



**Design & Technology Plan and Sequence of Learning**

<b>Expressive Art and Design (Art and Design , DT , Music , Drama and Role Play)</b>					
	<b>Area of Learning</b>		<b>Skills and Knowledge we want the children to have at end of EYFS</b>	<b>ELG</b>	<b>FS vocabulary</b>
<b>FS</b>	<p><b>Expressive Art and Design:</b></p> <p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>	<p><b>FS1</b>  <b>Painting, drawing, collage and sculpture:</b> Able to mix primary colours to an appropriate consistency, able to name colours, can hold a paintbrush in the palm of their hand.            Draw faces with features and draws enclosed spaces, giving meaning.            Able to use glue sticks, spatulas and add other materials to develop models (eg tissue paper, glitter).  <b>Music</b> - Enjoys listening to and responds to music, talks about how music makes them feel. Explores instruments and is beginning to names them (drum, tambourine, maracas, triangle).  <b>Singing and dancing:</b> Copies basic actions and moves to music. Learns short routines, beginning to match pace. Sings in a small group and knows some words when singing.  <b>Small world:</b> Plays with familiar resources. Simple small world (farms, cars, trains, dolls). Starting to develop own storylines using own experiences, rhymes and stories.</p> <p><b>FS2</b>  <b>Autumn Term</b>  <b>Painting (incl printing)</b> : able to mix primary colours to make secondary colours            Use a thick paintbrush using tripod grip  <b>Drawing:</b> Draws people from their family and self portraits  <b>Collage:</b> joins items with glue and tape  <b>Sculpture (form):</b> Builds simple models incl walls, roof and towers            Manipulates clay or playdough (rolls, cuts, squashes, pinches, twists)  <b>Photography:</b> know how to use the ipad to take a photo and load onto an appropriate programme  <b>Focus Artists:</b> Yayoi Kusama (focus orange, pumpkins and dots), Yves Klein (focus on paint and blue) Matisse (The Snail - collage).            Books: Books about artists and colour mixing.  <b>Woodwork</b> Holding nails, Using hammer, taps  <b>Music:</b> Responds to music through movement and can identify if music is "happy, scary or sad". Uses claves to tap out pulse</p>	<ol style="list-style-type: none"> <li>To know how to mix colours</li> <li>To know some songs, rhymes and poems</li> <li>To be able to plan do and review their work</li> </ol>	<p><b>Expressive Arts and Design</b>  <b>ELG: Creating with Materials</b>            Children at the expected level of development will: - 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.  <b>ELG: Being Imaginative and Expressive</b>            Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>colour            shape(s)            line(s)            draw            paint            make            design            material            describing texture and material            naming different media            scrunch, twist,            fold, bend, roll,            smooth, bending,            rough, hard,            weave, flexible,            rigid            rolls, cuts,            squashes,            pinches, twist</p>



