



EYFS Design and Technology Long Term Plan

EYFS Development Matters	Design	Make	Evaluate	Technical Knowledge	Cooking & Nutrition
<p>Key Skills</p>	<p><u>C&L</u> <u>3 and 4 year olds will:</u></p> <ul style="list-style-type: none"> • Be able to express a point of view. • Use talk to organise themselves and their play <p><u>Children in Reception will:</u></p> <ul style="list-style-type: none"> • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. <p><u>Expressive Arts and Design 3 and 4 year olds will:</u></p> <ul style="list-style-type: none"> • Explore different materials freely, in order 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. <p><u>Children in Reception will:</u></p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Create collaboratively, sharing ideas, resources and skills 	<p><u>Expressive Arts and Design</u> <u>3 and 4 year olds will:</u></p> <ul style="list-style-type: none"> • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • 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. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. <p><u>Children in Reception will:</u></p> <ul style="list-style-type: none"> • Create collaboratively, sharing ideas, resources and skills. <p><u>Physical Development</u> <u>3 and 4 year olds will:</u></p> <ul style="list-style-type: none"> • Choose the right resources to carry out their own plan. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. <p><u>Children in Reception will:</u></p> <ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. 	<p><u>Expressive Arts and Design</u> <u>3 and 4 year olds will:</u></p> <ul style="list-style-type: none"> • Realise tools can be used for a purpose <p><u>Children in Reception will:</u></p> <ul style="list-style-type: none"> • 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>ELG: EAD Share their creations, explaining the process they have used.</p>	<p><u>C&L</u> <u>3 and 4 year olds will:</u></p> <ul style="list-style-type: none"> • Learn new vocabulary. <p><u>Children in Reception will:</u></p> <ul style="list-style-type: none"> • Ask questions to find out more and to check they understand what has been said to them. <p><u>UW</u> 3 and 4 year olds will:</p> <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Explore how things work. <p>EAD ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p><u>PSED</u> <u>3 and 4 year olds will:</u></p> <ul style="list-style-type: none"> • Make healthy choices about food, drink, activity and toothbrushing. <p><u>Children in Reception will:</u></p> <ul style="list-style-type: none"> • Eat a healthy range of foodstuffs and understand the need for variety in food. • Know and talk about the different factors that support their overall health and wellbeing- healthy eating. <p><u>UW</u> 3 and 4 year olds will:</p> <ul style="list-style-type: none"> • Talk about the differences between materials and changes they notice. (Cooking) <p><u>Children in Reception will:</u></p> <ul style="list-style-type: none"> • Describe what they see, hear, taste and feel.




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		<ul style="list-style-type: none"> • Progress towards a more fluent style of moving, with developing control and grace. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. <p>ELG: PD: Use a range of small tools, including scissors, paintbrushes and cutlery. ELG: EAD: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>			
<p>Assessment</p>	<p>Can children talk about their ideas and use drawings to record?</p>	<p>Can children select and name the tools needed? Can the children use them safely? Are children able to use construction materials to develop joining techniques?</p>	<p>Are children able to talk about their design and adapt where necessary with help?</p>	<ul style="list-style-type: none"> • Can children use increased technical vocabulary? 	<ul style="list-style-type: none"> • Are children able to recognise healthy foods, recognising where they are grown. • Do children know when fruit and veg is grown? Seasonality? • Can children use their senses to explore different foods? Are children able to manage/show awareness of their own safety and hygiene needs?




