

What DT looks like in the EYFS

<p>Characteristics of Effective Learning: <i>Playing and exploring</i> – children investigate and experience things and have a go; <i>Active learning</i> – children concentrate and keep trying if they encounter difficulties and enjoy achievements; <i>Creating and thinking critically</i> – children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the prime area of learning <i>PSE, CL and PD</i> underpin and are an integral part of all areas of learning</p>						
<p>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.</p>						
<p>Intent: At Orleton 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.</p>						
Themes	A1 – All about me A2 – Healthy Me		Sp1 – Winter World Sp2 – The World Beyond		S1 – The Growing World S2 - Travelling the world	
Learning Overview	<p>We will build simple construction models, enclosures and houses for a link to our Houses mini topic. We will discuss our designs as we build and adapt the design as we build recognising its fitness for purpose. We will make bread like The Little Red Hen. We will ensure that we follow correct food hygiene procedures when handling and making food.</p>		<p>We will make bird feeders for our outside garden/area. We will design and make a rocket and join it using a variety of joining materials, including split pins. We will consider how we might adapt our rockets if we repeated the activity. We make pancakes on Shrove Tuesday; biscuits for Mother’s Day and chocolate Easter nests.</p>		<p>We will make cress and egg sandwiches, from the cress we have grown. We will make minibeast homes, linked to our Forest Schools experiences. We will create boats and a pirate ship along with ongoing Den building!</p>	
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	<p>Mechanisms To build simple construction models, and create enclosures To construct houses using large wooden bricks. To know about materials, tools and techniques, experimenting with form and function To know how items can be combined and changed</p>	<p>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</p>	<p>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</p>	<p>Cooking & Nutrition To represent and construct own ideas, thoughts and feelings through design To know what they want to make</p>	<p>Cooking & Nutrition To work safely and hygienically. To know what they want to make; To construct a sandwich.</p>	<p>Structures To know about materials, thinking about uses and purposes To discuss work as it progresses</p>
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 can use a range of tools safely and can evaluate my creation.	I can use a range of tools and materials. 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.
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		Cut, mix, spread uses, purpose,	tools, care, precision, progress, team

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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 (End of the year only)	<p><u>Creating with Materials</u></p> <ul style="list-style-type: none"> 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.
During KS1, children will learn	<p>During KS1, children will learn to</p> <p><u>Design</u></p> <ul style="list-style-type: none"> 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 <p><u>Make</u></p> <ul style="list-style-type: none"> 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 <p><u>Evaluate</u></p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>

Cooking and Nutrition	Design: Developing, Planning and Communicating Ideas	Make	Evaluate	Technical Knowledge
Understand and apply the principles of nutrition and learn how to cook	Understand context, uses and purpose Generate, develop, model and communicate ideas	Work with tools, equipment, materials and components to make quality products	Evaluate processes and products	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

Our DT journey through the year

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To make a birdfeeder for our outdoor area



To use a variety of joining equipment

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



To use a range of cutting tools



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. hole punch



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 use a variety of joining equipment e.g. pegs, rope

What DT looks like in the EYFS

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

Food and Nutrition - healthy eating, fruit salad, cress & egg sandwich.

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

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

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

Join different materials and explore different textures

Use hole punches, staplers, split pins, scissors to assemble their own creations - this supports: threading, joining and shaping.

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