

Expressive arts and design – learning to create with a range of materials; safely use a range of materials, tools, techniques; experiment with colour, design, texture, form and function. Share their creations and make use of props when role playing.

Year R



Year 1 & 2 (A)

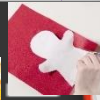
Mechanisms:
moving story book



Mechanisms:
wheels and axles

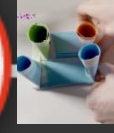


Textiles:
puppets



Year 1 & 2 (B)

Structures:
Baby bear's chair



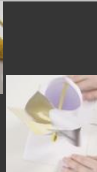
Mechanisms:
a moving monster



Cooking & nutrition:
balanced diet



Structures:
constructing a windmill



Cooking & nutrition:
smoothies



Electrical systems:
torches



Structures:
pavilions



Digital world:
wearable technology



Electrical systems:
electric poster



Mechanical systems:
pneumatic toys



Mechanisms:
fairground wheel



Textiles:
pouches



Textiles:
cross stitch and applique'



Year 3 & 4 (B)

Cooking & nutrition:
eating seasonally



Textiles:
fastenings



Structures:
constructing a castle



Year 3 & 4 (A)

Mechanical systems:
slingshot vehicles



Cooking & nutrition:
adapting a recipe



Digital world:
mindful moments timer



Year 5

Textiles:
stuffed toys



Cooking & nutrition:
developing a recipe



Structures:
bridges



Year 6

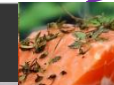
Textiles:
waistcoats



Structures:
playground



Cooking & nutrition:
come dine with me



Digital world:
monitoring devices



Mechanical systems:
pop-up book



Electrical systems:
doodlers



Mechanical toys:
automata toys



Electrical systems:
steady hand game




Digital world:
navigating the world




Daven Primary School

EYFS

<p>Topic</p>	<p>Workshop: junk modelling Exploring materials through junk modelling, children develop their scissor skills and awareness of different materials and joining techniques. Children begin to make verbal plans and material choices before starting and problem solve while making their model.</p>	<p>Cooking and nutrition: soup Learning about vegetables and where they come from while preparing to make a soup. Children describe the taste of a range of vegetables and design a soup recipe as a class. They practise cutting skills and prepare the vegetables for their class soup before testing the final product.</p>	<p>Textiles: bookmarks Developing fine motor skills through a range of threading activities before moving on to use binka and a needle. Children design a bookmark, considering what to include and why and then follow their designs to complete their bookmarks</p>	<p>Structures: boats Considering the properties of materials through water play, children discover which materials are waterproof and whether they float or sink. Children evaluate a variety of boats and use their new-found knowledge to design and make a boat that is waterproof and floats.</p>	<p>Other links within the EYFS curriculum:</p> <ul style="list-style-type: none"> • Designing and making a scarecrow • Dragon junk modelling • Creating masks • Making cards • Design a make a home for a hedgehog • Designing and making a bird box • Creating bird feed
<p>Development matters links</p>	<p>Understanding the world: Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Explore how things work. Begin to understand the need to respect and care for the natural environment and all living things. Talk about the differences between materials and changes they notice. Describe what they see, hear and feel whilst outside.</p> <p>Expressive arts and design: Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas.</p>				
<p>ELG links</p>	<p>The Natural World: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Creating with materials: 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</p>				
<p>Oracy opportunities</p> 	<p>Pupils to be able to recall what they have made and begin to explain how they have made it, using a range of subject-specific vocabulary for the skills and resources they have used. Use time conjunctions to sequence how they have created an item.</p>				




YEAR 1 and 2 CYCLE A

<p>Topic</p>		<p>Mechanisms: making a moving story book Experiment with sliders before planning and making three pages of a moving story book, based on a familiar story, drawing the page backgrounds, creating the moving parts and assembling it.</p>	<p>Structures: constructing a windmill Design, decorate and build a windmill for a mouse (client) to live in, develop an understanding of different types of windmill, how they work and their key features. Look at real existing examples and the functions that they carry out.</p>	<p>Mechanisms: wheels and axles Learn about the main components of a wheeled vehicle. Develop understanding of how wheels, axles and axle holders work; problem-solve why wheels won't rotate; to design and build their own vehicle designs.</p>	<p>Cooking and nutrition: smoothies Handle and explore fruits and vegetables and learn how to identify fruit, before undertaking taste testing to establish chosen ingredients for a smoothie they will make, with accompanying packaging.</p>	<p>Textiles: puppets Explore different ways of joining fabrics before creating hand puppets based upon characters from a well-known fairy tale. Develop technical skills of cutting, glueing, stapling and pinning.</p>
<p>Oracy opportunities</p> 		<p>Continue embedding talk tactics and using subject-specific vocabulary.</p>	<p>Summary bullseye to consolidate vocabulary and recount.</p>	<p>Concept cartoon: which of the statements about wheels and axles do you agree with?</p>	<p>Consensus circle: how can we make a healthy smoothie?</p>	<p>Utilise fed-in facts to develop children's' vocabulary and understanding of puppet making.</p>

