



DESIGN TECHNOLOGY POLICY



Design Technology Policy

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Chair's Signature	

Curriculum Intent

At Rodings Primary School we strive to provide an excellence led and enriching experience for our children in a safe and stimulating environment. We have a skilled workforce and a high performing culture, which provides the right support at the right time for all children and staff. We work hard on outside engagement to develop strong relationships with our parents and community

We do this through:

A COMMITMENT TO ACADEMIC EXCELLENCE

A PASSION FOR CREATIVITY

NURTURING SOCIAL INTELLIGENCE

WORKING WITH AND WITHIN OUR COMMUNITY

Rodings Primary School is committed to providing a place of academic excellence, where children's academic success is developed through a broad and deep curriculum.

We have a passion for the creative arts and aim to provide inspirational opportunities and experiences for our children. Through strong partnerships we show our commitment to developing creative individuals.

We want all our children to be happy whilst with us. We nurture social intelligence through developing a toolkit to look after our own and each other's wellbeing. We give children responsibilities, freedoms, a voice and an opportunity to lead, whilst celebrating everything that makes us special

Our school sits in the heart of our community, and we are committed to learning about our local area, through our curriculum. We work alongside parents as a partnership. We are committed to developing meaningful links with organisations and individuals in our area.

Design Technology at Rodings

Design and Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils at Rodings Primary School design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.

Our pupils acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. They learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. We expose children to high quality teaching and learning experiences to allow them to have the opportunity to explore the world they live in. We invite experts from our local community to inspire and support our pupils. 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.

At Rodings Primary School, we have developed an approach where we have 'themes' for each term: Explore, Discover and Create. Within these 'themes', Design and Technology is enhanced, alongside Art and Design. Our varied and exciting topics inspire learning and offer our pupils a chance to embed key design and technology knowledge and skills in a

stimulating way. We encourage the children to learn through inspiring opportunities to do their own research and to lead their own learning. They will have the confidence to approach problems, the ability, perseverance and resilience to solve problems, good communication skills to work with others, the curiosity to question what they are told and the honesty to reflect on their own and others' approaches. In doing so, they will be well equipped moving forwards in their education and future lives.

High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of our school community, our wider communities, and the nation as a whole.

National Curriculum

The National Curriculum for Design and Technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- 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
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Curriculum Content for Design & Technology

At Rodings, we use Learning Ladders (see Appendix A, p4) to ensure there is progression and continuity of learning through the school. We also have clear Overviews of Design & Technology for each year group (see Appendix B, p7)

EYFS

The most relevant statements for Design & Technology are taken from the Physical Development and Expressive Arts and Design areas of learning in the EYFS framework (see Appendix C, p8).

Feedback

In order for feedback to have the highest impact on learners, we have investigated effective strategies. They can be categorised into:

1. Immediate: The feedback is given within the lesson, during the learning.
2. Summary: The feedback is given at the end of a session or unit, for example in a plenary
3. Review: The feedback is given as a result of a review after the lesson. This will usually be at the beginning of the next lesson.

Our Feedback Policy contains a list of effective feedback strategies that are used at Rodings Primary School. The list consists of best practice from across the UK. Teachers are trusted to use a range of these strategies and to match the strategy to the needs of the class or individual pupil.

For Design & Technology, most of the feedback is immediate and verbal, during the design, making and evaluating processes. The pupils can then respond and act on the feedback to add to, amend or enhance their work.

Assessment

An array of assessment techniques are used at Rodings to establish the attainment, achievement and progress of children that attend the school. These assessments are used to clarify the teachers thoughts and observations about the children they teach and to make a judgement on the child's termly and end of year outcomes.

The assessments used in Rodings Primary School are designed to give teachers the most accurate information possible but without adding significant workload onto the school staff.

An assessment cycle is in place and is designed so that information is collected efficiently and to avoid any overlap or repeated recording of the same information.

Assessments should also be used to celebrate success however big or small, furthermore, assessments should not put unfair or undue stress or pressure onto a child.

