

Subject:

Design & Technology

Key assessment criteria

| Year 1 | Year 2 | Year 3 |
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| <p><u>Skills</u></p> <p><u>Cooking and Nutrition - Fruit and Vegetables</u></p> <p><u>Design:</u></p> <ul style="list-style-type: none">● I can design smoothie carton packaging by-hand or on ICT software. <p><u>Make:</u></p> <ul style="list-style-type: none">● I can chop fruit and vegetables safely to make a smoothie.● I can identify if a food is a fruit or a vegetable.● I can say where and how fruits and vegetables grow. <p><u>Evaluate:</u></p> <ul style="list-style-type: none">● I can taste and evaluate different food combinations.● I can describe appearance, smell and taste.● I can suggest information to be included on packaging. | <p><u>Skills</u></p> <p><u>Cooking and Nutrition - A Balanced Diet</u></p> <p><u>Design:</u></p> <ul style="list-style-type: none">● I can design a healthy wrap based on a food combination which works well together. <p><u>Make:</u></p> <ul style="list-style-type: none">● I can slice food safely using the bridge or claw grip.● I can construct a wrap that meets a design brief. <p><u>Evaluate:</u></p> <ul style="list-style-type: none">● I can describe the taste, texture and smell of fruit and vegetables.● I can taste test food combinations and final products.● I can describe the information that should be included on a label.● I can evaluate which grip was most effective. | <p><u>Skills</u></p> <p><u>Cooking and Nutrition - Eating Seasonally</u></p> <p><u>Design:</u></p> <ul style="list-style-type: none">● I can create a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish. <p><u>Make:</u></p> <ul style="list-style-type: none">● I can prepare myself and my work space to cook safely in, after having learnt the basic rules to avoid food contamination.● I can follow the instructions within a recipe. <p><u>Evaluate:</u></p> <ul style="list-style-type: none">● I can establish and use a design criteria to help test and review dishes.● I can describe the benefits of seasonal fruits and vegetables and the impact on the environment.● I can suggest points for improvement when making a seasonal tart. |
| <p><u>Knowledge</u></p> <p><u>Cooking and Nutrition - Fruit and Vegetables</u></p> <ul style="list-style-type: none">● I know the difference between fruits and vegetables.● I know that some foods typically known as vegetables are actually fruits (e.g. cucumber).● I know that a blender is a machine which mixes ingredients together into a smooth liquid.● I know that a fruit has seeds and a vegetable does not.● I know that fruits grow on trees or vines.● I know that vegetables can grow either above or below ground.● I know that vegetables can come from different parts of the plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber). | <p><u>Knowledge</u></p> <p><u>Cooking and Nutrition - A Balanced Diet</u></p> <ul style="list-style-type: none">● I know that 'diet' means the food and drink that a person or animal usually eats.● I know what makes a balanced diet.● I know where to find the nutritional information on packaging.● I know that the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar.● I know that I should eat a range of different foods from each food group, and roughly how much of each food group. | <p><u>Knowledge</u></p> <p><u>Cooking and Nutrition - Eating Seasonally</u></p> <ul style="list-style-type: none">● I know that not all fruits and vegetables can be grown in the UK.● I know that climate affects food growth.● I know that vegetables and fruit grow in certain seasons.● I know that cooking instructions are known as a 'recipe'.● I know that imported food is food which has been brought into the country.● I know that exported food is food which has been sent to another country.● I know that imported foods travel from far away and this can negatively impact the environment. |

