



Art and D&T				
Year group	Design	Make	Evaluate	Technical knowledge
N	<ul style="list-style-type: none"> Explore different materials freely, to develop their ideas about how to use them and what to make. (EAD DM) Explore with colour and how colours can be changed through colour mixing (EAD DM) Develop own ideas and then decide which material to use to express them (EAD DM) 	<ul style="list-style-type: none"> Join different materials and explore different textures (EAD DM) Create closed shapes with continuous lines and begin to use these shapes to represent objects (PD and EAD DM) Draw with increasing complexity and detail, such as representing a face with a circle and including details (EAD DM) Use drawing to represent ideas like movement or loud noises (EAD DM) Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. (PSED, PD and EAD DM) 	<ul style="list-style-type: none"> Talk about what they have made (C & L, EAD) 	<ul style="list-style-type: none"> Learning all the names of the colours (C & L)
R ELG=Early Learning Goal DM=Development matters EP=Educational programmes CG=Curriculum Goals	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EAD ELG) Explore a wide range of media and materials through regular opportunities to engage with the arts (EAD EP) Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons (PD DM) 	<ul style="list-style-type: none"> Safely use a range of small tools including scissors and paint brushes (PD) Create objects using different materials (EAD) Make use of props and materials when role playing characters in narratives and stories (EAD ELG) Explore, use and refine a variety of artistic effects to express their ideas and feelings (EAD DM) Create collaboratively, sharing ideas, resources and skills (EAD and PSED DM) 	<ul style="list-style-type: none"> Share their creations expressing the process they have used (EAD ELG) Return to and build on their previous learning, refining ideas and developing their ability to represent them (EAD DM) 	<ul style="list-style-type: none"> Experimenting with different textures (EAD) Learning names of different materials (C & L) Learning the names of different tools (C & L)
1	<ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria 	<ul style="list-style-type: none"> Begin to use a range of art and design techniques using colour, texture, pattern, line, form, shape and space Use a range of materials creatively to design and make products Begin to use a range of tools and equipment to perform practical tasks. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Use the basic principles of a healthy and varied diet to prepare dishes 	<ul style="list-style-type: none"> Evaluate their ideas and products against design criteria 	<ul style="list-style-type: none"> Understand where food comes from. Know the basic principles of a healthy and varied diet Know about the work of artists and designers
2	<ul style="list-style-type: none"> Generate design ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Develop, model and communicate their ideas 	<ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Select from and use a range of tools and equipment to perform practical tasks [for 	<ul style="list-style-type: none"> Explore and evaluate a range of existing products and use this information to inform their own designs Evaluate their own and others' products against design criteria 	<ul style="list-style-type: none"> Know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work



		<p>example, cutting, shaping, joining and finishing]</p> <ul style="list-style-type: none"> • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 		
3	<ul style="list-style-type: none"> • Generate, develop, model and communicate their ideas through discussion, annotated sketches and prototypes e.g. Footprints from the Past-dinosaur clay models • Use research to inform their design choices 	<ul style="list-style-type: none"> • Begin to master art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • Prepare and cook savoury dishes using a range of cooking techniques e.g. Different Places Similar Lives-dishes from around the world • Use a wider range of materials and components, including: clay, paint, printmaking materials, felt tip pens and pencils 	<ul style="list-style-type: none"> • Review and revisit ideas recorded in IPC sketch books • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • Investigate and analyse a range of existing products 	<ul style="list-style-type: none"> • Understand how key events and individuals in design and technology have helped shape the world e.g. Footprints from the Past-tessellation M.C. Escher graphic artist • Understand and apply the principles of a healthy and varied diet e.g. Different Places Similar Lives-dishes from around the world
4	<ul style="list-style-type: none"> • Generate, develop, model and communicate their ideas through discussion and annotated sketches. • Use research to begin to develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups e.g. Building a Village Using historical knowledge to re-create Anglo Saxon arts and crafts 	<ul style="list-style-type: none"> • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] e.g. Building a Village-Anglo Saxon coil pots • Use a wider range of tools and equipment to perform practical tasks e.g. Building a Village-glue guns to make felt brooches • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques e.g. Building a Village-Anglo Saxon shortbread 	<ul style="list-style-type: none"> • Develop the use of IPC sketch books to record their observations and use them to review and revisit ideas • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • Investigate and analyse a range of existing products • Understand how key events and individuals in design and technology have helped shape the world-e.g. They Made a Difference-Tesla 	<ul style="list-style-type: none"> • Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] e.g. They Made a Difference • Understand and apply the principles of a healthy and varied diet e.g. How Humans Work
5	<ul style="list-style-type: none"> • 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 • Begin to apply their understanding of computing to program, monitor and control their products e.g. Fascinating Forces and Full Power-hack saws and glue guns 	<ul style="list-style-type: none"> • Build on their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • Begin to select from and use a wider range of tools and equipment to perform practical tasks e.g. Fascinating Forces and Full Power-hack saws and glue guns • Select from and use a wider range of materials and components, including construction materials e.g. Fascinating Forces and Full Power-batons, dowel, cardboard tissue paper • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques e.g. Going Global 	<ul style="list-style-type: none"> • Create IPC sketch books to record their observations and use them to review and revisit ideas • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • Investigate and analyse a range of existing products • Build on their understanding of how key events and individuals in design and technology have helped shape the world 	<ul style="list-style-type: none"> • Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • 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 e.g. Fascinating Forces and Full Power-building their own cars • Understand and apply the principles of a healthy and varied diet e.g. Going Global • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed e.g. Going Global



6	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Continue to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] e.g. <i>Battle of Britain (WW1) and end of Year Production</i>• Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately	<ul style="list-style-type: none">• Create detailed IPC sketch books to record their observations and use them to review and revisit ideas• Give detailed evaluations of their ideas and products against their own design criteria and consider the views of others to improve their work• Investigate and analyse a range of existing products e.g. <i>End of Year Production</i> -Set and costumes from professional shows• Draw on prior knowledge and build on their understanding of how key events and individuals in design and technology have helped shape the world	<ul style="list-style-type: none">• Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] e.g. <i>End of Year Production</i>
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