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| **Me and My Community** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop 3  ***Emergency Vehicles***  Lesson 1 | ***Children to make their own vehicles to use in play.***  Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients. | Explore, build and play with a range of resources and construction kits with wheels and axles. | Vehicles and machines have wheels and axles to help them move. |
| Enhanced Provision  ***Teamwork***  Lesson 2 | ***Children to work together to make a large marble run.***  Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients. | Construct simple structures and models using a range of materials. | Different materials have different properties and can be used for different purposes. |
| **Exploring Autumn** | **Learning Objective** | **Skills** | **Knowledge** |
| Enhanced Provision  ***Build it up***  Lesson 1 | ***Provide a range of log slices and braches into the construction area.***  Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients. | Construct simple structures and models using a range of materials. | Different materials have different properties and can be used for different purposes. |
| Enhanced Provision  ***Seed Shakers***  Lesson 2 | ***Display a range of shakers: Children use a variety of materials to recreate their own shaker.***  Share their creations, explaining the process they have used. | Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences. |  |
| Enhanced Provision  ***Conker run***  Lesson 3 | ***Children to work together to make a large marble run.***  Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients. | Construct simple structures and models using a range of materials. | Different materials have different properties and can be used for different purposes. |

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**Autumn EYFS – Cycle A**

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| **Once Upon a Time** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop  ***Building Bridges***  Lesson 1 | ***Display the bridge pictures. Set the challenge of making a bridge.***  Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients. | Construct simple structures and models using a range of materials. | Different materials have different properties and can be used for different purposes. |
| Develop  ***Royal workshop***  Lesson 2 | ***Children create swords, shields, crowns, and jewellery.***  Share their creations, explaining the process they have used. | Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences. |  |
| Innovate  ***A Story for the King Step 3***  Lesson 3 | ***Choose the type of puppet you would like to make and write a list of resources.***  Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients. | Select appropriate materials when constructing and making. | Different materials are suitable for different purposes, such as construction kits for modelling and ingredients for baking. |
| Innovate  ***A Story for the King Step 4***  Lesson 4 | ***Make a puppet of your character and take a photograph.***  Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients. | Construct simple structures and models using a range of materials. | Different materials have different properties and can be used for different purposes. |
| Enhanced Provision  ***Fantasy homes***  Lesson 5 | ***Children to build castles and fairy tale homes.***  Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients. | Construct simple structures and models using a range of materials. | Different materials have different properties and can be used for different purposes. |
| Enhanced Provision  ***A coach for Cinderella***  Lesson 6 | ***Provide a range of construction kits with wheels and axles for children to make Cinderella a new form of transport.***  Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients. | Explore, build and play with a range of resources and construction kits with wheels and axles. | Vehicles and machines have wheels and axles to help them move. |



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**Autumn 2 EYFS – Cycle A**

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| **Sparkle and Shine** | **Learning Objective** | **Skills** | **Knowledge** |
| Innovate  ***Making tealight holders***  Lesson 1 | ***Use a clay to create a diva light.***  Share their creations explaining the process they have used. | Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences. |  |
| Enhanced Provision  ***Build it***  Lesson | ***Wrap wooden blocks in shiny paper or foil and add shiny resources to the construction area for building fun.***  Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients. | Construct simple structures and models using a range of materials. | Different materials have different properties and can be used for different purposes. |

**Spring 1**

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**Spring 1 – EYFS – Cycle A**

