

Expressive Arts and Design and Design Technology Learning Sequence

EYFS Curriculum intent statement- Expressive arts and design (Design technology)

Alongside and entwined with the art curriculum through our DT teaching and learning we encourage autonomy in the creative process, empowering children to select, design, construct, and evaluate their own and real-world products. Grounded in the EYFS Statutory Framework and Development Matters guidance, our Design & Technology-focused curriculum empowers children to explore the form, function, and mechanics of materials, building crucial problem-solving, vocabulary, and fine motor skills.

Basic entitlement - Food Textiles Moving parts/joining

Nursery (2-3 year olds)	
Learning Outcome (Can I...)	Learning (skills and knowledge) Key learning
Autumn 1 Why do leaves go crispy?	
Can I explore different materials using senses to investigate them e.g. conkers, pinecones, sticks?	I can begin to use my senses to investigate different natural materials. I can explore different materials freely.
Autumn 2 Why can't I have chocolate for breakfast?	
Can I make simple models which express their ideas e.g. Duplo, building blocks? Can I explore how to make some simple food items?	I can begin to make simple models to express my ideas using a variety of building resources. With support I can engage in making a chocolate bar. With support I can make a piece of toast.
Spring 1 How many colours in a Rainbow?	
Can I use my imagination to consider what I can do with different materials?	I can create simple small worlds and models with different materials of my choice
Spring 2 Are Eggs Alive?	
Can I explore different materials using my senses to investigate them e.g. petals when perfume making?	I can make perfumes and potions to explore natural scents I can explore and investigate different materials using my senses. I can make potions using petals.
Summer 1 Dangerous Dinosaurs	
Can I make simple models which express my ideas e.g. boxes, junk modelling? Can I explore different fabrics?	I can make a simple model using boxes and junk modelling resources. I can explore different fabrics.
Summer 2 How many pebbles on the beach?	
Can I make a simple sound-maker/instrument?	I can use suitable materials, boxes and junk modelling resources, to make a simple sound-maker/instrument using

Nursery (3-4 year olds)	
Learning Outcome (Can I...)	Learning (skills and knowledge) Key learning
Autumn 1 Why do leaves go crispy?	
Can I explore different materials freely, to develop my ideas about how to use them and what to make? Can I follow a simple recipe Can I cut using a knife safely? Can I thread through leaves?	I can develop my own ideas on what to make using different materials. I can follow simple steps in a recipe. I can use a safety knife to cut up vegetables to make Harvest soup. I can engage in a simple recipe to make Harvest soup. I can begin to use my fine motor skills to thread through leaves.
Autumn 2 Why can't I have chocolate for breakfast?	
Can I design and make chocolate bars understanding the process of moulding? Can I make a piece of toast using cutting and spreading skills? Can I make coloured/scented playdough?	I can mark make a design for a chocolate bar. I can understand that to make a chocolate bar I need a mould. I can engage in a simple recipe to make chocolate bars. I can operate a toaster to make a piece of toast. I can use a butter knife to spread a topping on a piece of toast. I can use a butter knife to cut my toast in half. I can engage in a simple recipe to make playdough. I can engage in making Winter coloured/scented playdough using a variety of cooking tools and ingredients.
Spring 1 How many colours in a Rainbow?	
Can I make imaginative and complex small worlds with blocks and construction kits?	I can create imaginative and complex small worlds with blocks and construction kits - jungle for Elmer and his friends.
Spring 2 Are Eggs Alive?	
Can I make perfume/potions with petals to explore different natural scents? Can I use split pins to create a moving joint?	I can make potions using petals and explore the scents that different petals create. I can use split pins to create moving joint e.g. spring chickens/cracked egg.
Summer 1 Dangerous Dinosaurs	
Can I join different materials and explore different textures? Can I explore and choose materials which are suitable for a purpose?	I can explore and talk about different textures. I can join different materials to create a small world scene.
Summer 2 How many pebbles on the beach?	
Can I design and make a fruit smoothie to explore different flavours together?	I can design a fruit smoothie. I can follow a simple recipe to make a fruit smoothie. I can explore different fruit smoothie flavours.

