



ST MATTHEW'S PRIMARY SCHOOL

Learning to be
the best that
we can be

DESIGN AND TECHNOLOGY

YEAR R CURRICULUM LINKS TO KS 1 NC COVERAGE

Development Matters	ELG	How this is achieved in Reception	By the end of Reception children will know	Year 1 Curriculum
<p>Expressive Arts and Design 3 & 4 Year Olds</p> <ul style="list-style-type: none"> • Make imaginative and complex 'small worlds' with blocks and construction kits • Explore different materials freely, in order 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 	<p>Creating with materials</p> <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 • Share their creations, explaining the process they have used 	<p>Continuous Provision:</p> <p>A range of resources are available within the classroom and outside for the children to access, both independently and with an adult. <i>This list is not exhaustive.</i></p> <ul style="list-style-type: none"> • A variety of texts that support the subject for children to access • A variety of scissors • Different resources to join materials e.g. sellotape, glue, treasury tags, staples, split pins <p>Autumn Term:</p> <ul style="list-style-type: none"> • Drawing lines and shapes to create designs and pictures. • Drawing, painting and constructing our homes • Design and create small worlds for a purpose such as houses for the pigs, beanstalk for Jack • Making/ decorating cards for various occasions (Diwali/ Eid/ Christmas) • Design and make Diva pots (Rangoli patterns) • Measuring and making playdough and noticing changes • Follow instructions to cook E.g. soup, Christmas 	<p>Knowledge:</p> <ul style="list-style-type: none"> • I know how to use scissors safely • I can cut along a straight line. • I can cut along a wavy line. • I can join items using tape. • I can use glue to fix items together • I know how to draw a simple plan for something I make • I know that I can adapt and change something I have made • I can work with a friend, sharing ideas • I know that some materials are better for building with than others • I can talk about what I have made and say how and why I made it 	<p>Design and Technology:</p> <p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of contexts (for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment.</p> <p>Design</p> <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other user based on design criteria • Generate, develop, model and communicate their ideas through talking, drawing templates, mock ups and where appropriate, information and

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<p>explore different textures</p> <p>Reception:</p> <ul style="list-style-type: none"> • 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 • Create collaboratively, sharing ideas, resources. <p>Physical Development</p> <ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently and confidently 		<p>biscuits</p> <ul style="list-style-type: none"> • Good hygiene when cooking <p>Spring Term:</p> <ul style="list-style-type: none"> • Drawing maps • Following instructions to make pancakes and stir fry (first, next, finally and weight/ capacity) • Using a range of tools and equipment to make Chinese artifacts (lanterns) • Design and make dens outside • (push/ pull) • Magnificent Things- Design, make, evaluate a type of transport using recyclable materials and construction materials • Making and decorating cards/ gifts for Easter/ Mothers Day <p>Summer Term:</p> <ul style="list-style-type: none"> • Design and build minibeast houses/ animal dens • Learning about healthy and unhealthy foods • Growing fruits and vegetables and using them in out cooking • Design. make and build minibeast transient art using natural and textile materials • Layering pictures (Eric Carle) • Amazing animals- Using clay to design, make and evaluate and animal of their choosing 		<p>communication technology</p> <p>Make</p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing) e.g. basic long stitch, toys, sails • Select from and use a wide variety of materials and components, including construction materials, textiles and ingredients, according to their characteristics e.g. bench hook, pin hammer, glue gun <p>Evaluate:</p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing products • Evaluate their ideas and products against design criteria <p>Technical knowledge</p> <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 toys with a pulley, clapper and wheels,) in their products <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> • Understand where food comes from