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| **Starry Night** | **Learning objective** | **Skills** | **Knowledge** |
| Develop  ***Make a cuddle pet***  Lesson 1 | ***Children to use socks to create their own cuddle pet which they will look after.***  Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients. | Select appropriate materials when constructing and making. | Different materials are suitable for different purposes, such as construction kits for modelling and ingredients for baking. |
| Develop  ***Rocket Builders***  Lesson 2 | ***Invite the children to create a space craft or props to enhance their space role play. This could be helmets or jet packs.***  Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients. | Construct simple structures and models using a range of materials. | Different materials have different properties and can be used for different purposes. |
| Enhanced provision  ***Space travel***  Lesson 3 | ***Challenge the children to make space vehicles. Provide paper and pencils to record their ideas.***  Share their creations, explaining the process they have used. | Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences. |  |
| Enhanced Provision  **Moon Buggies**  Lesson 4 | ***Resource the construction area with a variety of construction kits with wheels and axles to make moon buggies. Create a rocky landscape using egg boxes and fabric for the moon buggies to travel over.***  Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients. | Explore, build and play with a range of resources and construction kits with wheels and axles. | Vehicles and machines have wheels and axles to help them move. |
| **Winter Wonderland** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop  ***Frozen***  Lesson 1 | ***Show the children and ice balloon with items frozen inside. Invite the children to explore the ice and discuss what it looks like and how it feels.***  Test their ideas. | Observe how activities are going and adapt their ideas if necessary. | When we are trying things out it is called a test.  Ice is the solid form of water.  Water turns to ice when the temperature is very cold (Below freezing) |



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**Spring 1 – EYFS – Cycle A**

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| **Winter Wonderland** | **Learning Objective** | **Skills** | **Knowledge** |
| Enhanced Provision  ***Icy Dens***  Lesson 1 | ***Provide white, blue and silver fabrics, easy grip pegs, crates and building blocks for the children to create ice caves and dens.***  Share their creations, explaining the process they have used. | Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences. |  |
| Enhanced Provision  ***Snowy Play***  Lesson 2 | ***Provide cotton wool, white foam shapes for the children to create snowy worlds and explore.***  Share their creations, explaining the process they have used. | Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences. |  |
| Enhanced Provision  ***Snowy mobiles***  Lesson 3 | ***Provide a variety of construction kits and display the sign: Can you make a vehicle to travel across the snow and ice.***  Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients. | Select appropriate materials when constructing and making. | Different materials are suitable for different purposes, such as construction kits for modelling and ingredients for baking. |
| Enhanced Provision  ***Ice building***  Lesson 4 | ***Provide ice cubes in a tuff spot for children to build with.***  Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients. | Construct simple structures and models using a range of materials. | Different materials have different properties and can be used for different purposes. |



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**Spring 2 – EYFS – Cycle A**

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| **Dangerous Dinosaurs** | **Learning Objective** | **Skills** | **Knowledge** |
| Enhanced Provision  ***Build a Dinosaur***  Lesson 4 | ***Challenge the children to work together to create model dinosaurs.***  Share their creations, explaining the process they have used. | Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences. |  |
| Enhanced Provision  ***Nests***  Lesson 5 | ***Create dinosaur eggs and add them to the sand tray filled with damp sand. Provide leaves, straw, twigs, ferns and branches for the children to make nests for the eggs.***  Share their creations, explaining the process they have used. | Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences. |  |
| **Puddles and Rainbows** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop  ***Rain makers***  Lesson 1 | ***Show the children a rainstick. Allow them to explore the sounds that it makes, then invite them to talk about how the sound might be made. Challenge the children to make a rain maker.***  Share their creations, explaining the process they have used. | Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences. |  |
| Enhanced Provision  ***Rainbow Dens***  Lesson 2 | ***Provide coloured fabric, cushions and easy grip pegs to make dens.***  Share their creations, explaining the process they have used. | Adapt and refine their work as they are constructing and making. | Recognise that it is possible to change and alter their designs and ideas as they are making them. |
| Enhanced provision  ***Rainbow Town***  Lesson 3 | ***Display a variety of coloured building bricks and blocks for the children to make houses and buildings. Provide large rolls of paper and colourful pens for the children to draw streets and roads.***  Share their creations, explaining the process they have used. | Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences. |  |