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| | <ul style="list-style-type: none"> • I know that nutrients are substances in food that all living things need to make energy, grow and develop. • I know that 'ingredients' means the items in a mixture or recipe. • I know that I should only have a maximum of five teaspoons of sugar a day to stay healthy. • I know that many foods and drinks we do not expect to contain sugar do; we call these 'hidden sugars'. | <ul style="list-style-type: none"> • I know that each fruit and vegetable gives us nutritional benefits because they contain vitamins, minerals and fibre. • I know that vitamins, minerals and fibre are important for energy, growth and maintaining health. • I know safety rules for using, storing and cleaning a knife safely. • I know that similar coloured fruits and vegetables often have similar nutritional benefits. |
| <p><u>Skills</u></p> <p><u>Mechanisms - Wheels and axles</u></p> <p><u>Design:</u></p> <ul style="list-style-type: none"> • I can design a vehicle that includes wheels, axles and axle holders, that when combined, will allow the wheels to move. • I can create clearly labelled drawings that illustrate movement. <p><u>Make:</u></p> <ul style="list-style-type: none"> • I can adapt mechanisms, when: <ul style="list-style-type: none"> * they do not work as they should. * to fit their vehicle design. * to improve how they work after testing their vehicle. <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> • I can test wheel and axle mechanisms, identifying what stops the wheels from turning, and recognising that a wheel needs an axle in order to move. | <p><u>Skills</u></p> <p><u>Mechanisms - Making a moving monster</u></p> <p><u>Design:</u></p> <ul style="list-style-type: none"> • I can create a class design criteria for a moving monster. • I can design a moving monster for a specific audience in accordance with a design criteria. <p><u>Make:</u></p> <ul style="list-style-type: none"> • I can make linkages using card for levers and split pins for pivots. • I can experiment with linkages adjusting the widths, lengths and thicknesses of card used. • I can cut and assemble components neatly. <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> • I can evaluate my own designs against design criteria. • I can use peer feedback to modify a final design. | <p><u>Skills</u></p> <p><u>Mechanisms - Pneumatic Toy</u></p> <p><u>Design:</u></p> <ul style="list-style-type: none"> • I can design a toy which uses a pneumatic system. • I can design a criteria from a design brief. • I can generate ideas using thumbnail sketches and exploded diagrams. • I can talk about the different types of drawings that are used in design to explain ideas clearly. <p><u>Make:</u></p> <ul style="list-style-type: none"> • I can create a pneumatic system to create a desired motion. • I can build secure housing for a pneumatic system. • I can use syringes and balloons to create different types of pneumatic systems to make a functional and appealing pneumatic toy. • I can select materials due to their functional and aesthetic characteristics. • I can manipulate materials to create different effects by cutting, creasing, folding and weaving. <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> • I can use the views of others to improve designs. • I can test and modify the outcome, suggesting improvements. • I can understand the purpose of exploded-diagrams through the eyes of a designer and their client. |

