



## Exploring & Using media and materials/Moving and handling/**Design Technology**

### Learning Journey (Intent)

EYFS	Exploring & Using media and materials/Moving and handling		
	<i>Exploring and using materials and media</i>	<i>Being imaginative</i>	<i>Physical Development: Moving and Handling</i>
	<i>A Unique Child: observing what a child is learning</i>		
<b>Emerging (30 – 50 months)</b>	<ul style="list-style-type: none"> <li>Beginning to be interested in and describe the texture of things.</li> <li>Uses various construction materials.</li> <li>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>Joins construction pieces together to build and balance.</li> <li>Realises tools can be used for a purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Uses available resources to create props to support role-play.</li> <li>Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul>	<ul style="list-style-type: none"> <li>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>Holds pencil near point between first two fingers and thumb and uses it with good control.</li> <li>Can copy some letters, e.g. letters from their name.</li> </ul>
<b>Emerging (40 – 60 months)</b>	<ul style="list-style-type: none"> <li>Understands that different media can be combined to create new effects.</li> <li>Manipulates materials to achieve a planned effect.</li> <li>Constructs with a purpose in mind, using a variety of resources.</li> <li>Uses simple tools and techniques competently and appropriately.</li> <li>Selects appropriate resources and adapts work where necessary.</li> <li>Selects tools and techniques needed to shape, assemble and join materials they are using.</li> </ul>	<ul style="list-style-type: none"> <li>Create simple representations of events, people and objects.</li> <li>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</li> <li>Chooses particular colours to use for a purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Uses simple tools to effect changes to materials.</li> <li>Handles tools, objects, construction and malleable materials safely and with increasing control.</li> <li>Shows a preference for a dominant hand.</li> <li>Begins to use anticlockwise movement and retrace vertical lines</li> </ul>
<b>Expected (Early learning Goal)</b>	Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Children 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	Children show good control and co-ordination in large and small movements. They handle equipment and tools effectively, including pencils for writing.

KS1 National Curric (Stat Req's / strands)	<b>Technical knowledge</b> <i>Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world</i>	<b>Designing and making</b> <i>Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens.</i>	<b>Evaluation</b> <i>Critique, evaluate and test their ideas and products and the work of others. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world.</i>	<b>Nutrition and cookery</b> <i>Understand and apply the principles of nutrition and learn how to cook.</i>
<b>Year 1 – Emerging knowledge, skills and concepts</b>	I can explain what I am making and which tools I am using.	I can show that I can create products for a use and purpose using my practical ideas. I use models pictures and words to describe what I want to do. I can use tools and manipulate materials with help where needed.	I can talk about my and other people's work in simple terms and describe how a product works.	I am beginning to understand where food comes from. I am beginning to know what a healthy diet is. I can prepare simple dishes.
<b>Year 2 – Expected by the end of KS1</b>	I can build structures, exploring how they can be made stronger, stiffer and more stable I can explore and use mechanisms in my products. I can select appropriate tools, techniques and materials and explain my choice.	I can design purposeful, functional, appealing products for myself and other users based on design criteria. I can generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. I can select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] I can select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.	I can explore and evaluate a range of existing products I can evaluate my ideas and products against design criteria. I can recognise what I have done well and I can suggest what I can do better in the future.	I can use the basic principles of a healthy and varied diet to prepare dishes  I understand where food comes from.
<b>NC Attainment Targets</b>	<b>KS1 Pupils should be taught:</b> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>			

## Implementation

- Lesson plans
- room set up
- supporting displays
- assessment examples/outline
- visitors/visits
- subject leaders
- vision/values links

etc

## Impact

- Broken down by strand
- Eyfs – ks1
- Plan exemplification ish?
- Childrens work/
- Childrens voice
- Parent voice
- Summative assessments