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Basic entitlement - **Food** **Textiles** **Moving parts/joining**

Reception	
Learning Outcome (Can I...)	Learning (skills and knowledge) Key learning
Autumn 1 Do you want to be friends?	
Can I design and make fruit kebabs?	I can peel and cut with a safety knife. I can use simple tools and techniques when preparing food I can develop my awareness of healthy eating choices I can explore where fruits come from and where they are grown and that it grows on plants/trees
Autumn 2 Winter Wonderland	
I can bake gingerbread men.	I can develop fine motor skills by mixing ingredients, rolling dough, and using cookie cutters I can talk about the steps I am taking and what I notice I can observe how ingredients change when mixed and baked
Spring 1 Amazing Africa	
I can design and create musical instruments.	I can select appropriate resources to build I can construct with a purpose, using a variety of resources I can share ideas and collaborate with peers during the process I can experiment with cause and effect (e.g. shaking, tapping, or plucking to produce the sound I want from my instrument)
Spring 2 Sunshine, showers and springtime	
Can I create imaginative and complex models and discuss the choices I am making?	I can select tools and techniques to shape, assemble and join I can use the language of design, e.g. join, build I can use gestures, talking and arrangement of materials to show thought behind design
Summer 1 Once upon a time...	
Can I design and build a castle in large scale?	I can explore size and space by arranging materials to build increasingly large structures I can select materials that are suitable for a purpose
Summer 2 Down on the farm	
I can bake porridge bites.	I can develop independence and confidence by following steps to make my own snack I can stir and combine ingredients safely I can roll mixture into small, even-sized bites I can talk about at least two ingredients I have used I can show pride in my creations when tasting or presenting my porridge bites I can talk about how my porridge bites taste, look, or feel

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National Curriculum intent statement- Design Technology

In Design Technology, children become innovators and problem solvers. Following a progressive cycle of designing, making, and evaluating, children build practical skills in electronics, structures, mechanisms, and nutrition. Our topic-based projects present real-world design briefs, requiring children to collaborate and critically evaluate their work. DT actively teaches children how to make great choices regarding materials, safety, and functionality, inspiring them to be their best engineers and designers.

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Year 1	
Learning Outcome (Can I...)	Learning (skills and knowledge) Key learning
Autumn Monarchs, maps and materials	
Can I design and make a finger puppet from a selection of suitable materials?	I can explore a wide range of existing puppets and understand their different purposes I can design a sock puppet, selecting from a range of different materials and fabrics and identifying my intended audience I can describe differences in materials/ fabrics
Can I make a sock puppet following a plan by sewing materials?	I can select from and use a range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing when making my own sock puppet I can add applique details to my finger puppet I can choose the best joining method for my product
Can I measure and bake a Victorian Sponge cake?	I can make a Victorian Sponge cake using measuring, mixing and cracking an egg I can split a mixture equally I know basic kitchen and cooking hygiene inc. wash hands and cleans surfaces I can describe textures as I bake and taste
Spring Paws, claws and Whiskers	
Can I design and make an animal face mask?	I can present my design of an animal face mask through sketching and discuss my ideas I can make my animal face mask using measuring, marking, cutting and shaping card and paper I can begin to use finishing techniques to make my product look good
Summer The Enchanted Woodland	
Can I research boggarts to find out about them?	I can research boggarts I can discuss what I like and dislike about them based on pictures and sketches I have seen of them.
Can I design and make a clay boggart inspired by an enchanted creature?	I can design and make clay boggarts based on my original design. I can use clay techniques to shape the clay and add texture, including cutting hollows in the clay with tools and carving and smoothing out details. I can select from natural materials around me to use in my design. I can present my finished product.