		<p><b>Singing:</b> Joins in songs as a group</p> <p><b>Dancing:</b> Moves in response to the music</p> <p><b>Role play:</b> Accesses small world, home corner etc and takes part in role play activities with peers or adult</p> <p><b>Spring Term</b></p> <p><b>Painting:</b> Add white or black paint to alter tint or shade Experiment with different brush sizes and tools to add detail Print with different resources</p> <p><b>Drawing:</b> Draws people with detail (sausage limbs, body). Draws self-portrait with some appropriate features</p> <p><b>Collage:</b> joins items in a variety of way: masking tape, string, ribbon Sculpture (form): Builds models that replicate real life. Use a variety of resources including natural.</p> <p><b>Photography:</b> Knows how to use ipad to capture a specific image or element of art (eg. line, colour, space etc.)</p> <p><b>Artists:</b> Barbara Hepworth and Anthony Gormley (Natural Sculpture), Matisse - The Sheaf Ansel Adams and others (Outdoor photography)</p> <p><b>Woodwork:</b> Screwing and joining</p> <p><b>Music:</b> Names and knows how to play a variety of instruments.</p> <p><b>Singing:</b> sings in a group, matching pitch and following melody</p> <p><b>Dancing:</b> Responds to and interprets music through movement</p> <p><b>Role play:</b> Participates in play related to rhymes and stories and may extend and develop stories</p> <p><b>Summer Term</b></p> <p><b>Painting:</b> colour match to a specific colour and shade Create patterns or meaningful painting or when printing</p> <p><b>Drawing:</b> Draw self-portraits, landscapes and cityscapes.</p> <p><b>Collage:</b> knows how to secure boxes, decorate bottles etc. Knows how to improve models Use appropriate language: scrunch, twist, fold, bend, roll, smooth, bending, rough, hard, weave, flexible, rigid</p> <p><b>Sculpture (form):</b> Makes something with clear intentions Makes something they give clear meaning to</p> <p><b>Photography:</b> use the ipad with a specific purpose in mind Use photography as part of their artwork and explain their intention(s)</p> <p><b>Artists:</b> Banksy (portraits/graphics), Jackson Pollock (painting on a large scale) and Eric Carle (collage).</p> <p><b>Woodwork</b> Draw and plan what going to make Measuring</p> <p><b>Music:</b> Beginning to write own compositions using symbols, patterns or pictures.</p> <p><b>Singing:</b> Sings by themselves, matching pitch and following melody</p> <p><b>Dancing:</b> replicates dances and creates own in response to music/stimulus</p> <p><b>Role play:</b> Use imagination to develop own storylines with peers.</p>			
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		Involves props and resources.		
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Domains			
Plan and evaluate	Experiment and create	Communicate (Tier 3)	
		Theme specific	Subject specific

Year	Theme	Strands			
Year 1	<p><b>Developing life skills and pastimes in our home</b></p> <p>Investigating, designing, cooking &amp; evaluating <b>chocolate apples</b> using cooking and nutrition knowledge.</p> <p><b>Create own Bonfire food/Hull Fair food (Chocolate apples)</b></p>	<p>Plan</p> <p>Generate</p> <p>Draw</p> <p>Develop</p> <p>Tools</p> <p>Measure</p> <p>Evaluate</p>	<p><b>Practical tasks</b></p> <p>Build structures</p> <p>Mechanisms</p> <p>Textiles</p> <p><b>Cooking</b></p> <p>Electrical systems</p>	<p>Ingredients - apple, chocolate, sprinkles</p> <p>Equipment - microwave, greaseproof paper, lolly sticks, trays</p> <p>Process - heating, melting and cooling (solid and liquid)</p> <p>Recipe</p> <p>Texture</p> <p>Taste</p>	<p><b>KEY STAGE 1</b></p> <p>Product</p> <p>Purposeful</p> <p>Design</p> <p>Design criteria</p> <p>Appealing</p> <p>Creativity</p> <p>Culture</p> <p>Generate</p> <p>Template</p> <p>Mock-up</p> <p>Materials</p> <p>Textiles</p>
	<p><b>Developing movement in our world</b></p> <p>Investigating, designing and</p>	<p>Plan</p> <p>Generate</p> <p>Draw</p> <p>Develop</p> <p>Tools</p>	<p><b>Practical tasks</b></p> <p>Build structures</p> <p>Mechanisms</p> <p>Textiles</p> <p>Cooking</p>	<p>vehicle, wheel, axle, axle holder, chassis, body, cutting, joining, shaping,</p>	



