

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p><u>Autumn Collages</u> Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties.</p> <p><u>Portraits in different media</u> Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Start with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p>	<p><u>Christmas Crafts</u>- Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p> <p><u>Diwali lamps</u> Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p>	<p><u>Aboriginal Art (colour printing)</u> Explore colour and colour-mixing.</p>	<p><u>Easter Crafts</u> Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p>		<p><u>Patterns and prints</u> Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p>
Reception	<p><u>Autumn Collages</u> explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><u>Portraits in different media</u> - explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p><u>Christmas Crafts</u> - explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><u>Diwali lamps</u> - safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function [ELG]</p>	<p><u>Aboriginal Art (colour printing)</u> - explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p><u>Easter Crafts</u> - explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>		<p><u>Patterns and prints</u>- explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>
	<p>Create collaboratively, sharing ideas, resources and skills. Share their creations, explaining the process they have used [ELG]. Invent, adapt and recount narratives and stories with peers and their teacher [ELG]. Sing a range of well-known nursery rhymes and songs [ELG]. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music [ELG].</p>					
Year 1 and 2		Designing and making salt dough bauble.	Making fruit salad	Make a board game	Model of Titanic using shoeboxes	Designing and creating shield.

Year 3 and 4		<p>Nutrition/Food- Italian dishes</p> <ul style="list-style-type: none"> • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	Design and make a plan for a dinosaur enclosure.	Pyramid models/burial chamber. Mummified cat money boxes		
Year 5 and 6		<p>Moon buggy –</p> <p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>apply their understanding of computing to program, monitor and control their products</p>			<p>Viking Jewellery</p> <ul style="list-style-type: none"> ▪ use research and develop design criteria to inform their design ▪ generate, develop, model and communicate their ideas ▪ select from and use a wider range of materials and components ▪ investigate and analyse a range of existing products ▪ evaluate their ideas and products 	<p>Mechanisms</p> <ul style="list-style-type: none"> ▪

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Reception	<p><u>Autumn Collages</u> explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><u>Portraits in different media</u> - explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p><u>Christmas Crafts</u> - explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><u>Diwali lamps</u> – safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function [ELG]</p>	<p><u>Aboriginal Art (colour printing)</u> - explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p><u>Easter Crafts</u> - explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>		<p><u>Patterns and prints</u>- explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>
	<p>Create collaboratively, sharing ideas, resources and skills. Share their creations, explaining the process they have used [ELG]. Invent, adapt and recount narratives and stories with peers and their teacher [ELG]. Sing a range of well-known nursery rhymes and songs [ELG]. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music [ELG].</p>					
Year 1 and 2	<p>Making capes – sewing</p> <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 select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 	<p>Food tech - Design and make a biscuit.</p> <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 	<p>3D models of Pudding Lane.</p> <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 	<p>Pop up fairy tale books.</p> <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 	<p>Animal masks – Papier Mache</p> <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"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria 	<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 explore and evaluate a range of existing products evaluate their ideas and products against design criteria 	<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] explore and evaluate a range of existing products evaluate their ideas and products against design criteria build structures, exploring how they can be made stronger, stiffer and more stable 	<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] explore and evaluate a range of existing products evaluate their ideas and products against design criteria explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 	<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] explore and evaluate a range of existing products evaluate their ideas and products against design criteria 	
Year 3 and 4		<p>Design and make a package suitable for chocolates.</p> <p>Textiles- sewing xmas baubles Practical skills- joining using sewing</p> <ul style="list-style-type: none"> use research and develop design criteria to inform their design generate, develop, model and communicate their ideas select from and use a wider range of materials and components investigate and analyse a range of existing products evaluate their ideas and products 		<p>Making simple percussion instruments eg rain maker/ drum</p> <ul style="list-style-type: none"> use research and develop design criteria to inform their design generate, develop, model and communicate their ideas select from and use a wider range of materials and components investigate and analyse a range of existing products evaluate their ideas and products 		<ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products.
Year 5 and 6	<p>Lights Out! – Electrics understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>Grow your own! Rations - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Design, make and evaluate:</p>	<p>Mend and Make do - Recycle old clothing to make something useable</p> <p>Textiles select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Design, make and evaluate:</p>			<p>Food – Cook healthy meals</p> <p>understand and apply the principles of a healthy and varied diet</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>The Smoothies project.</p> <p><i>Design</i></p> <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 <p><i>Make</i></p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and

						<i>ingredients, according to their functional properties and aesthetic qualities</i>
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