What DT looks like in the EYFS

Characteristics of Effective Learning: Playing and exploring – children investigate and experience things and have a go; Active learning – children concentrate and keep trying if they encounter difficulties and enjoy achievements; Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the prime area of learning PSE, CL and PD underpin and are an integral part of all areas of learning

Expressive Arts & Design Educational Programme: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Intent: At Much Birch our DT curriculum is built on children's enthusiasm for creating and constructing. In taught and independent work, children develop the skills to design and make products fit for purpose. Through a practical approach, children will evaluate and discover how and why things work in daily life.

Themes	**A1 – Let's Discover (Autumn, Myself)** **A2 – Stories and Celebrations**		**Sp1 – Transport** **Sp2 – Excellent Eggs**		**S1 – Changes** **S2 - In a land far away…**	
Learning Overview	We will make bread rolls like The Little Red Hen. We will ensure that we follow correct food hygiene procedures when handling and making food. We will make paper weaving creations, Christmas decorations and Christmas cards.		We will design and make a vehicle and join it using a variety of joining materials, including split pins. We will consider how we might adapt our vehicles if we repeated the activity. We also make some Easter nests!		We will have a go at making and tasting traditional food from other countries. We will create boats.	
Term	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
DT Evidence in Floor Book We revisit knowledge and skills throughout the year	**Cooking & Nutrition** To work safely and hygienically. To know and use some non-statutory measures e.g. spoons/cups. To use some techniques e.g. mix, spread, knead	**Mechanisms** To know about materials, tools and techniques, experimenting with form and function To know how items can be combined and changed.	**Structures** To draw a plan To select appropriate resources To use different techniques for joining materials, such as adhesive tape and different sorts of glue or string To know what I like and dislike about creation To know how to adapt work To look at mechanisms to understand how things move .	**Cooking & Nutrition** To represent and construct own ideas, thoughts and feelings through design To know what they want to make	**Structures** To know about materials, thinking about uses and purposes To discuss work as it progresses	**Mechanisms** To explore different materials, consider their uses and purposes and how to join them. Discuss different textures. To discuss strength of product and suitability.
DT Sticky Skills & Knowledge Skills & Knowledge children need to know by the end of every half-term.	I can work safely and hygienically.	I know how items can be combined and changed.	I know what I like and dislike about creation I know how to adapt work	I know I can use my own ideas to make things	I know that working as a team can sometimes be better than working alone I know that some materials are better for building with than others.	I can use a range of tools and materials.
Key vocabulary	ingredients, recipe, weigh, measure, cup, safe, hygiene, spoons, mix, spread, knead, shape, form, function, combine, change		design, create, make, cut, join, decorate, material, purpose, user, construct, dislike, like, improve, adapt		uses, purpose, progress, team	tools, care, precision, needle, fabric, thread, stitch
Our Curriculum Goal	To become a **Dynamic Designer** who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it.					
ELG	<u>Creating with Materials</u> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;					

What DT looks like in the EYFS

(End of the year only)	• Share their creations, explaining the process they have used; • Make use of props and materials when role playing characters in narratives and stories.
During KS1, children will learn	**During KS1, children will learn 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.

Cooking and Nutrition Understand and apply the principles of nutrition and learn how to cook	**Design: Developing, Planning and Communicating Ideas** Understand context, uses and purpose Generate, develop, model and communicate ideas	**Make** Work with tools, equipment, materials and components to make quality products	**Evaluate** Evaluate processes and products	**Technical Knowledge** Develop technical expertise and knowledge
Begin to work safely and hygienically Weigh using non-statutory measures e.g. spoons/cups. Begin to use some techniques e.g. mix, spread, knead	Use what I have learnt about materials, thinking about uses and purposes Think about and discuss what I want to make Discuss my work as it progresses	Explore a variety of materials, tools and techniques, experimenting with design, form and function Represent and construct my own ideas, thoughts and feelings through design Explore different techniques for joining materials, such as how to use adhesive tape and different sorts of glue Use a range of materials and tools with care and precision	Describe what I like and dislike about my creation Adapt work where necessary	Select appropriate resources Make decisions on how items can be combined and changed Name of tools needed to work the materials

What DT looks like in the EYFS

Our DT journey through the year



To work safely and hygienically.
To know and use some non-statutory measures e.g. spoons/cups.
To use some techniques e.g. mix, spread, knead
To know about materials, tools and techniques, experimenting with form and function
To know how items can be combined and changed

Explore a variety of materials, tools and techniques, experimenting with design, form and function
Represent and construct my own ideas, thoughts and feelings through design
Explore different techniques for joining materials, such as how to use adhesive tape and different sorts of glue
Use a range of materials and tools with care and precision.







To use a variety of joining equipment







To use a range of cutting tools

What DT looks like in the EYFS



To know about materials, thinking about uses and purposes
To know how to select appropriate resources
To use different techniques for joining materials, such as adhesive tape and different sorts of glue or string
To represent and construct own ideas, thoughts and feelings through design
To know what I like and dislike about creation
To know how to adapt my work



To discuss work as it progresses
To know what they want to make
To use a range of materials and tools with care and precision
To name some tools needed to work the materials e.g. needle

Make imaginative and complex small worlds with blocks and construction kits, such as a city with different buildings and a park.
(Links to DT and structures)

Explore different materials freely, to develop their ideas about how to use them and what to make.

Join different materials and explore different textures.

Food and nutrition – healthy eating, fruit kebabs, fruit salads.

Hole punches/staplers/split pins/scissors to assemble their own creations – this supports: threading, joining and shaping.

To develop their own ideas and then decide which materials to use to express them.

Planning sheets in construction area and art area for planning their creations.

Junk modelling – planning and making. Focusing on joining materials together with different joins e.g. joining a loo roll to another box.