existing products (focus on: purpose, structure/shape, materials) - Develop understanding of nutrition of different body designs: focus on shape, structure, material and designs - Develop understanding of different mechanical structures: investigate: wheels, axles and chassis - Design a final outcome: design a moving vehicle - Produce final outcome: ensure to include wheels, axels, chassis, body structures, body design

	- Produce final outcome: produce a kite that can fly		- Evaluate final outcomes.
Key Vocabulary	**Structure, stable, ramp, sides, platform, material, man-made, natural**	**Balanced diet, protein, carbohydrate, dairy, vegetable, meat, hygienic, healthy,**	**Vehicle, window, wheel, windscreen, headlight, axel, chassis, framework, body,**
N.C A) design purposeful, functional, appealing products for themselves and other users based on design criteria B) generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology C) select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing D) select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics E) explore and evaluate a range of existing products F) evaluate their ideas and products against design criteria G) build structures, exploring how they can be made stronger, stiffer and more stable H) explore and use mechanisms [for example, levers, sliders, wheels and axles], in their Products I)use the basic principles of a healthy and varied diet to prepare dishes J) understand where food comes from	(A, B, C, D, E, G) • I can identify the features of toy garages. • I know what the word 'stable' means. • I can make changes to the design of a stable structure to make it fit for purpose. • I can explore a range of materials and evaluate the usefulness of their properties for a particular project. • I can explore how to make stable structures that hold a given object. • I can follow a design to make a stable structure. • I know some ways to make a structure more stable. • I can evaluate my finished structure against a set of given criteria.	(A, B, C, D, E, F, I, J) • I can name a variety of pizza toppings. • I can use the model of the balanced plate to evaluate how healthy different pizzas are. • I can explore different types of bread and evaluate which would work best for a pizza base. • I can identify which food group a variety of pizza toppings belong to. • I can sort pizza toppings into groups based on different criteria, e.g. animal vs plant products. • I can explain why each of the food groups is important for a balanced diet. • I can design and make a healthy pizza following given criteria. • I can evaluate my finished pizza, saying what I think and feel about it.	(A, B, C, D, E, F, H) • I can investigate a range of vehicles, identifying and labelling their features. • I know what an axle is. • I know what a chassis is. • I can explore different ways of using axles, chassis and wheels to create a moving base. • I can design a vehicle with wheels, axles and chassis, as well as a body. • I can follow a design to make a moving vehicle. • I can evaluate my finished moving vehicle.