

## EYFS - Design & Technology Skills

Designing	Making	Evaluating	Technical Knowledge	Cooking & Nutrition
<p><b>Understanding context users and purposes</b> Return to and build on their previous learning, refining ideas and developing their ability to represent them. (construction toys, model making both inside and outside) ELG: Make use of props and materials when role playing characters in narratives stories.</p> <p><b>Generating, Developing, modelling and communicating ideas.</b> Generate ideas—plan out what they want their pirate ship to look like, considering what they have learnt about materials. Plan what they want their Supertato Vegetable to look like, explaining their ideas to an adult or a friend.</p>	<p><b>Planning</b> Generate ideas—plan out what they want their pirate ship to look like, considering what they have learnt about materials. Plan what they want their Supertato Vegetable to look like, explaining their ideas to an adult or a friend. ELG: Share their creations, explaining the process they have used.</p> <p><b>Practical skills and techniques</b> Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. Teach different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.  ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG: Use a range of small tools, including scissors, paintbrushes and cutlery.</p>	<p><b>Own ideas and products</b> ELG: Share their creations, explaining the process they have used. Talk about what they have made and how they might change it if they made it again, i.e. when they make a boat, considering if they have chosen the correct material.</p> <p><b>Existing Products</b> Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise using a wide variety of construction kits. Reflect with children on how they have achieved their aims</p>	<p><b>Making products work</b> Provide a range of materials and tools and teach children to use them with care and precision. Promote independence, taking care not to introduce too many new things at once.</p>	<p><b>Food preparation, cooking and nutrition</b>  Encourage decisions about healthy foods, understanding the importance of eating plenty of fruits and vegetables. ELG: Use a range of small tools, including scissors, paintbrushes and cutlery.</p>

## EYFS - Design & Technology Knowledge

**Autumn – Decorating Cakes (Birthdays); Learning how to chop your food using a knife and fork (School dinner); Christmas cards & decorations (Holidays); Shape pictures (Maths) Making a clay hedgehog (Seasons)**

### Cooking

- I know how to use icing and sprinkles to decorate a cake.
- I know how to make Reindeer food. Mixing foods together to make a new food.
- I am starting to know how to use a knife and form to cut up my food. (lunchtime)

### Making

- I know how to use the inside and outside construction equipment to make different objects. (continuous provision)
- I know how to model clay to make a clay hedgehog.
- I know how to use different types of materials to make Christmas cards & decorations.

### Design

- I know how to design my own shape picture.

**Spring – Making Fire Engines & Police Vehicles (People who Help Us); Superhero Capes (Supertato); Making a Lunar New Year musical instrument (LNY); Easter Baskets (Easter); Making Houses (3 Little Pigs)**

### Making

- I know how to use different types of materials- Fire Engines and Police Vehicles.
- I know how to use different types of material and creative resources to make a Superhero Cape.
- I know how to follow my design to make my superhero vegetable.
- I can choose the most appropriate materials to make a musical instrument.
- I can follow my design to make a house for the 3 little pigs.
- I know how to put pieces of paper together to make an Easter basket.
- I know how to use joining equipment- glue, tape, masking tape.

### Design

- To design a superhero vegetable.
- To design a house that will not fall down for the 3 little pigs.

**Summer – Weaving; Pirate Ships (Pirates); Teddy Bears Picnic; Making fruit Kebabs (healthy eating)**

### Making

- I can select appropriately sized strips of paper to weave to make a fish.
- I can build of my previous learning and choose appropriate materials to make a Pirate Ship.
- I can design my fruit kebab. I can make my fruit kebab. I know about hygiene and how to keep a clean environment when I am preparing food.

### Evaluating

- I can talk in front of the class and explain what I used to make my Pirate Ship and whether I choose the right materials for it to float when tested on water.
- I can talk about if I like my fruit kebab or not. I can say what I would have done differently next time.

### Design

- I can design a 'bear carrier' that is suitable to carry things down to the bears picnic.
- I can design my fruit kebab,

### **Key Vocabulary**

**Construct, Tool, Develop, Finish, Model, Evaluate, Equipment, Design, Material, Cut, Join**

What is this the foundation for?

Designing

In year 1 children will design purposeful, functional, products for themselves and others. They will do this based on design criteria. They will generate, develop, model and communicate their ideas through talking, drawings and templates.

In Year 1 children will design a fire engine. Their fire engine will be more detailed/ will have more of a purpose than the fire engine created in Reception (which is more of a cosmetic purpose only). In year 1 children will also spend time designing a wind-up toy, puppet, superhero capes and masks and robots. The designs in year 1 will be more structured, detailed, functional, will have more of a purpose, and more reasoning and thought will go behind choices that they have made.

Their design could include written form, compared to that of the Reception year where it would mostly be verbal.

What is this the foundation for?

Making

In year 1 children will select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] They will select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

In year 1 the skills that children use to create their DT work will generally require more skill than those products made in the Reception year, i.e. mechanisms in their toy and simple needlework required when making a puppet. Children may also need less help when making their DT work, e.g. children should now be confident when using scissors.

What is this the foundation for?

Evaluating

In year 1 children will evaluate their ideas and products against the design criteria- thinking about if they were successful or not. Children in year 1 will build structures, exploring how they can be made stronger, stiffer and more stable- they will then evaluate their products, thinking about what they would change for next time. They will explore mechanisms in existing products, and they will consider how they will use them in their own products. [for example, levers, sliders, wheels and axles]. In year 1 children will evaluate their products in detail considering the design criteria. Their evaluation could be in written form, compared to that of the Reception year where it would mostly be verbal.

What is this the foundation for?

Cooking and nutrition

In year 1 children will learn the basic principles of a healthy and varied diet to prepare dishes. They will discuss and understand where food comes from.