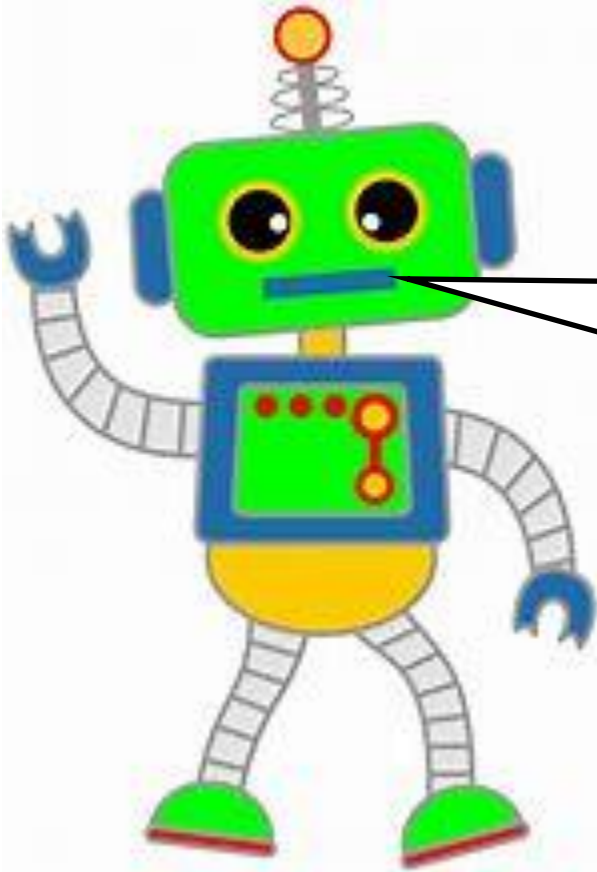


Design Technology in the Early Years

What does a Designer look like in the EYFS?



I want 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.

DT in the Early Years

<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 PSED, CL and PD underpin and are an integral part of all areas of learning.</p>						
<p>Expressive Arts & Design EAD 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 Tenbury Primary Academy, 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 – Happy To Be Me A2 – Over The Rainbow		Sp1 – Tell Us a Story Sp2 – Help Is At Hand		S1 – If You Go Down To The Wood S2 - What a Wonderful World	
Learning Overview	We will design and make a pop-up puppet and join it using a variety of joining materials. We will consider how we might adapt our puppet if we repeated the activity. We will use clay to make Diva lamps. We will use a variety of materials to decorate them.		We will design and make a healthy sandwich. We will taste our sandwiches and say what we like or don't like about it. We will design and make a rocket and join it using a variety of joining materials. We will consider how we might adapt our rockets if we repeated the activity. We will also make some 'Easter Nests' using melted chocolate.		We will design and make a fish stick puppet and join it using a variety of joining materials, including split pins. We will consider how we might adapt our stick puppet if we repeated the activity. We will use our stick puppets during story telling. We will have a go at making a simple stitch patchwork napkin.	
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	Mechanisms To know about materials, tools and techniques, experimenting with form and function	Structures To know about materials, thinking about uses and purposes. To discuss work as it progresses.	Cooking & Nutrition To represent and construct own ideas, thoughts and feelings through design To know what they want to make. To work safely and hygienically. To use some techniques e.g. cut, spread, melt	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. To know what I like and dislike about creation To know how to adapt work	Mechanisms To draw a plan. To select appropriate resources To use different techniques for joining materials, such as adhesive tape and different sorts of glue. To know what I like and dislike about creation To know how to adapt work To know about materials, thinking about uses and purposes To discuss work as it progresses.	Textiles To name some tools needed to work the materials e.g. needle To use a range of materials and tools with care and precision
DT Skills & Knowledge Skills & Knowledge children need to know by the end of every half-term.	To know how items can be combined and changed	I know how materials can be formed and shaped To know about materials thinking about uses and purposes	I can work safely and hygienically. I can make some healthy choices.	I know I can use my own ideas to make things I know that some materials are better for building with than others.	I know how to adapt work I know what I like and dislike about creation	I can use a range of tools and materials.

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Key vocabulary	shape, form, function, combine, change design, create, make, cut, join, decorate, material, purpose, user, construct, dislike, like, improve, adapt	shape, form, function, combine, change design, create, make, decorate, material, purpose, user, construct, dislike, like, improve, adapt uses, purpose,	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 progress,	design, create, make, cut, join, decorate, material, purpose, user, construct, dislike, like, improve, adapt	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 (End of the year only)	<u>Creating with Materials</u> <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	During KS1, children will learn to <u>Design</u> <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 <u>Make</u> <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 <u>Evaluate</u> <ul style="list-style-type: none"> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria <u>Technical knowledge</u> <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.					

