



NATIONAL CURRICULUM Programme of Study		
EYFS – In the moment	KEY STAGE 1	KEY STAGE 2
<p>Exploring and using media and materials ELG - To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Exceeding – Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations, they find out and make decisions about how media and materials can be combined and changed.</p> <p>40-60m - Exploring and using media and materials</p> <ul style="list-style-type: none"> Manipulates materials to achieve planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. Experiments to create different textures. <p>30-50m - Exploring and using media and materials</p> <ul style="list-style-type: none"> Realises tools can be used for purpose Joins construction pieces together to build and balance Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Beginning to be interested in describing the texture of things <p>Being imaginative Exceeding – Children can talk about the ideas and processes which have led them to make designs and products. They can talk about features of their own and others' work, recognising the differences between them and the strengths of others. ELG – Children to use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology.</p> <p>40-60m</p> <ul style="list-style-type: none"> Create simple representations of people and objects. 	<p>Design</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>Make</p> <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 <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, levers, sliders, wheels and axles], in their products <p>Cooking and nutrition</p> <ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from 	<p>Design</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>Make</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 ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> 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] 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. <p>Cooking and nutrition</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 <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>



Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery ITMP	30-50m		30-50m		30-50m/40-60m	
Reception ITMP	30-50m/40-60m		40-60m		ELG/Exceeding	
1	Mechanisms Sliders and levers		Structures Freestanding structures		Textiles Templates and joining techniques	
2	Mechanisms Wheels and axles			Cooking and Nutrition – preparing fruit and vegetables		
3	Textiles 2-D shape to 3-D Product		Cooking and Nutrition Healthy and Varied Diet		Mechanical systems Levers and Linkages	
4	Structures Shell Structures			Electrical systems Simple circuits and Switches		
5	Textiles Combining different fabric shapes			Mechanical systems Focus Pulleys AND Gears		
6	Electrical systems More Complex Switches and Circuits		Cooking and Nutrition Celebrating culture and seasonality		Structures Frame Structures	