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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
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| 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
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