SEND/Inclusion provision

At Rodings, we believe that all children have an equal right to a full and rounded education which enables them to achieve their full potential. We use our best efforts to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four broad areas of need, as identified in the SEND Code of Practice (2015). These are: Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Sensory and/or Physical

High Quality Teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is 'additional to or different' from this, *this* is a special educational provision.

Design and Technology is a popular and valuable subject for pupils with special educational needs. According to OFSTED, pupils with special educational needs make better progress in D&T than in most other subjects.

To make Design and Technology lessons inclusive, teachers anticipate what barriers to taking part and learning particular activities, lessons or a series of lessons may pose for pupils with particular SEN and/or disabilities. When appropriate, teachers will provide specialist equipment (such as sprung scissors, jumbo pencils, non-slip mats), utilise adult helpers as necessary and allow additional time for tasks.

More Able provision

At Rodings Primary School we believe in providing the best possible provision for pupils of all abilities. Children deserve an education that challenges and motivates them to achieve their

full potential and become independent learners. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement.

In Design & Technology, More Able pupils are encouraged to:
















- add more detail to their projects by thinking widely around the brief
- tackle more open-ended projects to encourage independent thinking
- use a wider range of tools and techniques to extend skills and techniques
- visit exhibitions and galleries outside school to develop knowledge of design and culture















Subject Content	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Design	<p>Develop purposeful products based on criteria.</p> <p>Develop ideas through talking.</p> <p>Model and communicate ideas through drawing and making models.</p> <p>Begin to use technology to communicate ideas.</p>	<p>Use research to develop designs.</p> <p>Develop innovative, functional and appealing products that are design for a particular purpose.</p> <p>Generate, develop and communicate ideas through discussion with others.</p> <p>Use annotated sketches, prototypes, pattern pieces and technology to generate, develop and communicate ideas.</p>	<p>Use research and develop criteria to inform design.</p> <p>Develop innovative, functional and appealing products that are aimed at particular individuals or groups.</p> <p>Generate, develop, and communicate ideas through discussion, actively seeking the views of others.</p> <p>Use annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and technology to generate, develop, model and communicate ideas.</p>
Make	<p>Fold, tear and cut paper and card.</p> <p>Mark out materials to be cut using a template.</p> <p>Cut along lines, straight and curved.</p> <p>Curl paper.</p> <p>Use a hole punch.</p> <p>Insert paper fasteners for card linkages.</p> <p>Create hinges.</p> <p>Use simple pop ups.</p> <p>Investigate temporary joining - fixed and moving</p> <p>Join appropriately for different materials and situations e.g. glue, tape etc.</p> <p>Explore and use a wide range of different materials according to their characteristics.</p> <p>Explore different ways of finishing their product</p>	<p>Cut slots.</p> <p>Cut internal shapes.</p> <p>Use lolly sticks/card to make levers and linkages.</p> <p>Use linkages and sliders to make movements larger or more varied.</p> <p>Use and explore complex pop ups.</p> <p>Create nets to support the design process.</p> <p>Explore and evaluate different ways of joining materials.</p> <p>Explore different finishes for their product using a range of materials.</p>	<p>Cut slots.</p> <p>Cut accurately and safely to a marked line.</p> <p>Join and combine materials with temporary, fixed or moving joining's.</p> <p>Use craft knife, cutting mat and safety ruler under supervision if appropriate.</p> <p>Use a glue gun with close supervision.</p> <p>Use nets and models to build prototypes.</p> <p>Select from a wide range of materials based on functional and aesthetic properties.</p> <p>Explore and use different finishes taking into account the aesthetics of their product.</p>
Evaluate	<p>Explore and evaluate a range of existing products.</p> <p>Discuss ideas and products with others.</p>	<p>Investigate and evaluate a range of existing products.</p> <p>Evaluate their ideas and products against design criteria and seek</p>	<p>Investigate and analyse a range of existing products based on functional and aesthetic qualities.</p>
















