

Early Years		
Early Learning Goal	Vocab	A Unique Child: what a child might be doing
<p>ELG: Creating with Materials Children at the expected level of development will:</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. 	<p>Language of opinion I like / don't like... It is good/nice/beautiful It is not nice 'What do you think?' I think..... I think it will... It will... It will.....because..... I think... because..... I think that..... What do you think? What will happen if.....?</p> <p>Language of description It is big / small (size) It is (shape name) It is a (shape name) It is soft / hard or hot / cold (texture / properties) It feels like... It looks like... It tastes like.....because it sounds like... It smells like... It is the same/different because... This .. looks like etc</p> <p>Language of sequencing First...Next... Then... After that...and then... ...happened first. Next.....happened. Then.....happened.happened last. It is.....because..... It is.....</p> <p>Language of explanation It is You put..... I/He/She It is....because.. This is... This is...because The...is... They are/were.. When...</p> <p>Language of evaluation I made this train. "I like the way the wheels rotate." I've done this picture. "I can see you have put lots of detail in</p>	<p>Expressive arts and design: Creating with materials (Age range 5, roughly 36 to 48 months) A Unique Child: what a child might be doing</p> <ul style="list-style-type: none"> • Explores and learns how sounds and movements can be changed • Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns • Enjoys joining in with moving, dancing and ring games • Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home • Taps out simple repeated rhythms • Develops an understanding of how to create and use sounds intentionally • Continues to explore colour and how colours can be changed • Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience • Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces • Uses tools for a purpose <p>(Age range 6, roughly 48 to 71 months) A Unique Child: what a child might be doing</p> <ul style="list-style-type: none"> • Begins to build a collection of songs and dances • Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to • Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking

	<p>there, flowers, people, trees” I like this because... I made this..... I did this... I’ve done this...</p>	<ul style="list-style-type: none"> • 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. • Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. <p>Development Matters</p> <p>3 and 4-year-olds will be learning to:</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p> <p>Children in reception will be learning to:</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p>
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Key Stage One			
Topic	Cooking and Nutrition	Textiles	Structures
Relevant area of Programme of study	<p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from.</p>	<p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p>
Vocabulary	cut, peel, weigh, ingredients, healthy, varied, diet, food, nutrition, fruit and	tools, equipment, cutting, joining, combining, textiles, materials, construction,	walls, towers, forest school, provision, structure, stability, strong, weak, stiffen,



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	<p>vegetables, names of equipment used, sensory vocabulary e.g soft, juicy, sour, crunchy, sticky, smooth, sharp, hard, flesh, skin, core, slicing, recipe, utensils, grate, safely, hygienic, measure, weigh, accurate, teaspoon, tablespoon</p>	<p>cut, fold, join, fix, reuse, fabric, decorate, seal, stitch, running stitch, shape, sequins, decorate, materials, upcycling, recycle</p>	<p>strengthen, shape, permanent, finish, assemble, join, combine, materials,</p>
Key Knowledge	<p>Understand where a range of vegetables and fruit come from e.g. farmed or grown at home.</p> <p>Carefully combine appropriate ingredients with consideration given to measure and proportion</p> <p>Use and innovate a simple step-by-step recipe (no cooking)</p> <p>Using raised beds and greenhouse to grow fruit and vegetables</p> <p>Use basic food handling, hygienic practises and personal hygiene</p> <p>Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate, measure and chop safely.</p> <p>Select from a range of fruit according to their characteristics e.g. colour, texture and taste to create a chosen product.</p> <ul style="list-style-type: none"> • that food has to be farmed, grown elsewhere (e.g. home) or caught 	<p>Explore a range of related products, why used and what for, what materials made from</p> <p>Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</p> <p>Demonstrate a range of joining techniques, using PVA, fabric glue, running stitch sewing, stapling</p> <p>Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons.</p> <p>Use a template to make an identical shape</p> <p>Know and use technical vocabulary relevant to the project</p>	<p>Explore a range of related products, why used and what for, what materials made from</p> <p>Know how to make freestanding structures stronger, stiffer and more stable.</p> <p>Use hand tools safely and appropriately</p> <p>Assemble, join and combine materials</p> <p>Begin to select tools and materials, using focused vocabulary to name and describe them</p> <p>Measure and cut with some accuracy</p> <p>Joining techniques: glueing, nailing, sellotaping, knots</p> <p>To build following instructions</p>

Topic	Mechanisms	Design	Evaluate
Relevant area of Programme of study	Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Explore a range of related products, why used and what for, what materials made from</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>	<p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p>
Vocabulary	slider, lever, card, tape, fastener, join, push, pull, down, forwards, backwards, axle, axle holder, assembling, cutting, joining, shaping, finishing, fixed, free-moving, mechanism, names of tools, equipment and materials used.	<p>develop, model, generate, communicate, template, criteria, product, plan, ideas</p> <p>Generate ideas based on simple design criteria and their own experiences, explaining what they could make.</p> <p>Develop, model and communicate their ideas through drawings and mock-ups with paper.</p>	explore, evaluate, products, improve, compare, similar, different, change, original
Key Knowledge	<p><u>(Hatching dinosaur egg slider and and lever, toy car wheels/axles)</u></p> <p>*Create products using levers, wheels and sliders and axles</p> <p>Explore a range of existing books and everyday products that use simple sliders and levers.</p>	<p>Generate ideas based on simple design criteria and their own experiences, explaining what they could make.</p> <p>Develop, model and communicate their ideas through drawings and mock-ups with paper., including written descriptions of equipment needed and method for making.</p>	<p>Talk about changes they made during the process.</p> <p>Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria.</p>



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	<ul style="list-style-type: none">• Understand that different mechanisms produce different types of movement.• Know and use technical vocabulary relevant to the project such as those found in the vocabulary section.*Classify materials between being flexible and rigid*Suggest which materials would best suit a particular use*Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	<p>To explore and evaluate a range of existing products</p> <p>To select from and choose a range of tools and equipment to perform practical tasks.</p> <p>Experiment with ICT (Purple Mash) to design a product</p>	<p>Talk about what went well and how they could improve their product</p> <p>Compare their product with their peers</p>
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