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Year 2	
Learning Outcome (Can I...)	Learning (skills and knowledge) Key learning
Autumn 1 Light Up London	
Can I research the work of Zaha Hadid and design a clay model in the same style?	I can research Zaha Hadid's work and analyse the architectural design of a group of buildings/structures I can draw a house design in the style of Zaha Hadid and plan how to create the key features in clay I can discuss which materials I think have been used in architectural designs I can consider what I like and dislike about Zaha Hadid's work and give a reason for my answer
Can I build a clay model home in the style of Zaha Hadid?	I can join clay shapes and make marks in the clay in the style of Zaha Hadid I can flatten and smooth the clay, rolling shapes successfully and using tools correctly I can join at least one clay shape onto the side using the scoring and slipping technique. I can use the design criteria to reflect on my work and describe what went well with the finished result.
Can I make a model house using malleable materials?	I can make a model of a London house from the time of the Great Fire of London I can explain what I want to make and why it fits the purpose I can choose best tools and materials and explain my choices I can talk about what I would do differently if I were to make the product again
Spring What's your super power?	
Can I explore and make simple levers and sliders?	I can identify a lever and a slider and say how they move I can explore different levers and sliders to see how they work I can make a simple lever or slider by following instructions carefully I can test my mechanism to check that it moves smoothly
Can I design and create a moving superhero picture using a lever or slider?	I can design a superhero picture with a moving part I can choose whether a lever or slider is best for my design I can make my moving superhero carefully using my chosen mechanism I can explain how my mechanism works and say what went well or what I would improve next time
Summer Let's explore our world	
Can I explore traditional foods from Mexico?	I can explore and taste a selection of foods from Mexico I can describe the taste and texture of the foods from around the world that I try
Can I design and make a meal from another culture from around the world?	I can use traditional foods from Mexico to inspire my own Mexican meal, such as guacamole and salsa I can demonstrate a range of food skills and techniques, including grating, using the bridge hold and the claw grip method when cutting food I can accurately follow a recipe
Can I research and design a Mexican mirror(s)?	I can explore a range of existing Mexican mirrors and highlight my likes and dislikes I can explain through diagrams, words and annotations what I want to design and make including traditional elements from Mexico I can make suggestions on ways to improve my design work
Can I construct a Mexican mirror?	I can decorate my Mexican mirror using motifs and colours inspired by Mexican art research previously I can use joining techniques (e.g., glue, tape, or card tabs) to fix components securely I can measure, cut, and assemble materials to create the mirror frame accurately and safely I can evaluate their finished mirror, talking about what worked well and what they would change next time