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| <p><u>Knowledge</u></p> <p><u>Mechanisms - Wheels and axels</u></p> <p><u>Technical:</u></p> <ul style="list-style-type: none"> • I know that wheels need to be round to rotate and move. • I know that for a wheel to move it must be attached to a rotating axle. • I know that an axle moves within an axle holder which is fixed to the vehicle or toy. • I know that the frame of a vehicle (chassis) needs to be balanced. <p><u>Additional:</u></p> <ul style="list-style-type: none"> • I know some real-life items that use wheels such as wheelbarrows, hamster wheels and vehicles. | <p><u>Knowledge</u></p> <p><u>Mechanisms - Making a moving monster</u></p> <p><u>Technical:</u></p> <ul style="list-style-type: none"> • I know that mechanisms are a collection of moving parts that work together as a machine to produce movement. • I know that there is always an input and output in a mechanism. • I know that an input is the energy that is used to start something working. • I know that an output is the movement that happens as a result of the input. • I know that a lever is something that turns on a pivot. • I know that a linkage mechanism is made up of a series of levers. <p><u>Additional:</u></p> <ul style="list-style-type: none"> • I know some real-life objects that contain mechanisms. | <p><u>Knowledge</u></p> <p><u>Mechanisms - Pneumatic Toy</u></p> <p><u>Technical:</u></p> <ul style="list-style-type: none"> • I know how pneumatic systems work. • I know that pneumatic systems can be used as part of a mechanism. • I know that pneumatic systems operate by drawing in, releasing and compressing air. <p><u>Additional:</u></p> <ul style="list-style-type: none"> • I know how sketches, drawings and diagrams can be used to communicate design ideas. • I know that exploded-diagrams are used to show how different parts of a product fit together. • I know that thumbnail sketches are small drawings to get ideas down on paper quickly. |
| <p><u>Skills</u></p> <p><u>Textiles - Puppets</u></p> <p><u>Design:</u></p> <ul style="list-style-type: none"> • I can use a template to create a design for a puppet. <p><u>Make:</u></p> <ul style="list-style-type: none"> • I can cut fabric neatly with scissors. • I can use joining methods to decorate a puppet. • I can sequence the steps taken during construction. <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> • I can reflect on a finished product, explaining likes and dislikes. | <p><u>Skills</u></p> <p><u>Structures - Baby Bear's Chair</u></p> <p><u>Design:</u></p> <ul style="list-style-type: none"> • I can generate and communicate ideas using sketching and modelling. <p><u>Make:</u></p> <ul style="list-style-type: none"> • I can make a structure according to design criteria. • I can create joints and structures from paper/card and tape. • I can build a strong and stiff structure by folding paper. <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> • I can test the strength of my own structure. • I can identify the weakest part of a structure. • I can evaluate the strength, stiffness and stability of my own structure. | <p><u>Skills</u></p> <p><u>Textiles - an Egyptian Collar</u></p> <p><u>Design:</u></p> <ul style="list-style-type: none"> • I can design and make a template for an Egyptian collar and apply individual design criteria. • I can follow my design criteria to create an Egyptian collar. <p><u>Make:</u></p> <ul style="list-style-type: none"> • I can select and cut fabrics with ease using fabric scissors. • I can thread needles with greater independence. • I can tie knots with greater independence. • I can sew cross stitch to decorate or join fabric. • I can decorate fabric using appliqué, beads (or other embellishments), ribbon and pinking scissors. <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> • I can evaluate an end product |

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| <p><u>Knowledge</u></p> <p><u>Textiles - Puppets</u></p> <ul style="list-style-type: none"> • I know that 'joining technique' means connecting two pieces of material together. • I know that there are various temporary methods of joining fabric by using staples, glue or pins. • I know that different techniques for joining materials can be used for different purposes. • I know that a template (or fabric pattern) is used to cut out the same shape multiple times. • I know that drawing a design idea is useful to see how an idea will look. | <p><u>Knowledge</u></p> <p><u>Structures - Baby Bear's Chair</u></p> <ul style="list-style-type: none"> • I know that materials can be manipulated to improve strength and stiffness. • I know that a structure is something which has been formed or made from parts. • I know that a 'stable' structure is one which is firmly fixed and unlikely to change or move. • I know that a 'strong' structure is one which does not break easily. • I know that a 'stiff' structure or material is one which does not bend easily. | <p><u>Knowledge</u></p> <p><u>Textiles - an Egyptian Collar</u></p> <p><u>Technical:</u></p> <ul style="list-style-type: none"> • I know that appliqué is a way of mending or decorating a textile by applying smaller pieces of fabric. • I understand that a product's function relies on material choices. <p><u>Additional:</u></p> <ul style="list-style-type: none"> • I can identify and explain some materials and explain their aesthetic and/or functional properties. |
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| Year 4 | Year 5 | Year 6 |
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| <p><u>Skills</u></p> <p><u>Textiles:</u></p> <p><u>Design:</u></p> <ul style="list-style-type: none"> I can write a design criteria for a product, articulating decisions made. I can design a personalised book sleeve (changed to t-shirt to fit with the topic.) <p><u>Make:</u></p> <ul style="list-style-type: none"> I can make and test a paper template with accuracy and in keeping with the design criteria. I can measure, mark and cut fabric using a paper template. I can select a stitch style to join fabric, working neatly by sewing small, straight stitches. I can incorporate fastenings into a design. <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> I can test and evaluate an end product against the original design criteria. I can decide how many of the criteria should be met for the product to be considered successful. I can suggest modifications for improvement. I can articulate the advantages and disadvantages of different fastening types. | <p><u>Skills</u></p> <p><u>Cooking and Nutrition - What could be healthier?</u></p> <p><u>Design:</u></p> <ul style="list-style-type: none"> I can adapt a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients. I can write an amended method for a recipe to incorporate the relevant changes to ingredients. I can design appealing packaging to reflect a recipe. <p><u>Make:</u></p> <ul style="list-style-type: none"> I can cut and prepare vegetables safely. I can use equipment safely, including knives, hot pans and hobs. I can avoid cross-contamination and talk about how I have avoided cross-contamination . I can follow a step by step method carefully to make a recipe. <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> I can identify the nutritional differences between different products and recipes. I can identify and describe the healthy benefits of food groups. | <p><u>Skills</u></p> <p><u>Electric Systems - Steady hand game</u></p> <p><u>Design:</u></p> <ul style="list-style-type: none"> I can design a steady hand game - identifying and naming the components required. I can draw a design from three different perspectives. I can generate ideas through sketching and discussion. I can model ideas through prototypes. <p><u>Make:</u></p> <ul style="list-style-type: none"> I can construct a stable base for a game. I can accurately cut, fold and assemble a net. I can decorate the base of the game to a high quality finish. I can make and test circuits. I can incorporate a circuit into a base. <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> I can test my own and others finished games, identifying what went well and making suggestions for improvement. |

