

EYFS curriculum links (links to ART)	Aims/Coverage	Step1	Step 2	Step 3	Basic Activities covered
<p>Eats a healthy range of foodstuffs and understands need for variety in food. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Beginning to be interested in and describe the texture of things</p> <ul style="list-style-type: none"> - Uses various construction materials. - Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. - Joins construction pieces together to build and balance. - Realises tools can be used for a purpose. <p>Early Learning Goal Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>DESIGN</p> <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria. • Generate ideas from their own and others' experience. • Develop/ Model ideas by shaping materials and putting together components. • Talk about ideas. • Plan by suggesting what to do next as ideas develop. • Communicate ideas using a variety of methods, including talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. 	<p>I think of ideas and with help, can put them into practice.</p> <p>I know the features of familiar products.</p> <p>I use pictures and words to describe what I want to do.</p>	<p>I think of ideas and plan what to do next, based on what I know about materials and components.</p> <p>I select the appropriate tools, techniques and materials, explaining my choices.</p> <p>I use models, pictures and words to describe my designs.</p>	<p>I generate ideas and recognise that my designs have to meet a range of different needs.</p> <p>I make realistic plans to achieve my aims.</p> <p>I think ahead about the order of my work, choosing appropriate tools, equipment, materials, components and techniques.</p> <p>I clarify my ideas using labelled sketches and models to communicate the details of my designs.</p>	
	<p>MAKE</p> <ul style="list-style-type: none"> • Explore the sensory qualities of materials. • Follow safe procedures for safety and hygiene. • Select from and use a range of tools and equipment to perform practical tasks for example, cutting, shaping, measuring, marking out, joining and finishing • Assemble, join and combine materials. • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics . 	<p>I have made a product that moves using a turning mechanism (e.g. wheels, winding) or a lever or a hinge (to make a movement)</p> <p>I cut materials using scissors.</p> <p>I describe the properties of the materials I have used.</p>	<p>I have made a product that uses movement.</p> <p>The materials I use are just right for the job and this helps my product to work well.</p> <p>I have used a number of materials and joined them so they are strong.</p> <p>I use my art skills to add design or detail to my product.</p>	<p>I select the most appropriate techniques and tools to make my product.</p> <p>I come up with solutions to problems as they happen.</p> <p>I have made a product that uses both electrical and mechanical components.</p> <p>My product has a good finish so that a user will find it both useful and attractive.</p>	
	<p>EVALUATE</p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing products . • Evaluate their ideas and products against design criteria 	<p>I talk about my own and others' work.</p> <p>I describe how a product works.</p>	<p>I recognise what I have done well in my work. I suggest things I could do in the future.</p>	<p>I identify where my evaluations have led to improvements in my products</p>	

	<p>e.g. say what they like/dislike and identify what they could have done differently or how they could improve work in the future.</p>				
	<p>TECHNICAL KNOWLEDGE</p> <ul style="list-style-type: none"> ● 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. ● Learn about the working characteristics of materials (e.g. folding paper, plaiting yarn to make it stronger). 	<p>I have explored how moving objects work.</p> <p>I have looked at wheels, axels, turning mechanisms, hinges and simple levers.</p>	<p>I know that my product needs to be made from materials that are suitable for the job.</p>	<p>I know the application of mechanisms to create movement.</p> <p>I combine a number of components well in my product.</p> <p>I use simple circuits to either illuminate or create motion.</p>	