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| **Pendeen DT (WITHIN EXPRESSIVE ARTS and DESIGN) SCOPE, CONTENT and SEQUENCING EYFS** | | | | | | | |
| Year Group: EYFS | Half term: Autumn 1 | SCOPE: Basket weaving | CONTENT / INTENT:  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. | | | | |
| **Prior Learning**  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 | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**  Children understand the technique of weaving | **Knowledge:**  Children choose tools appropriately and develop the skill of weaving | **Knowledge:**  Children design a basket  Children know that their basket must be made of a sturdy material that can hold an item | **Knowledge:**  Children are able to make a basket with adult support  Children use the weaving technique with increasing confidence  Children select appropriate materials | **Knowledge:**  Children share their creations with others and talk about how they used the weaving technique | **Knowledge:**  Children are able to use their basket for a purpose – carrying an item | Through a variety of creative and practical activities, pupils are taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.  Children understand the texture and strength of different materials and choose appropriately to inform future designs. |
| **Success Criteria** Children talk about how to weave  Children explore and practise weaving different materials | **Success Criteria**  Children know which materials are better suited to weaving and can practise weaving with little support, correcting as they go along | **Success Criteria**  Children draw a basket with colour and pattern  Children select relevant materials for basket making | **Success Criteria**  Children make a basket using appropriate materials – eg foam | **Success Criteria**  Children share their creation with others and talk about how they made it, what worked well and what was tricky | **Success Criteria**  Children are able to see the item they made is fit for a purpose |
| **Vocabulary:** strips, paper, foam, lift, bend, twist, under, over, on top, underneath, on the bottom, weave, in, out, up, down, heavy, light, carry, handle, pull, push | | | | | | | |

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| **Pendeen DT (WITHIN EXPRESSIVE ARTS and DESIGN) SCOPE, CONTENT and SEQUENCING EYFS** | | | | | | | |
| Year Group: EYFS | Half term: Autumn 2 | SCOPE: Christmas baking | CONTENT / INTENT:  Have an understanding of healthy food choices and practice cooking and baking skills using their knowledge of healthy foods | | | | |
| **Prior Learning**  Begin talking about healthy eating and what foods we can eat to stay healthy | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**  Children talk about food preferences – likes and dislikes  Children sort healthy and unhealthy foods | **Knowledge:**  Children taste a range of foods and give their opinions  Children talk about which of the foods they will want to make based on what they enjoyed eating | **Knowledge:**  Children are taught how to bake biscuits and have a go at practising these skills themselves | **Knowledge:**  Children begin to understand the origins of their food | **Knowledge:**  Children learn how to decorate biscuits using patterns and colour to display their creativity | **Knowledge:**  Children talk about their baking experience, explain some of the techniques such as rolling and mixing | Children can talk about a balanced diet and make healthy food choices  Children have experience of baking and remember the techniques they used |
| **Success Criteria** Children describe foods they like eating and foods they do not and begin to make reasons for these choices  Children can sort between healthy and unhealthy foods | **Success Criteria**  Children taste food and describe the flavours  Children make choices about what they’d like to make, thinking about healthy food choices | **Success Criteria**  Children follow instructions to bake biscuits | **Success Criteria**  Children are able to talk about the ingredients they have used and that, for example butter is made from cows milk and flour is made from wheat grown in fields. | **Success Criteria**  Children are able to decorate their biscuits and make them look like snowmen for Christmas | **Success Criteria**  Children talk about baking to others, describing what they did using words like mixing, sieving, pouring, rolling, baking |
| **Vocabulary:** mixing, sieving, weighing, heavy, light, more than, less than, spoon, bowl, scales, oven, baking tray, baking paper, rolling, flour, sugar, butter, icing sugar, marshmallows, food colouring, colour names | | | | | | | |

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| **Pendeen DT (WITHIN EXPRESSIVE ARTS and DESIGN) SCOPE, CONTENT and SEQUENCING EYFS** | | | | | | | |
| Year Group:  eyfs | Half term: Spring 1 | SCOPE: design and make a mode of transportation | CONTENT / INTENT:  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. | | | | |
| **Prior Learning**  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 | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**  Children learn about different types of vehicles and explore boats | **Knowledge:**  Children explore floating and sinking and know which materials can stay on top of the water | **Knowledge:**  Children draw a picture of the boat they want to make, labelling it with sounds or cvc words to describe | **Knowledge:**  Children choose tools and materials appropriately and make their boat | **Knowledge:**  Children experiment with their finished boat and test whether it floats or sinks | **Knowledge:**  Children talk about their boat features and can explain what worked well and what they might change next time | Children understand which materials float and sink  Children choose materials appropriate to use  Children are able to create a boat that carries an object on water  Children have experience of making something for a purpose using a range of tools and materials |
| **Success Criteria**  Children talk about vehicle names and know that boats carry items on the water | **Success Criteria**  Children sort materials between those that float and those that sink | **Success Criteria**  Children draw a design for their boat | **Success Criteria**  Children use appropriate materials to build a boat that will carry an object on water | **Success Criteria**  Children know how to make a floating boat out of junk modelling and talk about what worked well | **Success Criteria**  Children test their product  Children evaluate and self reflect |
| **Vocabulary:** floating, sinking, boats / cars / trucks / trains / bikes / aeroplanes, passenger, carry, move, bend, fold, fix, attach, glue, together, mend, points, soft, strong, sturdy, names of shapes, names of colours | | | | | | | |