	Evaluate ideas and products against design criteria.	<p>the views of others to improve their work.</p> <p>Understand how key events and individuals in design technology have helped to shape the world.</p>	<p>Evaluate their ideas and products against their own design criteria.</p> <p>Actively seek and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design technology have helped to shape the world.</p>
Technical Knowledge	<p>Make vehicles with construction kits which contain free running wheels.</p> <p>Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels.</p> <p>Explore and use sliders and levers in their products.</p> <p>Build simple structures.</p> <p>Explore ways of making their structure stronger and more stable.</p>	<p>Incorporate a circuit with a bulb or buzzer into a model.</p> <p>Use mechanical systems in their products (e.g. levers and linkages).</p> <p>Create shell or frame structures - strengthen frames with diagonal struts.</p> <p>Make structures more stable by giving them a wide base.</p> <p>Prototype frame and shell structures.</p>	<p>Incorporate motor and a switch into a model.</p> <p>Control and monitor a product using a computer.</p> <p>Understand and use mechanical systems in their products (e.g. gears, pulleys and cams).</p> <p>Apply their understanding of how to reinforce and strengthen increasingly complex structures using a range of materials.</p>
Cooking & Nutrition	<p>Develop a food vocabulary using taste, smell, texture and feel.</p> <p>Group familiar food products e.g. fruit and vegetables.</p> <p>Cut, peel, grate and chop a range of ingredients.</p> <p>Work safely and hygienically.</p> <p>Understand the need for a variety of foods in a diet .</p> <p>Measure and weigh food items using non statutory measures e.g. spoons, cups.</p>	<p>Develop sensory vocabulary/knowledge using, smell, taste, texture and feel.</p> <p>Analyse the taste, texture, smell and appearance of a range of foods.</p> <p>Follow instructions.</p> <p>Make healthy eating choices from an understanding of a balanced diet</p> <p>Join and combine a range of ingredients.</p> <p>Work safely and hygienically.</p> <p>Measure and weigh ingredients appropriately.</p>	<p>Analyse food products taking into account the properties of ingredients and sensory characteristics.</p> <p>Select and prepare foods for a particular purpose</p> <p>Taste a range of ingredients, food items to develop a sensory food vocabulary for use when designing.</p> <p>Weigh and measure using scales</p> <p>Cut and shape ingredients using appropriate tools and equipment e.g. grating</p> <p>Join and combine food ingredients appropriately e.g. beating, rubbing in.</p> <p>Decorate appropriately.</p> <p>Work safely and hygienically.</p> <p>Show awareness of a healthy diet from an understanding of a balanced diet.</p>
















YEAR ONE

DT OVERVIEW

	Autumn Term - EXPLORE	Spring Term - DISCOVER	Summer Term - CREATE
Area of DT	Mechanisms Sliders and Levers	Structures Freestanding Structures	Food Preparing Fruit & Vegetables
Design Brief	<ul style="list-style-type: none">  Product: Christmas card with sliders  User: Family member  Purpose: Christmas  Inspiration Text 	<ul style="list-style-type: none">  Product: Building for Tudor London  User: Visitors  Purpose: Exhibition  Inspiration Text 	<ul style="list-style-type: none">  Product: Fruit Salad  User: Themselves  Purpose: Café  Inspiration Text
Materials	card strips, card rectangles, paper, masking tape, paper fasteners, paper binders, stick glue, PVA glue, finishing materials and media, scissors, cutting materials, card drills	construction kits, paper, card, plastic sheet, paper and plastic straws, pipe cleaners, reclaimed card (e.g. containers, shoe boxes, cotton reels), string, masking tape, PVA glue, plasticine, scissors, hole punch, stapler, finishing media and materials	range of fruit and vegetables, chopping boards, knives, peelers, graters, juicers, spoons, jugs, plastic bowls, aprons, plastic table covers, blenders (NB allergen-free ingredients as appropriate)
Knowledge and Techniques	<ul style="list-style-type: none"> • Explore books which use sliders and levers • Generate simple design criteria • Explore finishing techniques for the product • Evaluate their developing ideas and final products 	<ul style="list-style-type: none"> • Demonstrate measuring, marking out, cutting, shaping, joining and finishing techniques • Fold paper and card in different ways to make freestanding structures • Plan the order in which structures will be made. 	<ul style="list-style-type: none"> • Recognise different fruit and vegetables • Use simple utensils and practise food processing skills (e.g. washing, cutting) • Be aware of healthy eating advice
Key Individuals in DT	 <p style="text-align: center;">Sir Henry Cole (1808 - 1882) Inventor of Christmas Cards</p>	 <p style="text-align: center;">Christopher Wren (1632 - 1723) Architect and Designer</p>	 <p style="text-align: center;">Jamie Oliver (b. 1975) Chef</p>
Concepts	Beliefs & Values, Conservation, Family, Feelings & Friendships, Identity, Nature, Similarities & Differences, Society	Culture, Important Events, Influential People, Morality, Relationships, Rights & Responsibilities, Safety & Risk, Society	Beliefs & Values, Culture, Diversity & Equality Heritage, Important Events, Relationships Similarities & Differences, Travel & Exploration
Key Vocabulary	slider, lever, pivot, slot, bridge/guide, card, masking tape, paper fastener, join, pull, push, up, down, straight, curve, forwards, backwards, design, make, evaluate, user, purpose, ideas, design criteria, product, function	cut, fold, join, fix, structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic, circle, triangle, square, rectangle, cuboid, cube, cylinder, design, make, evaluate, user, purpose, ideas, design criteria, product, function	fruit and vegetable names, names of equipment and utensils, soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard, flesh, skin, seed, pip, core, peeling, cutting, squeezing, healthy diet, ingredients