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| <p><u>Knowledge</u></p> <p><u>Textiles:</u></p> <ul style="list-style-type: none"> • I know that a fastening is something which holds two pieces of material together, for example a zipper, toggle, button, press stud and velcro. • I know that different fastening types are useful for different purposes. • I know that creating a mock up (prototype) of their design is useful for checking ideas and proportions. • I know how to make a pattern accurately for a design. | <p><u>Knowledge</u></p> <p><u>Cooking and Nutrition - A Balanced Diet</u></p> <ul style="list-style-type: none"> • I know where meat comes from - learning that beef is from cattle and how beef is reared and processed, including key welfare issues. • I know that I can adapt a recipe to make it healthier by substituting ingredients. • I know that I can use a nutritional calculator to see how healthy a food option is. • I know that 'cross-contamination' means bacteria and germs have been passed onto ready-to-eat foods and it happens when these foods mix with raw meat or unclean objects. | <p><u>Knowledge</u></p> <p><u>Electric Systems - Steady hand game</u></p> <p><u>Technical:</u></p> <ul style="list-style-type: none"> • I know that batteries contain acid, which can be dangerous if they leak. • I know the names of the components in a basic series circuit, including a buzzer. <p><u>Additional:</u></p> <ul style="list-style-type: none"> • I know the diagram perspectives 'top view', 'side view' and 'back' |
| <p><u>Skills</u></p> <p><u>Structures - Pavilions</u></p> <p><u>Design:</u></p> <ul style="list-style-type: none"> • I can design a stable pavilion structure that is aesthetically pleasing and select materials to create a desired effect. • I can create a design in accordance with a plan. <p><u>Make:</u></p> <ul style="list-style-type: none"> • I can create a range of different shaped frame structures. • I can make a variety of free standing frame structures of different shapes and sizes. • I can select appropriate materials to build a strong structure and cladding. • I can reinforce corners to strengthen a structure. • I can build a frame structure designed to support weight. • I can create different textural effects with materials. <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> • I can evaluate structures made by the class. • I can describe what characteristics of a design and construction made it the most effective. • I can consider effective and ineffective designs. | <p><u>Skills</u></p> <p><u>Mechanical systems - Pop up Book</u></p> <p><u>Design:</u></p> <ul style="list-style-type: none"> • I can design a pop-up book which uses a mixture of structures and mechanisms. • I can name each mechanism, input and output accurately. • I can Storyboard ideas for a book. <p><u>Make:</u></p> <ul style="list-style-type: none"> • I can follow a design brief to make a pop up book, neatly and with focus on accuracy. • I can make mechanisms and/or structures using sliders, pivots and folds to produce movement. • I can use layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result. <p><u>Evaluate:</u> N/A</p> | <p><u>Skills</u></p> <p><u>Mechanical systems - Automata Toys</u></p> <p><u>Design:</u></p> <ul style="list-style-type: none"> • I can experiment with a range of cams, creating a design for an automata toy based on a choice of cam to create a desired movement. • I can understand how linkages change the direction of a force. • I can make things move at the same time. • I can understand and draw cross-sectional diagrams to show the inner-workings of my design. <p><u>Make:</u></p> <ul style="list-style-type: none"> • I can measure, mark and check the accuracy of the jelutong and dowel pieces required. • I can measure, mark and cut components accurately using a ruler and scissors. • I can assemble components accurately to make a stable frame. • I can understand that for the frame to function effectively the components must be cut accurately and the joints of the frame secured at right angles. • I can select appropriate materials based on the materials being joined and the speed at which the glue needs to dry/set. |