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**Summer – EYFS – Cycle A**

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| **Sunshine and Sunflowers** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop  ***Crop Protectors***  Lesson 1 | ***Explain that when seeds are planted, birds like to eat them as food, so people need to scare birds away without hurting them. Display a selection of used CDs and show how they reflect the light as they move. Ask the children how this might help scare birds away.***  Use pictures, interests and experiences to inspire their creations. | Explore significant products. | Some products are significant because they have changed the way people live their lives. |
| Develop  ***Sun Hats***  Lesson 2 | ***Explain that they will make sun hats and must think about the different features they would like on their hat.***  Share their creations, explaining the process they have used. | Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences |  |
| Enhanced Provision  ***Homes for who?***  Lesson 3 | ***Display the sign 'Can you make a home for these garden animals?' Offer boxes, cardboard tubes, sticks and leaves for the children to use in their designs.***  Share their creations, explaining the process they have used | Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences. |  |
| Enhanced Provision  ***Summer Tech***  Lesson 4 | ***Display a range of technology used in the summer for the children to explore. Examples might include a handheld fan, disposable camera, wind-up radio, headtorch and eReader.***  Use everyday products, stories, pictures, interests and experiences to inspire their creations. | Name and explore a range of everyday products and begin to talk about how they are used. | Everyday products are objects that we use every day. These objects have a specific use. |



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**Summer 1 – EYFS – Cycle A**

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| **Shadows and Reflections** | **Learning Objective** | **Skills** | **Knowledge** |
| Enhanced Provision  ***Symmetrical buildings***  Lesson 1 | ***Display the Symmetrical buildings picture cards in the construction area to inspire children's structures. Provide a camera or tablet to take photographs of their buildings.***  Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients. | Construct simple structures and models using a range of materials. | Different materials have different properties and can be used for different purposes. |
| Enhanced Provision  ***Mirrored Buildings***  Lesson 2 | ***Line a Tuff Tub with mirrored card and provide Lego or other construction blocks with which the children can build. Provide a camera or tablet to take photographs of their buildings and their reflections.***  Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients. | Construct simple structures and models using a range of materials. | Different materials have different properties and can be used for different purposes. |
| **Big Wide World** | **Learning Objective** | **Skills** | **Knowledge** |
| Engage  ***You choose***  Lesson 1 | ***Offer the children the My vehicle template and pencils and explain that they will design a vehicle. Ask them to draw and label the vehicle they would like to create and describe the resources and techniques they will use when creating.***  Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients. | Construct simple structures and models using a range of materials. | Different materials have different properties and can be used for different purposes. |
| Develop  ***Animal Masks***  Lesson 2 | ***Provide the Animal mask design template and drawing resources and ask the children to draw an animal's face that they would like to create as a mask.***  Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients. | Construct simple structures and models using a range of materials | Different materials have different properties and can be used for different purposes. |



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**Summer 2 – EYFS – Cycle A**

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| **Big Wide World** | **Learning Objective** | **Skills** | **Knowledge** |
| Enhanced Provision  ***Buildings around the World.***  Lesson 3 | ***Offer cardboard boxes and tubes, plastic trays and bottles, yoghurt pots, scissors, tape and glue for the children to create buildings inspired by the pictures.***  Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients. | Construct simple structures and models using a range of materials. | Different materials have different properties and can be used for different purposes. |
| **Splash!** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop  ***Floating and Sinking***  Lesson 1 | ***Tell the children that they are going to create model boats and test them to see how well they float.***  Share their creations, explaining the process they have used | Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences |  |
| Enhanced Provision  ***Waterfalls***  Lesson 2 | ***Add large stones and pebbles to a water tray for the children to build towers. Ask the children, 'Can you make the water flow from the top to the bottom?***  Share their creations, explaining the process they have used. | Adapt and refine their work as they are constructing and making. | Recognise that it is possible to change and alter their designs and ideas as they are making them. |
| Enhanced Provision  ***Water Runs***  Lesson 5 | ***Provide lengths of guttering, funnels, plastic plumbing pipes and plastic elbow pipe connectors in various Tuff Tubs at different heights. Offer containers of water, jugs, buckets and watering cans for the children to create water runs.***  Share their creations, explaining the process they have used. | Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences. |  |
| Enhanced Provision  ***Boats***  Lesson 6 | ***Challenge the children to create boats using the construction kits. Provide blue fabric on which the children can sail their boats.***  Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients. | Construct simple structures and models using a range of materials. | Different materials have different properties and can be used for different purposes. |



