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| Reception:  **Design** | | |
| EYFS: | Knowledge: | Key Questions: |
| * Begin to use the language of designing and making e.g. join, build and shape. * Learning about planning and adapting initial ideas to make them better. | * Talk about what they are doing * Share ideas about their creations * Say how they would change things * Discuss how they could make things different/ better | * What are you making? * How did you do that? * Can you show me? * What did you want it to look like? * What can I help you with? * What if we changed this…? * What would happen? |
| **Next learning** (**Year 1)**   * Experiment with a range of materials.Be able to discuss their ideas * To use their designs to support them in making their products * To understand the importance of labelling a design * Make decisions on the best materials to choose and why | | |
| **Key Vocab:** | | |
| Design, build, plan, shape, join, adapt, improve, change | | |
| **Exploring and Developing Ideas** | | |
| * Experimenting and exploring construction * Sharing and developing ideas with others | | |

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| Reception:  **Make** | | |
| EYFS: | Knowledge: | Key Questions: |
| * To learn to construct with a purpose in mind. * Selects tools and techniques needed to shape, assemble and join materials. | * Make decisions about the end goal * Explore the use of different tools in the making process * Have an end goal in mind they are working towards * Experiment with what they envisage the end goal to be * Share ideas | * What are you hoping to create? * What will you use to make it? Why? * What are you going to use? * What will that tool do? * How does that tool work? * What will you use the end product for? * How can you join these two products? |
| **Next learning (Year 1)**   * Use the equipment to perform practical tasks (eg cutting, shaping and joining) * Select and use materials based on their characteristics and functionality. * Follow a sequence of steps to create a product * Understand how to safely prepare fruit and vegetables. * Follow a design to create moving objects   Know how to be safe when cutting, shaping and joining products | | |
| Key Vocab: | | |
| Purpose, tools, techniques, trying, assemble, make, shape, materials, objects, decisions, making, working, experimenting, create | | |
| Exploring and Developing Ideas | | |
| * Constructing with a purpose * Assembling and joining materials; experimenting with construction * Sharing ideas with others | | |

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| Reception:  **Evaluation** | | |
| EYFS: | Knowledge: | Key Questions: |
| * Begin to talk about changes made during the making process, e.g. making a decision to use a different joining method. | * Have a purpose in mind * Have ideas about how to join materials * Share ideas about how to join materials * Explain why they have changed / adapted what they were creating | * What did it look like before? * What do you want it to look like now? * Why do you want to change it? * What will it be used for? * How will it join together? |
| **Next learning (Year 1)**   * Understanding how wheels turn – that they need an axle in order to move * That products can be amended and adapted to make them more successful * Understand how successful products are created and use this to understand how improvements could be made. * Understand which foods go well together * Recognising the information found on food packaging and its purpose. * Understand why testing functionality can improve a product * Problem solve, by testing the product against its intended purpose | | |
| Key Vocab: | | |
| Changes, joining, method, purpose, materials, adapt | | |
| Exploring and Developing Ideas | Evaluating and Developing Work | |
| * Sharing ideas verbally and practically * Discuss what they are doing and beginning to listen to others | * Discuss what they planned for and what they produced * Share their ideas for making the product better | |

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| Reception:  **Technical Knowledge** | | |
| EYFS: | Knowledge: | Key Questions: |
| * To learn how to use a range of tools, e.g. scissors, hole punch, stapler, woodworking tools, rolling pins, pastry cutters. * Learn how everyday objects work by dismantling things | * Safe use of cutting equipment * Knowledge of how different tools should be used * Use tools to create * Dismantle objects to help understand how things work | * What are using to make that? Why? * What are you making? * How are you planning to do it? * Why do you think that will work? * Can you show me what you are doing? |
| **Next learning (Year 1)**   * Understand the purpose of structures * Recognise how different shapes can improve what they are making * Explore mechanisms to understand how they work * Begin to explain how mechanics work and what they hope to produce using their design * Recognising the type of structure needed to match the purpose it is intended for * Recognising there has to be a process to ensure a product works effectively and is fit for purpose. | | |
| Key Vocab: | | |
| Stabler, hole punch, scissors, rolling pins, tools, dismantle (take apart), equipment. | | |
| Exploring and Developing Ideas | | |
| * Discuss what has been created, including likes and dislikes * Share what they are doing during the making process, including discussion about what tools they are using and why. * Sharing the process they have gone through | | |  |

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| Reception:  **Cooking and Nutrition** | | |
| EYFS: | Knowledge: | Key Questions: |
| * To begin to understand some of the tools, techniques and processes involved in food preparation. * Children have basic hygiene awareness | * Children can discuss the tools they will use with food and why * Children will know to wash their hands and why this is expected. | * What are you making? * What are you using to make it? * Who/what/why is it being made? * What will you do first? * Why do you wash your hands? * Why do you ask an adult for help? |
| **Next learning (Year 1)**   * Understand the differences between and fruit * Describe and group foods | | |
| Key Vocab: | | |
| Hygiene, clean, tools, food, wash, make | | |
| Exploring and Developing Ideas | | |
| * Whilst working with food children will discuss the reasons why and the process of doing so. Both with their peers and the adults they are working with | | |  |