



Nursery		
Autumn: I am special, I am me!	Spring: All aboard!	Summer: Food!
<p>Range 3: Notices and becomes interested in the transformative effect of their action on materials and resources</p> <p>Range 4: Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects Uses 3D and 2D structures to explore materials and/or to express ideas</p>	<p>Range 4: Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects Uses 3D and 2D structures to explore materials and/or to express ideas</p>	<p>Range 4: Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects Uses 3D and 2D structures to explore materials and/or to express ideas</p> <p>Range 5: Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces Uses tools for a purpose</p>
<p>Children do not focus on the full iterative process of designing and making, but begin looking at parts of the process for the beginning of Design and Technology and building the foundations for Key Stage 1.</p>		

<p>KEY: D- Design M- Make E- Evaluate TK- Technical Knowledge NC- Nutrition and Cooking</p> <p>Subject specific activities:</p> <p>Self-portraits - purposeful use of materials(M)</p> <p>Labelling the body - using materials for parts of the body (M)</p> <p>Strengthening-Junk modelling homes (TK) Diva lamps (TK) Handwashing (C&N) Using cutlery - chopping/ cutting etc (M) Making Telescopes- (TK) Christmas Crafts- (M)</p> <p>Evaluation is ongoing through discussion with practitioners.</p>	<p>KEY: D- Design M- Make E- Evaluate TK- Technical Knowledge NC- Nutrition and Cooking</p> <p>Subject specific activities: What rolls? Use of ramps/ wheels etc (TK) Making crate structures (TK) Human aeroplanes (M) Junk model vehicles - what does it need? (TK,M) Researching transport in other countries - replicating what they have seen - yellow taxi, Tuk Tuk.(TK, M, D)</p> <p>Evaluation is ongoing through discussion with practitioners.</p>	<p>KEY: D- Design M- Make E- Evaluate TK- Technical Knowledge NC- Nutrition and Cooking</p> <p>Subject specific activities: Making a healthy lunchbox - picnic on the field (C&N, M) Bread making (C&N,M) Afternoon tea for parents (C&N) Model Tiger - Can you make a tiger that stands up? (TK, M) (Design aspect is giving the children a basic brief e.g. colours).</p> <p>Fruit Kebabs, thinking about the full design process. (C&N)</p> <p>Evaluation is ongoing through discussion with practitioners.</p>
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Reception		
Autumn: <i>All about me (2 weeks)</i> Traditional Tales	Spring: <i>Starry Starry Night</i> <i>It's a Wonderful World</i>	Summer: <i>On the move</i> <i>We're going on a Summer Holiday</i>
Range 5: Uses various construction materials, e.g. joining pieces, stacking vertically and	Range 6: Uses their increasing knowledge and understanding of tools and materials to explore	ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

<p>horizontally, balancing, making enclosures and creating spaces Uses tools for a purpose</p>	<p>their interests and enquiries and develop their thinking</p> <p>Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding</p>	<p>Share their creations, explaining the process they have used Make use of props and materials when role playing characters in narratives and stories</p>
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<p>KEY: D- Design M- Make E- Evaluate TK- Technical Knowledge NC- Nutrition and Cooking</p> <p>Subject specific activities: Baby bear’s chair (TK) Porridge making (TK) Skeletons (TK) Basket weaving (TK)</p> <p>Evaluation is ongoing through discussion with practitioners.</p>	<p>KEY: D- Design M- Make E- Evaluate TK- Technical Knowledge NC- Nutrition and Cooking</p> <p>Subject specific activities: Cardboard box spaceships (TK) Making and Testing Rockets (TK, M) Constructing a habitat for Owls (M) Making Silly pancakes (C&N) Making bear cakes (C&N) 3D Easter cards (M)</p> <p>Evaluation is ongoing through discussion with practitioners.</p>	<p>KEY: D- Design M- Make E- Evaluate TK- Technical Knowledge NC- Nutrition and Cooking</p> <p>Subject specific activities: Healthy Holiday Picnic (C&N) Designing, making and testing boats (FP) Paper planes, tested on a runway (M) Constructing a moving Octopus - manipulating and attaching small parts (FP) Carry bag Jellyfish - selecting appropriate materials/ cutting and attaching (M) Building Sandcastles (M)</p> <p>Evaluation is ongoing through discussion with practitioners.</p>
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Ongoing Continuous provision
 Construction toys - problem solving/ purpose/ prototypes
 Creative areas - free choice/ prototypes
 Maths areas - use of tools (ruler, tape measure, calculators, number fans)
 Writing areas - design brief/ list materials
 Play dough station - joining techniques, shapes - links to specific activities.

Ongoing Design Technology skills:

Developing planning and communicating ideas (Design)

Develop their ideas applying findings from group research

Draw on their own experiences to help generate ideas.

Suggest ideas and explain what they are going to do through drawings and labels (as a group, building up to independently)

Follow a simple design brief as a group

Working with tools and equipment: (Make)

Assemble, join and combine materials and components together using a variety of temporary measures tape, glue etc

Use basic food handling, hygiene practices and personal hygiene

Use and manipulate tools safely

Evaluating processes and products: (Evaluate)

Evaluate their product as a group discussing how it works in relation to the purpose. Begin to make changes

(Technical Knowledge)

KS1- -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.

KS1- Cooking and Nutrition.

- Use the basic principles of a healthy and varied diet to prepare dishes.
- Understand where food comes from.

Key vocabulary:

Picture, drawing, use, purpose, develop, model, template, information, materials Experiment, change, tools, materials design, equipment, material, fabric, thread, shape, glue, cut, fold, sew, staple, join, idea, improve, stiffen, strengthen, reinforce, structure, food, meal, snack, healthy, diet, chop, cut, peel, cook,

Cross Curricular objectives (ELG):

*Use a range of small tools, including scissors, paintbrushes and cutlery.
Offer explanations for why things might happen, making use of recently introduced vocabulary
Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
understanding the importance of healthy food choices.*

By the end of EYFS children will be able to:

ELG

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