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| | | <p><u>Evaluate:</u></p> <ul style="list-style-type: none">• I can evaluate the work of others and receive feedback on my own work.• I can apply points of improvement to my toy.• I can describe the changes that I would make/do if I were to do the project again. |
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| <p><u>Knowledge</u></p> <p><u>Structures - Pavilions</u></p> <p><u>Technical:</u></p> <ul style="list-style-type: none"> • I know what a frame structure is. • I know that a 'free-standing' structure is one which can stand on its own. <p><u>Additional:</u></p> <ul style="list-style-type: none"> • I know that a pavilion is a decorative building or structure for leisure activities. • I know that cladding can be applied to structures for different effects. • I know that aesthetics are how a product looks. • I know that a product's function means its purpose. • I know that the target audience means the person or group of people a product is designed for. • I know that architects consider light, shadow and patterns when designing. | <p><u>Knowledge</u></p> <p><u>Mechanical systems - Pop up Book</u></p> <p><u>Technical:</u></p> <ul style="list-style-type: none"> • I know that mechanisms control movement. • I know that mechanisms can be used to change one kind of motion into another. • I know how to use sliders, pivots and folds to create paper-based mechanisms. <p><u>Additional:</u></p> <ul style="list-style-type: none"> • I know that a design brief is a description of what I am going to design and make. • I know that designers often want to hide mechanisms to make a product more aesthetically pleasing. | <p><u>Knowledge</u></p> <p><u>Mechanical systems - Automata Toys</u></p> <p><u>Technical:</u></p> <ul style="list-style-type: none"> • I know that the mechanism in an automata uses a system of cams, axles and followers. • I know that different shaped cams produce different outputs. <p><u>Additional:</u></p> <ul style="list-style-type: none"> • I know that an automata is a hand powered mechanical toy. • I know that a cross-sectional diagram shows the inner workings of a product. • I know how to use a bench hook and saw safely. • I know that a set square can be used to help mark 90° angles. |
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| <p><u>Skills</u></p> <p><u>Electric Systems - Torches</u></p> <p><u>Design:</u></p> <ul style="list-style-type: none"> ● I can design a torch, giving consideration to the target audience and creating both design and success criteria focusing on features of individual design ideas. <p><u>Make:</u></p> <ul style="list-style-type: none"> ● I can make a torch with a working electrical circuit and switch. ● I can use appropriate equipment to cut and attach materials. ● I can assemble a torch according to the design and success criteria. <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> ● I can evaluate electrical products, testing and evaluating the success of a final product. | <p><u>Skills</u></p> <p><u>Structures - Bridges</u></p> <p><u>Design:</u></p> <ul style="list-style-type: none"> ● I can design a stable structure that is able to support weight. ● I can create a frame structure with a focus on triangulation. <p><u>Make:</u></p> <ul style="list-style-type: none"> ● I can make a range of different shaped beam bridges. ● I can use triangles to create truss bridges that span a given distance and support a load. ● I can build a wooden bridge structure. ● I can independently measure and mark wood accurately. ● I can select appropriate tools and equipment for particular tasks. ● I can use the correct techniques to saw safely. ● I can identify where a structure needs reinforcement and use card corners for support. ● I can explain why selecting appropriate materials is an important part of the design process. ● I can understand basic wood functional properties. <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> ● I can adapt and improve my own bridge structure by identifying points of weakness and reinforcing them as necessary. ● I can suggest points for improvements for own bridges and those designed by others. | <p><u>Skills</u></p> <p><u>Digital World - Navigating the World</u></p> <p><u>Design:</u></p> <ul style="list-style-type: none"> ● I can write a design brief from information submitted by a client. ● I can develop design criteria