



Areas of Learning	Pre-School	YR	Y1	Y2	Y3
Developing, Planning and communicating ideas	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, 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.	Explain what they are making and begin to talk about why Shows two- channelled attention – can listen and do for a short amount of time. Responds to instructions involving a two-part sequence. Listens and responds to ideas expressed by others in conversation or discussion. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.	Follow verbal instructions Explain what they are making and which materials they are using Name the tools they are using Describe what they need to do next Select materials from a limited range that will meet the design criteria Explore ideas by rearranging materials Model ideas with kits, reclaimed materials Select pictures to help develop ideas Use drawings to record ideas as they are developed Discuss why they are creating their product	Select appropriate technique explaining First.....Next.....Last Select and name the tools needed to work the materials Use pictures and words to convey what they want to design and make Describe their models and drawings of ideas and intentions Use kits/reclaimed materials to develop an idea Discuss their work as it progresses Add notes to drawings to help explanations Discuss why they are creating the product	Investigate similar products to the one to be made to give starting points for a design Draw/sketch products to help analyse and understand how products are made Plan a sequence of actions to make a product Record the plan by drawing (labelled sketches) or writing Discuss the purpose of their product and begin to consider the impact it may have
Food		Peel hand, e.g. satsuma, banana Mix/stir - to loosely combine Ingredients Spoon - ingredients between containers Measure - using a spoon, e.g. dried herbs, dried fruit - count ingredients Cut - soft foods with butter knife, e.g. banana, canned peach slices Shows increasing control over an object including pushing and pulling it. Children show good control and co- ordination in large and small movements.	Yr 1:Peel - with a swivel peeler with adult support Snip - fresh herbs, spring onions Cut - low resistance foods with a table knife in to equal size pieces/slices, e.g. canned pineapple slices, sticks of pepper, mushrooms - use a fork to secure foods	Peel - with a swivel peeler with adult support Juice - using a juicer to extract juice, e.g. orange Measure - using different size measuring spoons, e.g.liquids - refer to ingredients in simple fractions, e.g. half, quarter Thread - thread soft foods onto cocktail sticks, e.g. fruit kebab – strawberries, satsuma segments Cut - low resistance foods with a table knife in to equal size pieces/slices, e.g. canned pineapple slices, sticks of pepper, mushrooms - use a fork to secure foods	Peel - with a swivel peeler with supervision Spread - ingredients evenly over another food Grate - firmer foods, e.g. carrots, apples Snip - with greater dexterity and control, e.g. to shred lettuce or cabbage leaves for salad Cut out - placing the cutter in positions to make good of the material available and avoid waste Cut - medium resistance foods with a vegetable knife, e.g. cucumber. - use a fork or the claw grip to secure foods - medium resistant or partly prepared foods using a bridge hold, e.g. cut half a tomato into a quarter, halve canned potatoes, halve large grapes Shape and mould - to create visually appealing products e.g. mini cottage loaf or plait, wrap
Textiles	Take part in simple pretend play, using an object to represent something else even though they are not similar. Join different materials and explore different textures.	Children know about similarities and differences in relation to objects and materials. Experiments to create different textures. Manipulates materials to achieve a planned effect. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.		Join fabrics by using glue, staples or tape Decorate fabrics with buttons, beads, sequins, braids, ribbons Colour fabrics using a range of techniques e.g. fabric paints, printing, painting Cut out shapes which have been created by drawing round a template onto the fabric	Join fabrics using running stitch, over sewing, back stitch Explore fastenings and recreate some e.g. sew on buttons and make loops Use appropriate decoration techniques e.g. appliqué (glued or simple stitches) Create a simple pattern Understand the need for patterns
Construction	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	Uses simple tools to effect changes to materials. Handles tools, construction and malleable materials safely and with increasing control	Make vehicles with construction kits which contain free running wheels Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels	Join appropriately for different materials and situations e.g. glue, tape Mark out materials to be cut using a template See glue gun used by an adult	Make structures more stable by giving them a wide base Prototype frame structures Measure and mark square selection, strip and

			Attach wheels to a chassis using an axle		dowel accordingly to 1cm Use glue gun with close supervision (one to one)
Sheet Materials		Uses simple tools to effect changes to materials. Handles tools, construction and malleable materials safely and with increasing control.	Fold, tear and cut paper and card Roll paper to create tubes Cut along lines, straight and curved Curl paper Use a hole punch	Insert paper fasteners for card linkages Use lolly sticks/card to make levers and linkages Create hinges Use simple pop ups Investigate strengthening sheet materials Investigate joinings temporary, fixed and moving Cut slots	Cut internal shapes
Evaluating		Enjoy achieving what they set out to achieve Show satisfaction in meeting their own goals. Being proud of how they accomplished something – not just the end results. Enjoy meeting challenges for their own sake rather than external rewards or praise.	Say what they like and do not like about items they have made and attempt to say why Talk about changes made during the making process Discuss how closely their finished products meet their design criteria	Explore what existing products are/what for/how they work/how they are used/materials used/likes and dislikes about a product Talk about their designs as they develop and identify good and bad points	Identify the strengths and weaknesses of their design ideas Decide which design idea to develop Consider and explain how the finished product could be improved