	<p>evaluating a mechanism for a toy car</p> <p><b>Toy car (mechanisms)</b></p>	<p>Measure Evaluate</p>	<p>Electrical systems</p>	<p>finishing, fixed, free, moving, mechanisms, tools – scissors, hand saw, equipment and materials – junk model materials, dowelling, cardboard wheels, straws, pipe cleaner, kebab sticks, sellotape, PVA glue, paper and cardboard.</p>	
	<p>Developing structures in our world</p> <p>Investigating, designing, constructing &amp; evaluating a lantern using technical knowledge when developing understanding how to strengthen, stiffen and reinforce more complex structures</p> <p><b>Lantern</b></p>	<p>Plan Generate Draw Develop Tools Measure Evaluate</p>	<p>Practical tasks Build structures Mechanisms Textiles Cooking Electrical systems</p>	<p>Lantern, template, pattern pieces, mark out, measure, join, decorate, assembling, cutting, joining, shaping, finishing, tools and equipment – scissors, stapler, tape and glue, materials – paper, card, candle. Terms- stable, strong. Function - light</p>	
<p>Year 2</p>	<p>Developing life skills and pastimes in our home</p> <p>Investigating, designing, baking &amp; evaluating bread</p>	<p>Plan Generate Draw Develop Tools</p>	<p>Practical tasks Build structures Mechanisms Textiles Cooking</p>	<p>Design, evaluate, ingredients, sieve, flour, measure,</p>	



	<p>using cooking and nutrition knowledge.</p> <p>Build on the gingerbread skills from Foundation.</p> <p><b>Bake bread (Thomas the baker, harvest)</b></p>	<p>Measure Evaluate</p>	<p>Electrical systems</p>	<p>dough, germs, yeast, rise, bake, baking parchment, mix, knead, golden brown, wheat, grain, harvested, flour dust, white flour, brown flour, wholemeal flour.</p>	
	<p><b>'Developing structures in our world'</b></p> <p>Investigating, designing, constructing &amp; evaluating a <b>boat</b> using technical knowledge when developing understanding how to strengthen, stiffen and reinforce more complex structures.</p> <p>Build on lantern made in Y1 and develop these existing skills to construct.</p> <p><b>Build a boat</b></p>	<p>Plan Generate Draw Develop Tools Measure Evaluate</p>	<p><b>Practical tasks</b> Build structures Mechanisms Textiles Cooking Electrical systems</p>	<p>Float, sink, material, design, generate, imagination, creative, practical, evaluate, modify, construct, assess, improve, hazards, equipment, risk.</p>	
	<p><b>Developing life skills and pastimes in our home</b></p> <p>Investigating, designing, sewing &amp; evaluating a <b>beach mat</b> using different sewing and weaving techniques.</p>	<p>Plan Generate Draw Develop Tools Measure Evaluate</p>	<p><b>Practical tasks</b> Build structures Mechanisms Textiles Cooking Electrical systems</p>	<p>evaluate, sew, weave, product, market, running stitch, suitability, characteristics</p>	



	Sew a beach mat				
Year 3	<p><b>Developing life skills and pastimes in our home</b></p> <p>Investigating, designing, cooking &amp; evaluating a <b>local dish (a pattie)</b> using cooking and nutrition knowledge</p> <p><b>Create own tasty pattie</b></p>	<p>Plan Generate Draw Develop Tools Measure Evaluate</p>	<p><b>Practical tasks</b> Build structures Mechanisms Textiles <b>Cooking</b> Electrical systems</p>	<p>utensils, techniques and ingredients texture, taste, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet</p>	<p><b>KEY STAGE 2</b></p> <p>Product Purposeful Functional Design Design criteria Appealing Creativity Culture Generate Template Mock-up Prototype Pattern pieces Computer aided design Materials Components Construction materials Textiles Finite resources Sustainability ethical Affordability Aesthetic qualities Functional properties Enterprising</p>
	<p><b>Developing structures in our world</b></p> <p>Investigating, designing, constructing &amp; evaluating a <b>bronze age house</b> using technical knowledge when developing understanding how to strengthen, stiffen and reinforce more complex structures.</p> <p>Build on lantern made in Y1 and develop these existing skills to construct.</p>	<p>Plan Generate Draw Develop Tools Measure Evaluate</p>	<p><b>Practical tasks</b> <b>Build structures</b> Mechanisms Textiles Cooking Electrical systems</p>	<p>structure, strengthen, stiffen, reinforce, materials, design, wattle and daub, clay, evaluate, user, purpose, design, model, evaluate, prototype, annotated sketch, functional, label, drawing, function, planning, design criteria, appealing</p>	



