

	Little Treasures	Nursery	Reception	Year 1	Year 2
Construction & Mechanisms	<p>To explore and experiments with a range of media through sensory exploration.</p> <p>Simple construction</p>	<p>To begin to construct stacking blocks vertically and horizontally, making enclosures and creating spaces. Joining construction pieces together to build and balance.</p> <p>Design and build your own farm. Construction area</p> <p>Stickle bricks, playdough, mobilo large wooden blocks.</p>	<p>To safely use and explore a variety of materials, tools and techniques. To share their creations, explaining the process they have used.</p> <p>Design and evaluate a tower links to science.</p> <p>Look at ways to join materials</p> <p>Duplo, Mobilo, wooden blocks, polydron</p> <p>Sharing you learning</p>	<p>To design and create a product using a simple design brief. To begin to evaluate my product against the design brief discussing what worked well and an improvement.</p> <p>• Design & evaluate a moving vehicle according to the design criteria, testing whether the structure is strong and stable and altering it if it isn't.</p> <p>• I can explore and use simple mechanisms such as wheels and axles.</p> <p>Lego, meccano, wheels & Axels</p>	<p>To meet the needs of a design brief and identify what products are for, how the product works, how it is used, where the product might be used and what materials the product is made from.</p> <p>To can evaluate a range of existing products to support my product design, generating generate ideas, drawing on my own experiences. To make adjustments to my products as I am making. I can evaluate my product against the design brief using specific vocabulary. To know how free standing structures can be made stronger, stiffer and more stable.</p> <p>• I know how to use a range of mechanisms to create movement such as sliders, levers and pivots.</p> <p>• I can use a range of mechanisms such as slider, levers and pivots.</p> <p>Exploring the features of structures • Comparing the stability of different shapes</p> <p>• Testing the strength of own structures</p>

					<ul style="list-style-type: none"> • Identifying the weakest part of a structure • Evaluating the strength, stiffness and stability of own structure. <p>Lego kits/mechanic</p>
Textiles	To explore and experiments with a range of media through sensory exploration.	Weaving	<p>Alexander Calder moving mobiles. Children create their own vehicle mobile.</p> <p>Exploring simple ways to join materials.</p> <p>Weaving Playdough- making people. Using techniques rolling, making spheres. Using tools to add details.</p> <p>Use scissors safely and effectively.</p>	<p>To design, make and evaluate a safety jacket for teddy/puppet)</p> <ul style="list-style-type: none"> • I am beginning to meet the needs of a simple design brief. • I can discuss what product I am designing and making and explain who the product is for and why. • I can look at existing products and talk about what works well. • I am beginning to evaluate my product against the design brief discussing what worked well and an improvement. <ul style="list-style-type: none"> • I can work in different contexts. E.g. imaginary, story based, industry. • I can generate, develop, model and communicate 	<p>Design make and evaluate a home for an animal.</p> <ul style="list-style-type: none"> • I can meet the needs of a design brief. • I can identify what products are for, how the product works, how it is used, where the product might be used and what materials the product is made from. • I can evaluate a range of existing products to support my product design. • I can generate ideas, drawing on my own experiences. • I can make adjustments to my products as I am making. • I can evaluate my product against the design brief using specific vocabulary. • I can confidently work in a range of contexts. E.g. local community, wider environment.

				<p>their ideas through talking, drawing, templates, mock ups and, where appropriate, information and communication technology.</p> <ul style="list-style-type: none"> • I can select from a range of tools and equipment. • I am beginning to perform practical tasks including cutting, shaping, joining and finishing. 	<ul style="list-style-type: none"> • I can generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and, where appropriate, information and communication technology. • I can select from and use a wide range of materials and components. • I can measure and mark my materials. • I can confidently perform practical tasks including cutting, shaping, joining and finishing including sewing.
Food & Nutrition		<p>Wash hands independently</p> <p>Range of baking experiences e.g strawberry tarts, icing biscuits, soup, fruit kebab, cupcakes, chocolate nests, flapjacks.</p> <p>Begin to make healthy choices links with PSED</p>	<p>To make my own snack (spreading toast, pouring milk on my cereal)</p> <p>I can manage my own basic hygiene and personal needs including being aware of the the importance of healthy food choices Links with PSED I know fruit and vegetables are healthy foods.</p>	<p>To degnn, make & evaluate a healthy dessert</p> <ul style="list-style-type: none"> • I know we should have five portions of fruit or vegetables each day. • I am beginning to know which foods are healthy and which we should have in moderation. • I can make healthy choices for prepared dishes. • I understand that all food comes from animals and plants. • I can cut ingredients safely and hygienically. • I can assemble and prepare simple dishes without using a heat source 	<p>To design, make and evaluate a healthy sandwich</p> <ul style="list-style-type: none"> • I know the importance of a balanced diet to be healthy. • I can use my knowledge of a balanced diet to prepare dishes. • I can name and sort foods into the five groups of the ‘The Eatwell Plate.’ • I understand food is produced in different places and sold in shops. • I understand that food has to be farmed, grown elsewhere or caught. • I can cut, peel and grate ingredients safely and hygienically. • I know how to prepare simple dishes safely and hygienically without using a heat source.

Ongoing activities in EYFS to support DT learning – construction, junk modelling, cooking activities - **focus on vocabulary.**