YEAR 1 and 2 CYCLE B

<p>Topic</p>	<p>Structures: Baby bear's chair Using the tale of Goldilocks and the Three Bears as inspiration, pupils help Baby Bear by making him a new</p>		<p>Mechanisms: making a moving monster After learning the terms: pivot, lever and linkage, pupils design a monster that will move using a linkage</p>	<p>Cooking and nutrition: balanced diet Explore and learn what forms a balanced diet, pupils will taste test ingredient</p>	<p>Mechanisms: fairground wheel Design and create a functional Ferris wheels, consider how the different components fit together so that the</p>	<p>Textiles: pouches, linking to monarchs Introduction to sewing. Pupils make their own template, accurately cut their fabric and sew a basic running stitch.</p>
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	chair, exploring different shapes and materials. When designing the chair, they consider his needs and what he likes.		mechanism. Pupils practise making linkages and experiment with various materials to bring their monsters to life.	combinations from different food groups that will inform a wrap design of their choice which will include a healthy mix of protein, vegetables and dairy.	wheels rotate and the structure stands freely. Select appropriate materials and develop their cutting and joining skills.	
Oracy opportunities 	Continue embedding talk tactics and using subject-specific vocabulary.		Always, sometimes and never to develop reasoning and understanding on new vocabulary.	Consensus circle: what makes a balanced diet?	Adapt 'If I ruled the world' to If I were to design a fairground, I would. Develops reasoning and explanations.	Continue embedding talk tactics and using subject-specific vocabulary.

YEAR 3 & 4 CYCLE A

Topic	Mechanical systems: pneumatic toys Design and create a toy with a pneumatic system, learning how trapped air can be used to create a product with moving parts. Pupil are introduced to thumbnail sketches and exploded diagrams.	Structures: constructing a castle Learning about the features of a castle, pupils design and make one of their own. They will also be using configurations of handmade nets and recycled materials to make towers and turrets before constructing a stable base.	Electrical systems: electric poster An introduction to information design and electrical systems, pupils create an electric poster using a basic circuit to develop a museum display about The Romans.	Textiles: fastenings Building upon their sewing skills from previous years, pupils design and create a book sleeve; exploring a variety of fastenings and selecting the most appropriate for their design based on strength and appropriate-use.	Digital world: wearable technology Design, code and promote a piece of wearable technology to use in low light conditions, developing their understanding of programming to monitor and control products to solve a design scenario.	Cooking and nutrition: eating seasonally Pupils discover when and where fruits and vegetables are grown and learn about seasonality in the UK. They respond to a design brief to design a seasonal food tart using ingredients
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						harvested in the UK in May and June.
Oracy opportunities 	Always, sometimes, never based on pneumatic systems.	Continue embedding talk tactics and using subject-specific vocabulary.	Concept cartoon: which of the statements about working circuits do you agree with and why?	Summary bullseye to consolidate vocabulary and recount.	Balloon debate: choose from a range of wearable technologies, arguing the one the world would miss the most.	Consensus circle: how can we eat and be aware of conservation?
YEAR 3 & 4 CYCLE B						
Topic	Structures: pavilions, linking to the Victorian era Exploring pavilion structures, learning about what they are used for and investigate how to create strong and stable structures before designing and creating their own pavilions, complete with cladding.	Electrical systems: torches Pupils apply their scientific understanding of electrical circuits to create a torch made from recycled and reclaimed materials and objects. They design and evaluate their product against set design criteria.	Textiles: cross stitch and applique Introduce two new skills to add to the pupils' repertoire: cross stitch and appliqué. Pupils apply their knowledge to the design, decoration and assembly of their own Egyptian collars.	Mechanical systems: making a slingshot Viking longboat Transform lollipop sticks, wheels, dowel and straws into a moving Viking longboat. Pupils use a glue gun to construct, make the launch mechanism, design and create the chassis of a vehicle using nets.	Cooking and nutrition: adapting a recipe Work in groups to adapt a simple biscuit recipe, to create a biscuit suited to a chosen target audience. They ensure that their creation comes within a given budget of overheads and ingredients.	Digital world: mindful moments timer Design, program, prototype and brand a Micro:bit timer to a specified number of minutes. Pupils carry out research and existing product analysis to determine how a programmable product could be personalised to their needs.
Oracy opportunities 	Continue embedding talk tactics and using subject-specific vocabulary.	Sometimes, always and never based on electrical circuits: promotes reasoning and collaborative talk.	Concept cartoons to promote students to approach misconceptions about cross stitch and applique.	Summary bullseye to consolidate vocabulary and recount.	Fed-in facts used to develop children's vocabulary and understanding of recipes.	Continue embedding talk tactics and using subject-specific vocabulary.