	<p><b>Build a bronze age house</b></p> <p><b>Developing life skills and pastimes in our home</b></p> <p>Investigating, designing, sewing &amp; evaluating a sustainable bag using different sewing and weaving techniques.</p> <p>Build on skills learnt in Y2's beach mat unit.</p> <p><b>Weave and/or sew a sustainable bag (including a fastener)</b></p>	<p>Plan Generate Draw Develop Tools Measure Evaluate</p>	<p><b>Practical tasks</b> Build structures Mechanisms Textiles Cooking Electrical systems</p>	<p>weft, warp, prototype, fastener, materials, design, fabric, names of fabrics, fastening, compartment, zip, button, structure, finishing technique, strength, weakness, stiffening, templates, stitch, seam, seam allowance</p>	
<p>Year 4</p>	<p><b>Developing life skills and pastimes in our home</b></p> <p>Investigating, designing, cooking and evaluating an African dish using cooking and nutrition knowledge.</p> <p><b>Build on Y1, Y2, Y3 cooking skills.</b></p> <p><b>Cook an African dish</b></p>	<p>Plan Generate Draw Develop Tools Measure Evaluate</p>	<p><b>Practical tasks</b> Build structures Mechanisms Textiles Cooking Electrical systems</p>	<p>prototype, production, model, ingredients, amounts, weights, measures, outcome, shape, cook, bake, mix, stir, cut, crack, dipped, texture, taste, fried, roasted. sweet, savoury, cultural preferences, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh,</p>	



			hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet
<p><b>Developing movement in our world</b></p> <p>Investigating, designing, making &amp; evaluating a <b>buzzer board game</b> using technical knowledge when developing mechanisms such as electrical systems</p> <p><b>Build a rainforest quiz game (using electrical systems)</b></p>	<p>Plan Generate Draw Develop Tools Measure Evaluate</p>	<p><b>Practical tasks</b> Build structures <b>Mechanisms</b> Textiles Cooking <b>Electrical systems</b></p>	<p>wires, batteries, battery holders, crocodile clips, buzzers, lightbulbs, secure, attach, electricity, flow, circuit, break, permanent, semi-permanent, combine, trigger, join</p>
<p><b>Developing life skills and pastimes in our home</b></p> <p>Investigating, designing, sewing &amp; evaluating a <b>Viking Rune</b> using different sewing and weaving techniques.</p> <p>Build on skills learnt in Y2's beach mat unit and Y3 sustainable bag unit</p>	<p>Plan Generate Draw Develop Tools Measure Evaluate</p>	<p><b>Practical tasks</b> Build structures Mechanisms <b>Textiles</b> Cooking Electrical systems</p>	<p>Viking Runes, purpose, symbols, design, stitch count, running stitch, back stitch, cross stitch, prototype, needle, thread, binka, attach, connect, knot, secure, recover, modifications, restrictions, rectify</p>





	Sewing/weaving a Viking Rune				
Year 5	<p><b>Developing life skills and pastimes in our home</b></p> <p>Investigating, designing, cooking &amp; evaluating a <b>local product (yorkshire pudding), a UK dish (pancake) and a European dish (Galette)</b> using different ingredients and cooking techniques.</p> <p>Build on Y4 unit on african dishes, Y3 local dish (patty) and Y2 flour being used for bread.</p> <p><b>Compare and taste Yorkshire Pudding wrap (English), pancake (English), crepe (Fench) &amp; galette (French). Look at different fillings. Cook a healthy option.</b></p>	<p>Plan Generate Draw Develop Tools Measure Evaluate</p>	<p><b>Practical tasks</b> Build structures Mechanisms Textiles <b>Cooking</b> Electrical systems</p>	<p>Ingredients, amounts, weights, measures, shape, cook, bake, mix, stir, cut, crack, texture, taste, sweet, savoury,</p>	
	<p><b>Developing movement in our world</b></p> <p>Investigating, designing, making &amp; evaluating a <b>Roman chariot</b> using technical knowledge when</p>	<p>Plan Generate Draw Develop Tools Measure Evaluate</p>	<p><b>Practical tasks</b> Build structures <b>Mechanisms</b> Textiles Cooking Electrical systems</p>	<p>Butt joint, dowel, hardwood, masking tape, nail, screw, sandpaper, bench vice,</p>	