to fulfil the client's request. ● I can consider and suggest additional functions for my navigation tool. ● I can develop a product idea through annotated sketches. ● I can place and manoeuvre 3D objects, using CAD. ● I can change the properties of, or combine one or more 3D objects, using CAD. <p><u>Make:</u></p> <ul style="list-style-type: none"> ● I can consider materials and their functional properties, especially those that are sustainable and recyclable (for example, cork and bamboo). ● I can explain material choices and why they were chosen as part of a product concept. ● I can program an N,E, S, W cardinal compass. <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> ● I can explain how my program fits the design criteria and how it would be useful as part of a navigation tool. ● I can develop an awareness of sustainable design. ● I can identify key industries that utilise 3D CAD modelling and explain why. ● I can describe how the product concept fits the client's request and how it will benefit the customers. ● I can explain the key functions in my program, including any additions. ● I can explain the key functions and features of my navigation tool to the client as part of a product concept pitch. ● I can demonstrate a functional program as part of a product concept pitch. |
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| <p><u>Knowledge</u></p> <p><u>Electric Systems - Torches</u></p> <p><u>Technical:</u></p> <ul style="list-style-type: none"> ● I know that an electrical circuit must be complete for electricity to flow. ● I know that a switch can be used to complete and break an electrical circuit. <p><u>Additional:</u></p> <ul style="list-style-type: none"> ● I know the features of a torch: case, contacts, batteries, switch, reflector, lamp, lens. ● I know facts from the history and invention of the electric light bulb(s) - by Sir Joseph Swan and Thomas Edison. | <p><u>Knowledge</u></p> <p><u>Structures - Bridges</u></p> <p><u>Technical:</u></p> <ul style="list-style-type: none"> ● I know some different ways to reinforce structures. ● I know how triangles can be used to reinforce bridges. ● I know that properties are words that describe the form and function of materials. ● I know why material selection is important based on properties. ● I know the material (functional and aesthetic) properties of wood. <p><u>Additional:</u></p> <ul style="list-style-type: none"> ● I know the difference between arch, beam, truss and suspension bridges. ● I know how to carry and use a saw safely. | <p><u>Knowledge</u></p> <p><u>Digital World - Electronic Charm</u></p> <p><u>Technical:</u></p> <ul style="list-style-type: none"> ● I know that accelerometers can detect movement. ● I know that sensors can be useful in products as they mean the product can function without human input. <p><u>Additional:</u></p> <ul style="list-style-type: none"> ● I know that designers write design briefs and develop design criteria to enable them to fulfil a client's request. ● I know that 'multifunctional' means an object or product has more than one function. ● I know that magnetometers are devices that measure the Earth's magnetic field to determine which direction you are facing. |
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Design and Technology (DT): Bedrock - Bookmark

Nursery

Personal, Social, Emotional Development

3 / 4 year olds:

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.

Physical Development

3 / 4 year olds:

- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Choose the right resources to carry out their own plan.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.

Understanding the World

3 / 4 year olds:

- Explore how things work.

Expressive Arts and Design

3 / 4 year olds:

- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- 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.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.

Reception

Physical Development

Reception:

- Progress towards a more fluent style of moving, with developing control and grace.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

ELG: PD: Fine motor skills:

- Use a range of small tools, including scissors, paintbrushes and cutlery.

Expressive Arts and Design

Reception:

- 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 and skills.

ELG: EAD: Creating with materials:

- 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.