



Key concepts (Trust intent/nc) → <i>Key drivers:</i> <i>Language Development</i>	Designing	Making	Evaluating
KS1 (Y1) Composite knowledge	<ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology 	<ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 	<ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria
	<u>Technical knowledge</u> <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 		
	<u>Cooking and nutrition</u> Pupils should be taught to (Key stage 1): <ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from 		
Early Years Composite knowledge (by end of EYFS)	ELG: Creating with Materials ^[SEP] Children at the expected level of development will: ^[SEP] Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function ELG: Managing Self Manage their own basic hygiene and personal needs, including ... understanding the importance of healthy food choices. ^[SEP] Wilbury: Understand & talk about where vegetables come from (through planting, growing, eating)		ELG: Creating with Materials ^[SEP] Share their creations, explaining the process they have used;
Early Years – key learning experiences (adult led and continuous provision) (component knowledge). D&T Capital in red			
Reception Opportunities to revisit learning and practise skills in continuous provision – all year	Designing Plan what they are going to create Draw pictures of what they want to build/make Create with a purpose	Making <i>Make models that express their ideas (DM)</i> Creative workshops – junk modelling, paint, crayons. Joining materials & tools – tape, glue, scissors – variety of media. Exploratory & with a purpose Woodwork benches. Range of tools & materials –as	Evaluating <i>Return to and build on their previous learning, refining ideas and developing their ability to represent them. (DM)</i> Ongoing work shelf – children can revisit, adapt and refine creations

<p>groups Learning Journals always available – revisit and reflect on previous work</p> <p>Opportunities to talk throughout – explain thinking and plans, evaluate and refine</p>	<p>Photos of previous creations and examples on display as inspiration etc. Non fiction books in provision for ideas</p> <p>‘designing’ pizza, sandwiches etc. Discuss healthy choices & why</p>	<p>Nursery plus hacksaws, dowels, wheels</p> <p>Blocks, lego, mobilo and other construction materials available</p> <p>Playdough & tools</p> <p><u>Cooking and nutrition</u> Growing vegetables and plants to eat –vegetable patches/planters/allotment Cooking – our own produce (see above), and other recipes – cakes, sandwiches, pizza etc. Discuss healthy eating</p>	<p>Finished work displayed for reflection</p> <p>Encourage children to reflect on their work verbally – talk about it, and revise while working</p> <p>Learning Journals – reflect on previous work – revisit and develop</p>
<p>Nursery</p>	<p><i>Develop their own ideas and then decide which materials to use to express them. (DM)</i></p> <p><i>Explore different materials freely, in order to develop their ideas about how to use them and what to make. (DM)</i></p> <p>Photos of previous creations/constructions and examples on display as inspiration. Non fiction books in provision for ideas</p> <p>Draw pictures of what they have built/made (or want to build/make)</p>	<p><i>Join different materials and explore different textures. (DM)</i></p> <p>Creative workshops – junk modelling, paint, crayons. Joining materials & tools – tape, glue, scissors – variety of media (exploratory)</p> <p>Woodwork benches – hammers, nails, wood, caps etc.</p> <p>Blocks, duplo and other construction materials available Playdough & tools</p> <p><u>Cooking and nutrition</u> Growing vegetables and plants to eat - vegetable patches Regular cooking – our own produce (see above), and other recipes – Discuss healthy eating</p>	<p>Encourage children to reflect on their work verbally – talk about it, and revise while working</p> <p>Learning Journals & displays – reflect on previous work</p>
<p>TWOs</p>	<p>Photos of previous creations/constructions and examples on display as inspiration</p>	<p>Creative workshops – junk modelling, paint, crayons. Joining materials & tools – tape, glue, scissors – variety of media (supported) Playdough & tools.</p> <p>Blocks, duplo and other construction materials available <u>Cooking and nutrition</u> Growing vegetables and plants to eat – cress and beans Regular cooking opportunities</p>	<p>Talk about children’s models and creations – modelling language – as they work</p> <p>Learning Journals – reflect on previous work</p>
<p>Vocabulary</p>	<p>Designing Plan, design, idea, choose</p>	<p>Making Join, cut, construct, build, make, stable</p>	<p>Evaluating Change, adapt</p>