	Autumn Term - EXPLORE	Spring Term - DISCOVER	Summer Term - CREATE
Area of DT	Mechanisms: Wheels and Axles	Textiles: Templates and Joining Techniques	Food: Preparing Fruit & Vegetables
Design Brief	 Product: Moving vehicle (shoe box)  User: Themselves  Purpose: Exhibition and in-class contest  Inspiration Text	 Product: Glove puppet  User: Themselves  Purpose: Practical toy, puppet show  Inspiration Text	 Product: Quick vegetable pizza  User: Themselves  Purpose: Café  Inspiration Text
Materials	selection of toy vehicles with differently fixed axles, card shoe boxes, card, plastic tubing, dowel, paper sticks, paper/plastic straws, card discs, MDF wheels, wooden wheels, single hole punch, card drill, cutting mat, masking tape, PVA glue, paint, paint brushes, felt tip pens, decorative paper, double sided sticky fixers, junior hacksaw, vice, left/right handed scissors	variety of textiles e.g. felt, reclaimed fabric, thread, pins, needles, magnet, staplers, staples, fabric glue, left/right handed scissors items for finishing e.g. buttons, wool, fabric paints, sequins, drawing and colouring media	Self-raising flour, butter, egg, milk, oil, tomato pizza sauce, range of vegetables for topping (tomato, onion, mushrooms, peppers, olives, etc), cheese, baking tray, pastry brush, weighing scales, mixing bowl, sieve, fork, small bowl, measuring jug, mixing spoon, rolling pin, palette knife, sharp knife, chopping board, grater, measuring spoons, oven gloves, oven (NB allergen-free ingredients as appropriate)
Knowledge and Techniques	<ul style="list-style-type: none"> Explore and evaluate a range of wheeled products such as toys and everyday objects. Identify the main parts e.g. body, chassis, wheels, axles and axle holders. Demonstrate measuring, marking out, holding, cutting and joining materials and components correctly. 	<ul style="list-style-type: none"> Explore and evaluate existing glove/finger puppets Demonstrate measuring, marking out, cutting, shaping, joining and finishing techniques Practise different joining techniques before working on final product Evaluate final product 	<ul style="list-style-type: none"> Recognise different vegetables Use simple utensils and practise food processing (e.g. washing, cutting, mixing, kneading) and cooking skills Be aware of healthy eating advice Evaluate final product
Key Individuals in DT	 <p>Bertha Benz (1849 - 1944) Played a key role in getting the first motor cars onto our roads</p>	 <p>William Morris (1834 - 1896) British textile designer</p>	<p>"Stanley Tucci: Searching for Italy" (BBC iplayer, S1, Ep1) Meet some key individuals in the making of the famous Naples' Margherita pizza!</p>
Concepts	Beliefs & Values, Diversity & Equality, Heritage, Identity, Morality, Relationships, Society, Travel & Exploration	Artefacts, Choices, Conflict & Peace, Democracy, Heritage, Influential People, Monarchy, Similarities & Differences	Choices, Conservation, Feelings & Friendship, Influential People, Nature, Processes & Features, Safety & Risk, Similarities & Differences
Key Vocabulary	vehicle, wheel, axle, axle holder, chassis, body, cab, assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism, names of tools,, equipment and materials used, design, make, evaluate, purpose, user, criteria, functional	joining and finishing techniques, tools, fabrics and components, template, pattern pieces, mark out, join, decorate, finish, features, suitable, quality, mock-up, design brief, design criteria, make, evaluate, user, purpose, function	vegetable names, names of equipment and utensils, soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard, flesh, skin, seed, pip, core, peeling, cutting, squeezing, healthy diet, ingredients, dough, grating, complement

