

Design & Technology – Reception – Autumn Term – Design & Constructing Three Little Pigs Home

Key Vocabulary:

Join, fix, glue, cut, like, dislike, snip, fold, rough, hard, soft, bumpy, smooth, materials.

National Curriculum	Week	NC - Coverage	Skills Taught Disciplinary (Why) Procedural (How)	Knowledge Factual	Activity Outline
Early Years – Development Matters Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Uses various construction materials Selects appropriate resources and adapts work where necessary.	1	Constructs with a purpose in mind, using a variety of different resources.	I know why different materials are used for a variety of structures and purposes based on their properties.	I know that the Three Little Pigs is a story about houses made from different materials. I know that bricks are a material used to build a sturdy house.	Begin by reading 'Three Little Pigs Story'. Discussion of Materials Used to Create Houses.
	2	Selects tools and techniques needed to shape, assemble and join materials that they are using. Experiments to create different textures	I know why different materials are used for a variety of structures and purposes based on their properties. I know how to build a sturdy structure using blocks and bricks.	I know that texture is the way a material feels e.g. rough or smooth.	Exploring Textures – Materials used in Three Little Pigs – bricks, twigs, sticks etc. Can they build their own structure? Collect twigs and materials outdoors.

<p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Understands that they can use lines to enclose a space.</p>					
	<p>3</p>	<p>Selects tools and techniques needed to shape, assemble and join materials that they are using.</p> <p>Uses various construction materials</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Constructs with a purpose in mind, using a variety of different resources.</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Understands that they can use lines to enclose a space.</p>	<p>I know how to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</p> <p>I know how to make simple drawings of my product.</p>	<p>I know that materials are used for a variety of purposes e.g. scissors for cutting, glue for sticking.</p> <p>I know that I can use a variety of materials to create a structure – wood, sticks, blocks, card.</p>	<p>Plan – What house could we make for Three Little Pigs using a variety of materials?</p> <p>Allow children to explore a variety of materials prior to drawing out their house.</p>
	<p>4-6</p>	<p>Experiments to create different textures.</p> <p>Manipulates materials to achieve a planned effect.</p>	<p>I know how to successfully balance a variety of materials and join together using a range of techniques.</p>	<p>I know that materials can be manipulated and joined together.</p> <p>I know that I can solve simple problems e.g., using</p>	<p>Construction Opportunity.</p> <p>Discussion of Balance/Joining Techniques</p> <p>Children can begin to create their structure using</p>

		<p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Uses various construction materials</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using</p>		<p>cello tape to join instead of glue.</p>	<p>boxes, blocks, twigs etc. Children can join materials using glue, cellotape and cut using scissors.</p>

Design & Technology – Reception – Spring Term – Design & Creating Animal/Mini-Beast Habitats

Key Vocabulary:

Join, fix, glue, cut, like, dislike, snip, fold, rough, hard, soft, bumpy, smooth, materials, insects, animals

National Curriculum	Week	NC - Coverage	Skills Taught Disciplinary (Why) Procedural (How)	Knowledge Factual	Activity Outline
Early Years – Development Matters Experiments to create different textures. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Uses various construction materials	1	Constructs with a purpose in mind, using a variety of resources.	I know why insects and animals need certain conditions to live.	I know that a habitat is a natural home of an animal or insect. I know that a habitat provides shelter, water, food and space.	Discussion of Habitats of animals and insects. Opportunity to children to go on a Mini-Beast Hunt outside.
	2	Experiments to create different textures. Manipulates materials to achieve a planned effect.	I know how to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.	I know that habitats can be made from a variety of materials – wood, sticks and grass.	Discuss Habitats for Different Animals and the variety of materials they are made from. What makes a good habitat for insects?