	<p>developing mechanisms such as gears, pulleys, cams, levers and linkages</p> <p>Build on Y1 toy car unit</p> <p><b>Chariots (mechanisms &amp; woodwork)</b></p>			<p>bench hook, hacksaw, wheels, axles, strengthen, stiffen, reinforce, stability, creativity,</p>	
	<p><b>'Developing structures in our world'</b></p> <p>Investigating, designing, constructing &amp; evaluating a <b>bridge</b> using technical knowledge when developing understanding how to strengthen, stiffen and reinforce more complex structures.</p> <p>Build on skills learnt in Y1 lanterns, Y2 boats and Y3 Bronze age houses</p> <p><b>Design and build a bridge (Humber bridge, train bridge, flyover)</b></p>	<p>Plan Generate Draw Develop Tools Measure Evaluate</p>	<p><b>Practical tasks</b> <b>Build structures</b> Mechanisms Textiles Cooking Electrical systems</p>	<p>sequence, annotated diagram, sketch, decision, choice, prototype, model, communicate shape, assemble, accurate, saw, mark out, connect, attach, join mechanism, movement, pivot, off-centre, axle, force, structure, Butt joint, dowel, hardwood, masking tape,</p>	



				<p>nail, screw, sandpaper, bench vice, bench hook, hacksaw, strengthen, stiffen, reinforce, stability, product, purposeful, functional, design, design criteria, appealing, creativity, culture, generate, prototype, construction materials, aesthetic qualities, functional properties. mechanism, open , close, pulley</p>	
Year 6	<p><b>'Developing structures in our world'</b></p> <p>Investigating, designing, constructing &amp; evaluating a <b>poppy</b> using technical knowledge when developing understanding how to strengthen, stiffen and reinforce more complex</p>	<p><b>Plan</b> Generate Draw <b>Develop</b> Tools Measure <b>Evaluate</b></p>	<p><b>Practical tasks</b> <b>Build structures</b> Mechanisms Textiles Cooking Electrical systems</p>	<p>structures reinforcement stability strengthen techniques design criteria materials rigidity</p>	



	<p>structures.</p> <p>Build on skills learnt in Y1 lanterns, Y2 boats, Y3 Bronze age houses and Y5 chariots</p> <p><b>Creating a structure for the exhibition of the art poppies. (Using ideas of installations by Martin Waters).</b></p>				
	<p><b>Developing life skills and pastimes in our home</b></p> <p>Evaluate products, design, make &amp; evaluate new products using cooking and nutrition knowledge</p> <p><b>Create a flatbread snack.</b></p> <p>(Design, make &amp; evaluate using cooking and nutrition knowledge)</p>	<p>Plan Generate Draw Develop Tools Measure Evaluate</p>	<p><b>Practical tasks</b> Build structures Mechanisms Textiles Cooking Electrical systems</p>	<p>Flatbread, unleavened, flatbrod, bannock, chapati, pita, pocca, yeast, dissolve rest, hummus, olives</p>	
	<p><b>Developing movement in our world</b></p> <p>Investigating, designing, making &amp; evaluating a <b>pyramid</b> using technical knowledge when developing mechanisms such as gears,</p>	<p>Plan Generate Draw Develop Tools Measure Evaluate</p>	<p><b>Practical tasks</b> Build structures Mechanisms Textiles Cooking Electrical systems</p>	<p>lever, fulcrum, load, pivot, effort, pulley, axle, wheel, function, innovative, design specification, design brief, user, purpose design brief, design specification,</p>	



	<p>pulleys, cams, levers and linkages</p> <p>Build on Y1 toy car unit and Y5 Chariot unit</p> <p><b>How did the Maya build the pyramids?</b></p> <p>Looking at simple mechanisms. Designing and creating levers, pulleys and wheels and axles.</p>			<p>prototype, annotated sketch, purpose, user, innovation, research, functional, mock-up, prototype</p>	
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