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**Summer 2 – EYFS – Cycle A**

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| **Splash!** | **Learning Objective** | **Skills** | **Knowledge** |
| Enhanced Provision  ***Races***  Lesson 7 | ***Provide various wind up water toys in the water tray* for *the children to explore and race.***  Use everyday products, stories, pictures, interests and experiences to inspire their creations. | Name and explore a range of everyday products and begin to talk about how they are used | Everyday products are objects that we use every day. These objects have a specific use. |
| **Moving On** | **Learning Objective** | **Skills** | **Knowledge** |
| Enhanced Provision  ***Frame art***  Lesson 1 | ***Display a selection of cardboard picture frames, ready-mixed paint, collage resources and glue to decorate the frames.***  Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients. | Select appropriate materials when constructing and making. | Different materials are suitable for different purposes, such as construction kits for modelling and ingredients for baking |
| Enhanced Provision  ***Mazes***  Lesson 2 | ***Provide Lego or Duplo boards and bricks and marbles. Challenge the children to create a maze for the marble to move along.***  Share their creations, explaining the process they have used. | Adapt and refine their work as they are constructing and making. | Recognise that it is possible to change and alter their designs and ideas as they are making them. |
| Enhanced Provision  ***Building Together***  Lesson 3 | ***Offer bags of building blocks containing sets of the same coloured and shaped blocks. Invite the children to choose a friend to build with.***  Share their creations, explaining the process they have used. | Describe what, why and how something was made and compare with others. | Aspects of designing and making can be compared with others, including inspiration for making a product and the tools and techniques used. |
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| **Key Vocabulary**  Generation of ideas – instrument, rainmaker, shaker, discuss, idea, material, share, test, describe, different, discuss, example, explain, idea, share, type, design, adapt, change, draw, explain, explore, feel, play, sort, talk, test, try, discussion, model, share, talk, build, test.  Structures - construct, large, branch, guttering, tube, bridge, build, building, castle, construct, roof, strong, wall, building, adapt, add, attach, choose, cover, select, spacecraft, tower, structure, symmetrical.  Investigation – explore, compare, feel, least, less, more, most, smell, collect, count, sort, cutting, hole punch, wheel, move, split pin.  Evaluation – design, adapt, change, record, share, stronger, strongest, like, alter, compare, finished, product, improve.  Mechanisms and movement – ambulance, emergency vehicle, fire engine, helicopter, lifeboat, police car, police motorbike, wheel, axle, transport, moon buggy, travel, move, vehicle.  Compare and contrast – comfortable, compare, different, same, uncomfortable, feature, same, size, structure.  Everyday products – puppet, camera, eReader, handheld fan, head torch, sun hat, wind up radio.  Materials for purpose – fabric, hessian, protection, safe, strongest, choose, material.  Nutrition- breakfast, food, fruit, healthy, honey, ingredient, milk, porridge, ham, meat, mushroom, pizza, sweet pepper, sweetcorn, vegetable, banana, fruit, raspberry, blueberry, fruit juice, peach, snack, soft fruit, strawberry, yoghurt.  Staying safe – command, instruction, safe.  Food preparation and cooking **-** ingredient, method, mix, recipe, scales, weigh, add, instruction, knead, method, bake, preheat, scatter, spread, topping, chop, freeze, insert, mould, pour, spoon.  Origins of food – celebration food, festive food, tradition.  Use of ICT –  Electricity - |