<p>Selects appropriate resources and adapts work where necessary.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Understands that they can use lines to enclose a space.</p>	<p>3</p>	<p>Experiments to create different textures.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p>	<p>I know how to use tools safely – scissors when cutting.</p>	<p>I know that different materials can be used for different purposes, depending on their properties. For example, cardboard is a stronger building material than paper. Plastic is light and can float. Clay is heavy and will sink.</p>	<p>Explore Materials</p> <p>Explore Tools</p> <p>Plan their Design</p>
	<p>4-5</p>	<p>Experiments to create different textures.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p>	<p>I know why I need to use hand tools safely and appropriately</p>	<p>I know that I can use a variety of tools and materials for different purposes – scissors for cutting and glue to join materials and form a structure.</p>	<p>Create their Design –</p> <p>Give children the opportunity to explore different material and explore joining techniques to make their bug hotel/minibeast habitat.</p>

		<p>Uses simple tools and techniques competently and appropriately.</p> <p>Uses various construction materials</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p>			
	<p>6</p>	<p>Manipulates materials to achieve a planned effect.</p>	<p>I know how to talk about my ideas, saying what I like and dislike about my product to evaluate its effectiveness.</p>	<p>I know that an effective habitat requires a roof for shelter and enough space for insects or animals to live.</p> <p>I know that an effective habitat needs to be strong and sturdy to withhold weather conditions.</p>	<p>Evaluate Habitats – What makes a good habitat? How does it support your animal/mini-beast?</p>

Design & Technology – Reception – Summer Term – Designing & Creating a Healthy Snack

Key Vocabulary:

Fruit, vegetables, healthy, unhealthy, eat, taste, smell, cut, chop, sweet, sour, crunchy, hard, juicy, diet, hygiene, clean.

National Curriculum	Week	NC - Coverage	Skills Taught Disciplinary (Why) Procedural (How)	Knowledge Factual	Activity Outline
<p>Early Years – Development Matters</p> <p>Experiments to create different textures.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Uses various construction materials</p> <p>Selects appropriate resources and adapts work where necessary.</p>	1	<p>Constructs with a purpose in mind, using a variety of resources.</p>	<p>I know why it is important to have a healthy, balanced diet.</p>	<p>I know that a healthy snack can be fruit or vegetables, yoghurts, or crackers.</p> <p>I know that a balanced diet is eating a variety of foods that our bodies need to survive and be healthy.</p>	<p>What is a Healthy Snack?</p> <p>What is a Balanced Diet?</p>
	2	<p>Experiments to create different textures.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Selects appropriate resources and adapts work where necessary.</p>	<p>I know how to describe the taste of foods using a variety of key vocabulary – e.g. sweet, sour, crunchy, chewy.</p>	<p>I know that fruit and vegetables are healthy food choices and good for our bodies.</p> <p>I know that a fruit kebab requires fruit to be chopped</p>	<p>Opportunity for children to try a variety of healthy snacks – Fruit/Vegetables.</p>

<p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p>				<p>and threaded onto a skewer.</p>	
<p>Understands that they can use lines to enclose a space.</p>	<p>3</p>	<p>Experiments to create different textures. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources.</p>	<p>I know how fruit grows and where we can buy fruit and vegetables from.</p>	<p>I know that fruits are grown from different plants, trees, or bushes. (Bananas on trees, berries on bushes and strawberries on vines).</p>	<p>Fruit Kebabs What fruit? Where is the fruit grown?</p>
	<p>4</p>	<p>Experiments to create different textures. Manipulates materials to achieve a planned effect. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. 4Selects tools and techniques needed to shape, assemble and join materials they are using</p>	<p>I know how to make a simple drawing of my product considering what it would look like. I know how to transport and store equipment safely such as carrying the blades of the scissors in the palm of their hand and not running.</p>	<p>I know that tools such as scissors, knives and forks need to be used safely.</p>	<p>Design Fruit Kebab – Draw their chosen fruit kebab prior to making.</p>

	<p>5-6</p>	<p>Experiments to create different textures.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using</p>	<p>I know how to use tools safely.</p>	<p>I know that fruits need to be washed before eating to ensure bacteria is eliminated.</p> <p>I know that a variety of ingredients need to be cut using the sharp side of a blade safely, with the support of an adult.</p> <p>I know that the area I am working in need to be clean and I need to wash my hands before food preparation.</p>	<p>Children will create their fruit kebab with adult supervision, having the opportunity to peel, chop and slice a variety of ingredients.</p> <p>Children will be encourage to follow food hygiene practices – washing hands, fruit and vegetables, wiping surfaces and cleaning areas.</p> <p>Evaluation – After creating their product, based on their senses pupils will evaluate the taste, appearance and smell of their fruit skewer.</p>