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, melt	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

DT in the Early Years

Our 'ADULT LED' DT journey through the year



To use a range of cutting tools



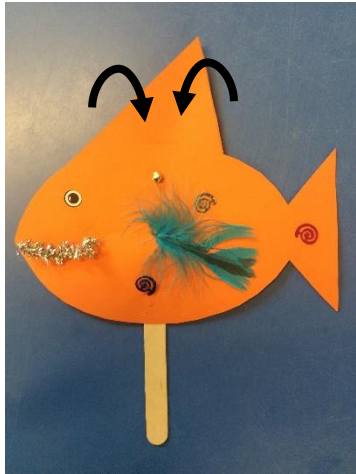
To work safely and hygienically.
To know and use some non-statutory measures e.g. spoons/cups.
To use some techniques e.g. mix, spread, knead
To know about materials, tools and techniques, experimenting with form and function
To know how items can be combined and changed

To use a variety of joining equipment



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

DT in the Early Years



To know about materials, thinking about uses and purposes
To know how to select appropriate resources
To represent and construct own ideas, thoughts and feelings through design.
To know what I like and dislike about creation
To use my design in role-play.

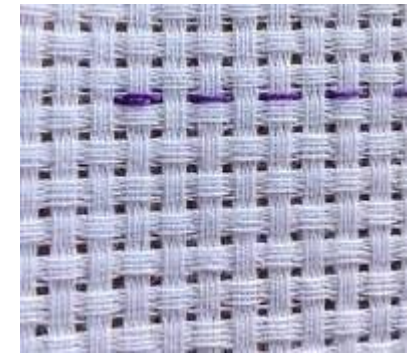
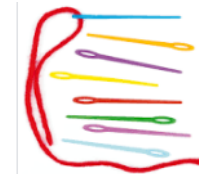


To know about materials, tools and techniques, experimenting with form and function
To know how items can be combined and changed



To know about materials, thinking about uses and purposes
To know how to select appropriate resources
To represent and construct own ideas, thoughts and feelings through design.
To know what I like and dislike about creation
To use my design in role-play.

To work safely and hygienically.
To use some techniques e.g., spread, cut
To know about materials, tools and techniques, experimenting with form and function
To know how items can be combined and changed
To know that some foods are healthy.



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

DT in the Early Years

Our 'CHILD LED' DT journey through the year

Through our continuous provision, children have the opportunity to explore and use a variety of tools, media and materials. Planning sheets are readily available in the Construction and Art areas for designing their creations. A range of construction materials such as; K-Nex, Duplo, Blocks, Mega Blocks, Lego, Stickle Bricks, Interstar, Magnetic Blocks, Mobilo, Waffle Blocks and Gears enable the children to develop, experiment and refine their own ideas. This is complimented with a range of natural resources such as; log slices, stones, pinecones, shells, tubes, cardboard and sticks. A range of cutting tools and joining equipment is readily available for example, glue sticks, sticky tape, masking tape, string and scissors.

Expressive Arts and Design (Specific Area)		
0/3	3/4	R
Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	Explore, use and refine a variety of artistic effects to express their ideas and feelings.
Use their imagination as they consider what they can do with different materials.	Explore different materials freely, to develop their ideas about how to use them and what to make.	Return to and build on their previous learning, refining ideas and developing their ability to represent them.
Make simple models which express their ideas.	Develop their own ideas and then decide which materials to use to express them.	Create collaboratively, sharing ideas, resources and skills.
	Join different materials and explore different textures.	
	Create closed shapes with continuous lines, and begin to use these shapes to represent objects.	

Communication, and Language (Prime Area)		
0/3	3/4	R

DT in the Early Years

Listen and respond to a simple instruction. Generally focus on an activity of their own choice and find it difficult to be directed by an adult.	Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door"	Learn new vocabulary. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
Recognise and point to objects if asked about them.	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	
	Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	

Physical Development (Prime Area)		
0/3	3/4	R
Build independently with a range of appropriate resources.	Choose the right resources to carry out their own plan.	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: scissors, knives, forks and spoons.
Explore different materials and tools	Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	
	Use one-handed tools and equipment, for example. Making snips in paper and scissors	

Personal, Social, Emotional Development (Prime Area)		
0/3	3/4	R
n/a	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.	Know and talk about the different factors that support their overall health and wellbeing - healthy eating
n/a	Make healthy choices about food, drink, activity and tooth brushing.	

Forest Schools

Our 'ADULT LED' DT journey through the year

Forest school takes place in dedicated area of our school grounds. It gives the children the opportunities to cut wood and shape it safely using a range of tools. They will learn how to use a hand drill, peeler and loppers. They will also learn how to lash pieces of wood together and how and why we tie different knots. Activities include:

Stickmen – Finding a Y shaped stick (or using pruners to cut one) then square lashing a stick onto it to form the arms.

Log Dogs – Cutting sections of a branch using a horse and bow saw and then attaching string lead onto it.

Elves/Santa's – Using a saw to cut sections of a branch at an angle to create a pointy top and then decorating it with natural materials.

Reindeer – Using saws, loppers, pruners and palm drills to cut a log body, stick legs, log head, stick neck and stick antlers.

Bug Hotels – Using tools to cut/shape natural materials to replicate natural habitats.

Wands – Introduction to basic whittling skills using potato peelers to learn how to whittle safely by dimply peeling the bark away from a stick.

Catapult – Working as a group to build a catapult using rope tension to propel objects.

Simple Wood Cookie – Slicing wood with a bow saw and decorating with natural materials.