DT CURRICULUM

NURSERY	RECEPTION	YEAR 1	YEAR 2
Personal, Social and Emotional Development *Begin to select and use activities and resources, with help when needed. This will help achieve a goal they have chosen, or one that is suggested to them **Physical Development** *Begin to use one-handed tools and equipment, e.g. making snips in paper with scissors *Choose the right resources to carry out their own plan. *Use large-muscle movements to wave flags and streamers, paint and make marks. **Expressive Arts and Design** *Begin to 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 *Create closed shapes with continuous lines, and begin to use these shapes to represent objects *Develop their own ideas and then decide which materials to use to express them **Understanding the World** *Explore how things work	**Physical Development** *Develop their small motor skills so that they can use a range of tools competently, safely and confidently **Expressive Arts and Design** *Explore, use and refine a variety of artistic effects to express their ideas and feelings (EAD) *Return to and build on their previous learning, refining ideas and developing their ability to represent them *Create collaboratively, sharing ideas, resources and skills **EARLY LEARNING GOALS** *Use a range of small tools, including scissors, paintbrushes and cutlery *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	When designing and making, pupils should be taught to: **Design** *design purposeful, functional, appealing products for themselves and other users based on design criteria *generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology **Make** *select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] *select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **Evaluate** *explore and evaluate a range of existing products *evaluate their ideas and products against design criteria Technical knowledge *build structures, exploring how they can be made stronger, stiffer and more stable *explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	When designing and making, pupils should be taught to: **Design** *design purposeful, functional, appealing products for themselves and other users based on design criteria *generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology **Make** *select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] *select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **Evaluate** *explore and evaluate a range of existing products *evaluate their ideas and products against design criteria Technical knowledge *build structures, exploring how they can be made stronger, stiffer and more stable *explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.