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Term	Content/unit/topic	Curriculum links	Key Facts	Key vocab
<p>Aut 1</p> <p>Nursery: All About Me/Favourite Stories</p> <p>Reception: All about me/Favourite stories</p>	<p>Owl Babies - Edible Nests - hand hygiene</p>  <p>Traditional Tales - Building bridges</p> 	<p>Literacy - Owl Babies</p> <p>Science</p> <p>Literacy -Billy Goat's Gruff</p>	<p>How do we grate carrot? How can we cut a bagel? How do we spread?</p> <p>What shape is the bridge going to be?</p> <p>What are you going to use?</p> <p>Do you need to make the bridge longer or shorter?</p> <p>Is the bridge strong enough to hold the goats?</p>	<p>Cut, spread, healthy, vegetables</p> <p>Shape, length, materials, cardboard, paper, strength</p>
<p>Aut 2</p> <p>Nursery: Favourite Stories/Christmas</p> <p>Reception: Favourite Stories and Celebrations.</p>	<p>Art Focus: See LTP. Colour mixing, Painting, drawing)</p> <p>Firework paintings/ bonfire night Christmas Crafts to include Christmas Cards, props for nativity, collages, reindeer, gingerbread biscuits.</p>	<p>RE</p> <p>D&T - Scissor skills</p>	<p>Can the child cut and stick neatly?</p> <p>Uses one handed tools and equipment Eg: makes snips in paper with child scissors</p>	<p>Cut, stick, message.</p>

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	Making Diva Lamps			
<p>Spring 1</p> <p>Nursery:</p> <p>Under the Sea</p> <p>Reception:</p> <p>Transport</p>	<p>Making Jelly Fish, Under water Plate collage - Scissor skills</p>  <p>Kapow: Workshop - junk modelling - making vehicles</p> 	<p>Art Science PSHE</p> <p>Science Art Physical development.</p>	<p>Constructs with a purpose in mind, using a variety of resources. Can they use one handed tools and equipment safely?</p> <p>Using a range of junk modelling resources can chn design and make their own vehicle. Developing cutting and scissor skills and joining techniques.</p>	<p>Cut, stick,</p> <p>Cut, safely, bend, join, materials, fix, loner, shorter, open, close.</p>
<p>Spring 2</p> <p>Nursery:</p> <p>Super Heroes</p> <p>Reception:</p> <p>Pets</p>	<p>Art focus (See long term plan)</p>	<p>Science Literacy</p>	<p>Observational Drawings, Painting skills - Kapow</p>	
<p>Summer 1</p> <p>Nursery:</p> <p>Space People Who Help Us</p> <p>Reception:</p>	<p>3d rockets</p>  <p>Provide children with a selection of different foods from around the</p>	<p>Science</p> <p>Science Geography PD</p>	<p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Describe fruits and vegetables and explain why they are a fruit or a vegetable?</p>	<p>Cut Stick Join Attach</p> <p>Healthy Cut/Slice Grow</p>

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<p>Let's take our taste buds on a journey around the world</p>	<p>world - children to explore using senses.</p> 		<p>Learn and name a range of places that fruits and vegetables grow? Describe basic characteristics of fruit and vegetables. Why are they healthy?</p> <p>How do we cut safely? How do we scoop out the seeds?</p>	
<p>Summer 2</p> <p>Nursery: Healthy Bodies The Natural World</p> <p>Reception: Farm/Minibeasts</p>	<p>Forest school workshop.</p> <p>Make a bug hotel.</p>  <p>Making bird houses</p> 	<p>Science PSHE</p> <p>Science</p>	<p>What do bugs need? What materials will you use? How can you make it safe? How will you attach the materials?</p> <p>Design and make a bird house using natural resources. How will they assemble and join together resources? What could they do to improve it?</p>	<p>Materials Sticks,leaves, twigs, stones, join, attach</p> <p>Join Sticks, Twine, Fix, Long, Short</p>
<p><u>CP/</u> <u>Enhancements/Outdoor</u> <u>Play</u></p>	<p>Indoors:</p> <ul style="list-style-type: none"> • Playdough • Workshop • Fine motor activities/ loose parts. • Construction sets <p>Outdoors:</p> <ul style="list-style-type: none"> • Large construction sets • Chalk board - drawing, painting • Weaving ribbons on the fence - textiles/collage 			