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| **Pendeen DT (WITHIN EXPRESSIVE ARTS and DESIGN) SCOPE, CONTENT and SEQUENCING EYFS** | | | | | | | |
| Year Group:  eyfs | Half term: Spring 2 | SCOPE: healthy eating savoury makes | CONTENT / INTENT:  Have an understanding of healthy food choices and practice cooking and baking skills using their knowledge of healthy foods | | | | |
| **Prior Learning**  Begin talking about healthy eating and what foods we can eat to stay healthy | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**  Children understand what Easter is and how it is celebrated | **Knowledge:**  Children explain which foods are traditionally eaten at Easter | **Knowledge:**  Children taste a range of food eaten at Easter and talk about their likes and dislikes | **Knowledge:**  Children explore making an Easter treat with a healthy twist | **Knowledge:**  Children taste their food and explain what they like or dislike about it | **Knowledge:**  Children make a record of their recipe and caption how to make it in future | Children understand traditional Easter foods  Children talk about healthy food choices  Children make healthy decisions about their food  Children experience baking and cooking |
| **Success Criteria** Children talk about what Easter is  Children understand that Easter is celebrated by Christians | **Success Criteria**  Children say which foods are eaten at Easter (eg. Hot cross buns, easter eggs, cereal nests etc) | **Success Criteria**  Children taste a range of foods and talk about their preferences | **Success Criteria**  Children have a go at making an Easter treat but with a healthy twist e.g. adding fruit or vegetables of their choice | **Success Criteria**  Children taste their food and verbally evaluate what they have made | **Success Criteria**  Children are able to make a recipe to help others recreate their Easter make |
| **Vocabulary:** | | | | | | | |

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| **Pendeen DT (WITHIN EXPRESSIVE ARTS and DESIGN) SCOPE, CONTENT and SEQUENCING EYFS** | | | | | | | |
| Year Group:  eyfs | Half term: Summer 1 | SCOPE: design and make a decorative piece for a local festival | CONTENT / INTENT:  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.  Make use of props and materials when role playing characters in narratives and stories. | | | | |
| **Prior Learning**  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 | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**  Children learn about the tradition of Lafrowda Day and talk about which 3D models they like or dislike | **Knowledge:**  Children design through drawing or painting, a 3D model they would like to make | **Knowledge:**  Children use a range of tools and techniques to experiment with colour, texture and form | **Knowledge:**  Children create a 3D decorative piece that will be displayed at the local festival | **Knowledge:**  Children explore making their creation stronger and sturdy  Children experiment with colour to decorate their final product | **Knowledge:**  Children evaluate their 3D sculpture and display at the local festival seeing that this has been made for a purpose | Children are able to design and make a 3D model  Children have experience of using different materials, tools and techniques for a purpose  Children are able to reflect on the process to inform future choices of designing and making |
| **Success Criteria**  Children research local festivals for inspiration  Children talk about their likes and dislikes for 3D models | **Success Criteria**  Children make a design of their 3D product | **Success Criteria**  Children talk about colour mixing, name the primary colours and know how to fix withies together for a purpose | **Success Criteria**  Children create a collaborative 3D decorative piece | **Success Criteria**  Children make their item stronger and sturdier, self reflecting throughout  Children decorate choosing pattern and colour | **Success Criteria**  Children are able to talk about what worked well and what they would change next time |
| **Vocabulary:** | | | | | | | |

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| **Pendeen DT (WITHIN EXPRESSIVE ARTS and DESIGN) SCOPE, CONTENT and SEQUENCING EYFS** | | | | | | | |
| Year Group:  eyfs | Half term: Summer 2 | SCOPE: design and cook for guests | CONTENT / INTENT:  Have an understanding of healthy food choices and practice cooking and baking skills using their knowledge of healthy foods | | | | |
| **Prior Learning**  Begin talking about healthy eating and what foods we can eat to stay healthy | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**  Children make a tally chart of their family favourite foods | **Knowledge:**  Children taste a range of savoury and sweet foods to inform their choices  Children talk about foods they like and dislike | **Knowledge:**  Children create a menu with support  Children make healthy food choices | **Knowledge:**  Children explore a range of techniques to bake or cook  Children use scales to measure, whisks, spoons, rolling pins | **Knowledge:**  Children taste their food and explain what they like or dislike about it | **Knowledge:**  Children make a record of their recipe and caption how to make it in future | Children understand traditional Easter foods  Children talk about healthy food choices  Children make healthy decisions about their food  Children experience baking and cooking |
| **Success Criteria** Children talk about the most popular foods and their own preferences | **Success Criteria**  Children taste a range of foods and give their opinions | **Success Criteria**  Children decide which foods they will cook for their family and create a menu of choices | **Success Criteria**  Children explore baking and cooking techniques and use a range of tools appropriately | **Success Criteria**  Children cook and bake a selection of food for their families and the local community | **Success Criteria**  Children are able to reflect on their ingredient choices and the cooking process to inform future designs |
| Vocabulary: | | | | | | | |