



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Topic	Me, My Family, My World	Imagine	Our World	Babies	Colour	Water 
Cycle A	ART Focus	Cutting and Joining	ART Focus – Print Making	Art Focus- DT LINK Sculpture	Art- Colour and Painting	DT – Healthy Eating/cutting
Focus/Skills learnt	DRAWING SELF -PORTRAITS	Focus – Design and evaluate (in construction area) Focus – cutting s– see cutting progression Focus Joining		Sculpture Focus Use natural materials to create a sculpture Learn about famous sculptors – Andy Goldsworthy		Focus healthy Eating and /cutting <i>Learn about healthy eating habits and dental hygiene.</i> DT <i>Link to 'promote good oral health' - safeguarding and welfare requirements</i>
Design Technology Skills and Knowledge		Decide what they would like to make Tell another person what they are going to make Describe what they will use and what they will need Share their work with their peers Show a friend how they made it Talk about their finished product Describe what they like and dislike about it Make snips Cut in a straight line Cut in a curved line Cut a zig zag line Cut around a shape Use a child safety knife to cut fruit into slices (banana, strawberries) Learn how to use different glues Learn how to use adhesive tapes Learn how t use split pins Learn how to tie a string		Use a variety of malleable materials to create form – playdough, salt dough, corn flour Learn about famous sculptors – Andy Goldsworthy To create a sculpture in the design of Andy Goldsworthy.		Use a child safety knife to cut fruit into slices (banana, strawberries) To know the importance for good health and a healthy diet To be able to talk about ways to keep healthy and safe. To know about, and be able to make healthy choices in relation to, healthy eating
Key Vocabulary		Design Make Evaluate Labels Opinion Uses Features Compare Model Purpose Improve Cut Slice Push Pull Forwards Backwards Press Stick Join		Spread Lift Shape Tall Short Wide Narrow Texture		Ingredients Mix Stir Pour Shake Teaspoon Table spoon Cup Measure Healthy Balanced Diet Clean Dirty Healthy Routine Safety



		Safe				
EYFS TOPic	Me, My Family, My World	A Winter's Night	Explore	Difference	Food	Change
Cycle B	ART – SELF PORTRAITS	Cutting and Joining	Art- Print making with Clay	Art Textiles Collage	Healthy Eating Cutting	Art- Colour and Painting Focus – Design and evaluate (in construction area)
Focus/Skills learnt		DT in child initiated Focus – Joining Making a habitat for the animals? (linking with the science to keep the animals dry?)	Sculpture with links to DT sculpture.	Sculpture focus – playdough, salt dough,	Learn about healthy eating habits and dental hygiene. DT Link to 'promote good oral health' - safeguarding and welfare requirements	
Design Technology Skills and Knowledge		Decide what they would like to make Tell another person what they are going to make Describe what they will use and what they will need Share their work with their peers Show a friend how they made it Talk about their finished product Describe what they like and dislike about it Make snips Cut in a straight line Cut in a curved line Cut a zig zag line Cut around a shape Use a child safety knife to cut fruit into slices (banana, strawberries) Learn how to use different glues Learn how to use adhesive tapes Learn how to use split pins Learn how to tie a string	Use a variety of malleable materials to create form – playdough, salt dough, corn flour Learn about famous sculptors – Andy Goldsworthy	To know what a collage is To look at and comment on a variety of collages. Use a variety of materials to create a collage.	Use a child safety knife to cut fruit into slices (banana, strawberries) Use a child safety knife to cut fruit into slices (banana, strawberries) To know the importance for good health and a healthy diet To be able to talk about ways to keep healthy and safe. To know about, and be able to make healthy choices in relation to, healthy eating	
Key Vocabulary	Cut Slice Push Pull Forwards Backwards	Design Make Evaluate Labels Opinion Uses Features Compare Model Purpose Improve Cut Slice Push Pull Forwards Backwards Press Stick Join	Spread Lift Shape Tall Short Wide Narrow Texture		Ingredients Mix Stir Pour Shake Teaspoon Table spoon Cup Measure Healthy Balanced Diet peel Clean Dirty Healthy Safety	





		Safe Purpose Use				
--	--	------------------------	--	--	--	--

0-3 Year Olds	Nursery	Reception
<ul style="list-style-type: none"> • PD Eat finger food and develop likes and dislikes. • PD Try a wider range of foods with different tastes and textures. • PD Develop manipulation and control. • PD Explore different materials and tools. • UTW Explore materials with different properties. • EAD Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. • EAD Use their imagination as they consider what they can do with different materials. • EAD Make simple models which express their ideas. 	<ul style="list-style-type: none"> • Can cut snips of paper • Build and stack objects and join objects together • Build with a purpose in mind • Experiments with colour and texture • Use simple tools to shape, assemble and join materials – glue, paste, scissors, tape • Carve and make shapes into modelling materials • Sort materials by colour • Choose and stick different papers to layer 	<ul style="list-style-type: none"> • Use scissors along straight lines and curved shape • Build and join 3D structures using a range of materials for a specific purpose. • Experiments with colour, design, texture and function. • Uses a wide range of tools with greater accuracy to shape, assemble and join materials – glue, tape, scissors, string, staples, clips, weaving. • Sort materials by colour and texture • Use fabrics to weave

Key Vocabulary is in red

Across the year **we would hope to see** children develop the above skills at age related expectations it will be a gradual development and progression will be evident through outcomes of tasks and evidence found in floor books.

Evidence expected to be seen of:

- Examples of work in WOW floor book/photos of this work.
- Individual and group work based on a given simple challenge e.g can you build a tower 5 blocks high? This is the beginning of working to a given design brief.
- Examples of the child being able to talk about what they have made.

Reception will continue to progress on the skills they developed in nursery and the vocabulary they were encouraged to use.

The reception children by the end of the year will be expected to be able to:

- Discuss their product and its purpose.
- To understand the term design, make and evaluate.
- Be able to design with a purpose in mind and make changes to their design if needed once discussed with an adult.
- They will be pushed to work together to modify designs towards the end of the year to meet a specific design criteria that may have been set by the teacher/TA.