Expressive Arts and Design and Art Learning Sequence

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Year 3	
Learning Outcome (Can I...)	Learning (skills and knowledge) Key learning
Autumn 1 Ancient Antics	
Can I research and design a Scarab beetle?	I can research Scarab beetles in Ancient Egyptian art and artefacts I can generate ideas by sketching my own Scarab beetle inspired by Egyptian patterns and symbols I can label my design with details about shape, texture, and decoration
Can I make a Scarab beetle based on my design criteria? CHANGE TO TEXTILES?	I can create a three-dimensional scarab beetle based on my design using modelling techniques such as rolling, shaping and smoothing I can select and use appropriate tools and techniques to shape clay I can add details and patterns to represent wings, body sections and Egyptian designs previously researched I can evaluate my finished clay model by comparing it with my original design
Can I generate ideas and develop a design for a papyrus boat?	I can research how boats were used in Ancient Egyptians times, particularly on the River Nile I can explore how Ancient Egyptians made boats from papyrus reeds I can generate ideas for a papyrus boat using drawings and labelled diagrams I can label materials I want to use such as straws, paper, and string to represent papyrus reeds
Can I follow my design criteria to make a papyrus boat?	I can follow my design criteria to create a stable structure that resembles an Ancient Egyptian boat I can consider shape and structure when making design to ensure my boat stays balanced and afloat I can assemble and join materials, e.g. bundling straw to represent reeds I can test my model to see if it floats I can evaluate the effectiveness of my design and suggest improvements
Can I prepare and cook a savoury dish popular with ancient civilisations?	I can research foods eaten in Ancient Egypt, focusing on bread as a staple food I can consider hygiene and safety when preparing food I can follow a recipe to make bread like that eaten in Ancient Egypt I can measure and combine ingredients such as flour, water, and yeast I can knead and shape the dough to form small bread rolls I can taste and evaluate my bread and compare it to what people might have eaten in Ancient Egypt
Spring Heroes to Villains	
Can I research and design moving cam toys?	I can generate ideas for my own cam toy, deciding what moving character or object they would like to create I can plan how the mechanism will make my toy move and draw a labelled diagram showing the base, cam, axle, and moving part I can explore examples of cam toys and investigate how they work I can learn that a Cam Mechanism converts rotational movement into up-and-down or back-and-forth movement
Can I create a moving cam toy based on my design criteria?	I can assemble a simple Cam Mechanism using a cam, axle, and handle. I can select suitable tools to construct my design. I can secure parts carefully so that the mechanisms can rotate smoothly. I can test my cam by turning the handle and observing the movements.
Summer Scrumdiddlyumptious!	
Can I bake healthy muffins?	I can explore what makes a balanced and healthy snack I can identify healthy ingredients that can be used in muffins, such as, fruits, oats, or wholemeal flour I can follow a muffin recipe and identify ingredients and equipment needed I can measure ingredients accurately using scales or measuring cups I can portion the mixture into cases and bake the muffins safely I can taste and evaluate my muffin, describing flavour, texture, and appearance whilst considering how healthy my muffins are

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Year 4	
Learning Outcome (Can I...)	Learning (skills and knowledge) Key learning
Autumn 1 Caves to Castles	
Can I research Stone Age jewellery and design my own piece?	I can use my research on Stone Age jewellery to create my own design ideas I can create a design plan and consider how realistic my product will be
Can I create my own Stone Age inspired jewellery using clay and other appropriate tools?	I can select from a range of appropriate tools and sculpting techniques to give the clay my desired effect including, rolling, twisting, pinching and pulling I can work through my plan in order with accuracy to achieve a desired end product I can evaluate my product against my plan and against its functionality
Spring I'm in the rainforest, get me out of here!	
Can I explore food growth and understand seasonality of different foods grown in the rainforest?	I can understand food growth and explore foods that are grown in the UK and wider world, including the rainforest- exploring seasonality I can describe the eat well plate and a healthy diet
Can I prepare and create a fruit salad inspired by fruits grown in the rainforest?	I can prepare and create a fruit salad, considering ingredients and syrup coating I can use peeling, chopping, slicing and mixing to present my fruit salad in an attractive way I can explain how to be safe and hygienic when handling food
Can I design and create a rainforest diorama that is fit for purpose? Can I consider ways on which to reinforce and create strength with paper?	I can evaluate existing dioramas and consider how well they have been made and if they are suitable for the given audience. I can make and explain my design choices that considers the availability of resources for my finished rainforest diorama. I can measure carefully to avoid mistakes when making. I can choose materials based on functionality and consider ways to strengthen and reinforce materials I choose to use I can refer to design criteria when making and use my criteria to evaluate my product
Summer Rocking Romans	
Can I research existing Roman shields and evaluate the significance of how they were made and designed at the time?	I can research existing Roman shields (scutum) for design ideas and evaluate the significance of how they were made and designed at the time. I can create a design criteria based on existing products to be referred to when designing. I can produce a plan with an annotated sketch and consider how realistic my shield will be.
Can I apply a range of finishing techniques with some accuracy to make my own large scale scutum?	I can transfer my design ideas into a large-scale model I can apply a range of different finishing techniques with some accuracy to make my own scutum. I can use materials that are fit for purpose when making a scutum and explain my choices when evaluating the finished product.