	Autumn Term - EXPLORE	Spring Term - DISCOVER	Summer Term - CREATE
Area of DT	Structures: Shell structures using CAD	Food: Healthy and varied diet	Textiles: 2D shape to 3D shape
Design Brief	 Product: Christmas gift box  User: Family  Purpose: Christmas  Inspiration Text	 Product: Fig rolls  User: Themselves  Purpose: Ancient Egypt experience  Inspiration Text	 Product: Story sack  User: Themselves  Purpose: Performance of a story  Inspiration Text
Materials	collection of shell structures for different purposes and users, card, squared paper, coloured paper, adhesive tape, masking tape, PVA glue, glue spreaders, acetate sheet, pencils, felt-tip pens, rulers, right/left handed scissors, computer with computer-aided design (CAD) software such as Techsoft 2D Primary or Microsoft Word, printer	information about foods from around the world, basic recipes, range of relevant example foods to taste and evaluate, suitable equipment and utensils such as: knives, chopping board, weighing scales, measuring jugs, bowls, baking trays, spoons – various sizes, parchment paper, plastic film, ingredients needed for chosen recipe (fig rolls)	collection of textile products linked to the chosen product to be made, selection of fabrics and fastenings, left/right handed scissors, needles, thread, tape, fabric glue, pins, measuring tape, items to use for finishing e.g. fabric paints, threads,, appliqué pieces, paints for printing, thin paint brushes
Knowledge and Techniques	<ul style="list-style-type: none"> Practise making nets out of card Using appropriate software, such as Microsoft Word or Techsoft 2D Primary, explore and practise drawing shapes and nets Experiment with graphic design (fill and font) in order to achieve their required design Evaluate final product 	<ul style="list-style-type: none"> Find out how a variety of ingredients used in products are grown and harvested, reared, caught and processed Learn to select and use a range of utensils and use a range of techniques as appropriate to prepare ingredients Be aware of healthy eating advice Evaluate final product 	<ul style="list-style-type: none"> Explore and select an appropriate story Investigate a range of textile products Demonstrate a range of stitching techniques Evaluate final product
Key Individuals in DT	Dr Patrick Hanratty (b. 1931) The 'Father of CAD' 	Delia Smith (b. 1941) British Chef 	Anni Albers (1899 - 1994) American Textile Artist 
Concepts	Conservation; Culture; Important Events; Influential People; Morality; Nature; Safety & Risk; Travel & Exploration	Artefacts; Conflict & Peace; Diversity & Equality; Family; Influential People; Processes & Features; Similarities & Differences; Society	Artefacts; Conservation; Heritage; Identity ; Nature; Processes & Features; Relationships; Safety & Risk
Key Vocabulary	shell structure, 3-D shape, net, cube,, cuboid, prism, vertex, edge, face, length, width, breadth, capacity, marking out, scoring, shaping, tabs, adhesives, joining, assemble, material, stiff, strong, reduce, reuse, recycle, corrugating, ribbing, , laminating, font, lettering, text, graphics, evaluating, design brief, design criteria, innovative, prototype	name of products, equipment, utensils, techniques and ingredients, texture, taste, sweet, sour, hot, spicy, appearance, smell, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet, planning, design criteria, purpose, user, annotated sketch, sensory evaluations	fabric, names of fabrics, fastening, compartment, zip, button, structure, finishing technique, strength, weakness, stiffening, templates, stitch, seam, seam allowance, user, purpose, design, model, evaluate, prototype, annotated sketch, functional, innovative, investigate, label, drawing, aesthetics, function, pattern pieces