YEAR 5


Topic	Textiles: stuffed toys Create a stuffed toy by applying skills learnt in previous units. Introduce blanket stitch.	Digital world: monitoring devices Program a Micro: bit animal monitoring device that will alert the owner when the temperature is not optimal. Develop 3D CAD skills by learning how to navigate the Tinkercad interface and essential tools.	Cooking and nutrition: developing a recipe (adapt to link to Greece) Research and modify a traditional Bolognese sauce recipe to improve the nutritional value. Cook improved version and create packaging that fits design criteria. Learn about where beef comes from.	Mechanical systems: pop-up book, linked to oceans Create a four-page pop-up story book design, incorporating a range of functional mechanisms that use levers, sliders, layers and spacers to give the illusion of movement through interaction.	Structures: bridges, linked to The Mayans After learning about various types of bridges and exploring how the strength of structures can be affected by the shapes used, create their own bridge and test its durability - using woodworking tools and techniques.	Electrical systems: doodlers Explore series circuits further and introduce motors. Explore how the design cycle can be approached at a different starting point, by investigating an existing product, which uses a motor, to encourage pupils to problem-solve and work out how the product has been constructed, ready to develop their own.
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Oracy opportunities 	Continue embedding talk tactics and using subject-specific vocabulary.	Balloon debate: which monitoring devices would the world miss the most and why?	Summary bullseye to consolidate vocabulary and recount.	Continue embedding talk tactics and using subject-specific vocabulary.	Talking points: the lighter the bridge, the more robust it will be.	Fed-in facts to develop new vocabulary and begin to understand processes involved in making pop-up doodlers.
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YEAR 6

Topic	Textiles: waistcoats Select fabrics, use templates, pin, decorate and stitch	Mechanical systems: automata toys Use woodworking skills, pupils	Structures: playground Design and create a model for a new	Electrical systems: steady hand game Design and create a steady hand game,	Cooking and nutrition: come dine with me	Digital world: navigating the world Program a navigation tool to
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	materials together to create a waistcoat for a person or purpose of their choosing. Create or use a pattern template to fit a desired person or item (e.g. Mister Tom)	construct an automata; measuring and cutting their materials, assembling the frame, choosing cams and designing the characters that sit on the followers to form an interactive shop display.	playground featuring five apparatus, made from three different structures. Using a footprint as the base, practise visualising objects in plan view and get creative including natural features.	use nets to create the bases and apply knowledge of electrical circuits to build an operational circuit with a buzzer that completes the circuit when the handle contacts the wire.	Research and prepare a three-course meal and taste-test and score their food. Research the journey of their main ingredient from 'farm to fork' and write a favourite recipe.	produce a multifunctional device for trekkers. Combine 3D virtual objects to form a complete product concept in 3D computer-aided design modelling software.
Oracy opportunities 	Summary bullseye to consolidate vocabulary and recount.	Fed-in facts to develop new vocabulary and begin to understand processes involved in making automata toys.	Continue embedding talk tactics and using subject-specific vocabulary.	Sometimes, always and never based on circuits: collaborative talk and reasoning	Adaptation of 'If I ruled the world' to 'If I were to create a 3-course menu...' Providing explanations and propose new ideas.	Continue embedding talk tactics and using subject-specific vocabulary.

