

EYFS curriculum links (links to ART)	Aims/Coverage	Step 1	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.</p> <p>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. 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 food 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 know that I have to wash my hands and keep work surfaces clean when preparing food.</p> <p>I use knives safely to cut food (with help).</p> <p>I use a mixing bowl to prepare a mixture.</p> <p>I have made a food product.</p>	<p>I prepare food safely and hygienically and can describe what this means.</p> <p>I describe the properties of the food ingredients: taste, smell, texture, and consistency.</p> <p>I weigh or measure my ingredients accurately.</p> <p>I describe my food product using its properties and sensory qualities.</p>	<p>I select ingredients for my food product.</p> <p>I work in a safe and hygienic way.</p> <p>I measure out my ingredients by weight or quantity, using scales where appropriate.</p> <p>My food product is presented to impress the intended user.</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 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>I talk about my own and others' work and can say what they like/dislike.</p>	<p>I recognise and share what I have done well in my work.</p> <p>I suggest things I could do in the future.</p>	<p>I identify where my evaluations have led to changes throughout the making process.</p> <p>I can make comparisons between my design and final product.</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 materials change when they are combined or cooked.</p>	<p>I know that my product needs to be made from materials that are suitable for the job.</p> <p>I can talk about how materials change when cooked / combined.</p>	<p>I describe my food product in terms of taste, texture, flavour and relate this to the intended purpose of the food.</p> <p>My product has been cooked or chilled to change the nature of the raw ingredients.</p>	