	Autumn Term - EXPLORE	Spring Term - DISCOVER	Summer Term - CREATE
Area of DT	Electrical Systems: Simple programming and control	Food: Healthy and varied diet	Mechanical Systems: Pneumatics
Design Brief	 Product: Electrical circuit quiz game  User: Themselves and peers  Purpose: Education and fun  Inspiration Text	 Product: Flatbread  User: Themselves  Purpose: Ancient Greek experience  Inspiration Text	 Product: tbc  User:  Purpose:  Inspiration Text
Materials	collection of battery- powered, manually- controlled and programmable electrical products, different switches, plastic packaging, card, corrugated plastic, reclaimed materials, finishing media, output devices including buzzers, bulbs, bulb holders, LEDs, zinc carbon or zinc chloride batteries, battery holders, wire, automatic wire strippers right/left handed scissors, PVA	information about foods from around the world, basic recipes, range of relevant example foods to taste and evaluate, suitable equipment and utensils such as: knives, chopping board, weighing scales, measuring jugs, bowls, baking trays, spoons – various sizes, parchment paper, plastic film, ingredients needed for chosen recipe (flatbreads)	examples of products and books, photos and videos showing pneumatic systems, washing-up liquid bottles,, 5mm plastic tubing,, sterile syringes, T-connectors, balloons, card, plastic sheet, PVA glue, masking tape, parcel tape, sticky pads, pipe cleaners, elastic bands, syringe clips, left/right handed scissors, snips, card drills, cutting mats, hole punches, finishing media and materials
Knowledge and Techniques	<ul style="list-style-type: none"> Revise how to make simple series circuits with batteries and switches Use annotated sketches to develop, model and communicate their ideas and design Be aware of the dangers of mains electricity Evaluate throughout the process and the final product 	<ul style="list-style-type: none"> Find out how a variety of ingredients used in products are grown and harvested, reared, caught and processed Learn to select and use a range of utensils and use a range of techniques as appropriate to prepare ingredients Be aware of healthy eating advice Evaluate final product 	tbc
Key Individuals in DT	 <p>Michael Faraday (1791-1897) The 'Father of Electricity'</p>	 <p>Levi Roots (b. 1958) Jamaican Chef and Entrepreneur, living in London</p>	 <p>Elon Musk (b. 1971) US inventor, tech entrepreneur and business magnate (Tesla, SpaceX, Hyperloop)</p>
Concepts	Choices; Democracy; Diversity & Equality; Family; Heritage; Identity; Rights & Responsibilities; Society	Beliefs & Values; Conflict & Peace; Culture; Democracy; Heritage; Important Events; Monarchy; Similarities & Differences	Beliefs & Values; Conflict & Peace; Feelings & Friendship; Identity; Morality; Processes & Features; Relationships; Similarities & Differences
Key Vocabulary	series circuit, fault, connection, toggle switch, push-to-make switch, push-to-break switch, battery, battery holder, light emitting diode (LED), bulb, bulb holder, USB cable, wire, insulator, conductor, crocodile clip, control, program, system, input device, output device, process, user, purpose, function, prototype, design criteria, design brief	name of products, equipment, utensils, techniques and ingredients, texture, taste, sweet, sour, hot, spicy, appearance, smell, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet, planning, design criteria, purpose, user, annotated sketch, sensory evaluations	components, fixing, attaching, tubing, syringe, plunger, split pin, paper fastener, pneumatic system, input movement, process, output movement, control, compression, pressure, inflate, deflate, pump, seal, air-tight linear, rotary, oscillating, reciprocating, user, purpose, function, prototype, design criteria, design brief, research, evaluate, ideas, constraints, investigate

Appendix C: EYFS Physical Development and Expressive Arts and Design areas of learning

Three and Four-Year-Olds	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Explore how things work.
	Expressive Arts and Design	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.
	Expressive Arts and Design	<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 and skills.

ELG	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> • Use a range of small tools, including scissors, paintbrushes and cutlery.
	Expressive Arts and Design	Creating with Materials	<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.