

Key Vocabulary	<p>Reception Vocabulary Cut, stick, edge, snip, material, choosing, shapes, texture, join, make, tools, assemble, fabric, card, glue, bend, fold, mix</p> <p>KS1 Vocabulary Design, technology, product, user, ideas, prototypes, mechanisms, slides, levers design, make, evaluate, user, purpose, ideas, design criteria, product, function, slider, lever, pivot, slot, bridge/guide, card, masking tape, paper fastener, join, pull, push, up, down, straight, curve, forwards, backwards, cut, fold, assembling, join, fix, finishing, structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, metal, wood, plastic, circle, triangle, square, rectangle, cuboid, cube, cylinder, vehicle, wheel, axle, axle holder, chassis, body, cab, free, moving, mechanism, names of tools, textile tools (e.g. needles, thread), fabric names (e.g. wool, thread, felt) and components (e.g. buttons, sequins), template, pattern pieces, mark out, join, decorate, finish fruit and vegetable names, names of equipment and utensils, sensory vocabulary (e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard), flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, grating, bridge & claw grip, measuring, cracking, beating, dividing, snipping, healthy diet, choosing, ingredients, investigating tasting, arranging.</p>	
Year group	EYFS	Year 1
Key skills	<ul style="list-style-type: none"> • Begins to build a repertoire of songs and dances. • Explores the different sounds of instruments. • Explores what happens when they mix colours. • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using. • Create simple representations of events, people and objects. • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. • Chooses particular colours to use for a purpose. • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop and act out a narrative. <p>Early Learning Goals Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>Designing</p> <ul style="list-style-type: none"> • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through drawings and mock-ups with card and paper. <p>Making</p> <ul style="list-style-type: none"> • Plan by suggesting what to do next. • Select and use tools, explaining their choices, to cut, shape and join paper and card. • Use simple finishing techniques suitable for the product they are creating. • Select new and reclaimed materials and construction kits to build their structures. <p>Evaluating</p> <ul style="list-style-type: none"> • Explore a range of existing books and everyday products that use simple sliders and levers. • Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria. • Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Explore and use sliders and levers. • Understand that different mechanisms produce different types of movement. • Know and use technical vocabulary relevant to the project. • Know how to make freestanding structures stronger, stiffer and more stable.

Areas of study	<p>Cutting paper to make hair.</p> <p>Making stickmen</p> <p>Use a variety of materials to create a 3d map of your bear hunt route.</p> <p>Join tubes to make binoculars and select from a range of materials to make a strap long enough to go round neck.</p> <p>Making pirate ships materials that float/sink.</p> <p>Wrap and make parcels (linked to The Jolly Postman) - choosing a suitable wrapping to cover the present - trial and error and reflection.</p> <p>Healthy eating plate linked to talking about our bodies.</p> <p>Baking hedgehog bread following a recipe, then designed their own hedgehog whether to have spikes, currants for eyes etc.</p>	<p>Mechanisms – Slides and levers</p> <p><i>Suggested/current project: Moving Picture</i></p> <p>Structures – Free standing structures</p> <p><i>Suggested/current project: Billy Goats Gruff Bridge</i></p> <p>Preparing fruit and vegetables</p> <p><i>Suggested/current project: Berried Treasure</i></p>
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