

EYFS Long Term Plan – Design and Technology

| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------|--|---|--|--|--|-------------|----------|
| Caterpillars | Themes | All about me | Colours Everywhere! | On the go | On the farm | Yummy foods | Seaside |
| | Development Matters Objectives | Physical Development | Develop manipulation and control. Explore different materials and tools | | | | |
| | | Understanding the World | Explore materials with different properties. | | | | |
| | | Expressive Arts and Design | Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas. | | | | |
| | Key Focus | <u>Food</u> Tasting and preparing snacks | <u>Structures</u> Exploring and manipulating a range of materials freely Junk modelling using boxes to make different shapes. <u>Construction</u> Exploring a range of natural resources e.g. sticks, twigs and leaves to make nests Making enclosures and spaces using various construction materials (stacking blocks vertically and horizontally, joining Duplo / Lego) | | <u>Food</u> Melting chocolate to make chocolate nests Using a juicer / blender to make a fruit drink / smoothie Making picnic foods such as sandwiches Spreading using a knife and cutting using shape cutters Making fruit ice lollies | | |
| | Knowledge & Skills | <ul style="list-style-type: none"> I am beginning to talk about what I am making. I am beginning to talk about what I like I am beginning to use utensils to eat independently and mix together ingredients. | <ul style="list-style-type: none"> I can freely explore different materials through play. I am beginning to use my fingers to paint as well as pencils, brushes and other tools with support. I can make simple models using my own ideas. I am beginning to stack blocks horizontally and vertically. I know that blocks can be put on top of each other to make different shapes. I can put objects inside each other and take them out again. I can make enclosures and spaces with construction and small world equipment. I am beginning to build using recyclable materials. | | <ul style="list-style-type: none"> I know that I need to wash my hands before touching food. I can taste, choose and assemble ingredients with support. I can talk about what I like to eat. | | |
| Vocabulary | food, snack, bowl, spoon, eat, drink, taste, mix, stir | make, join, stick build, stack, on top of, in,out, inside, outside, up down | | food, snack, bowl, spoon, eat, drink, taste, mix, stir | | | |

| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | |
|-------------|---|--|---|--|---|---|--------------------|--|
| | Themes | All about me | Celebrations of the World | Space | New life | Traditional Tales | People who help us | |
| | Development Matters Objectives | Personal, Social and Emotional Development | Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. | | | | | |
| | | Physical Development | Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors | | | | | |
| | | Understanding the World | Explore how things work | | | | | |
| | | Expressive Arts and Design | Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. | | | | | |
| Key Focus | <u>Food</u> Designing and making fruit faces | | <u>Structures</u> Junk modelling - Designing and making a rocket Joining using tape and glue with a glue spreader <u>Construction</u> Using lollipop sticks to make moving space pictures | | <u>Construction</u> Using construction to build structures for storybook characters, for example, a bridge for the Three Billy Goats Gruff, houses for the Three Little Pigs or furniture for the Three Bears <u>Structures</u> Designing and making masks for storybook characters Scissor and joining skills (palm scissors, masking tape, hole punch, stapler etc) | | | |
| Butterflies | Knowledge & Skills | <ul style="list-style-type: none"> I can name some familiar foods. I can wash my hands properly. I am beginning to use utensils with some control to mix together ingredients. I can taste, choose and assemble ingredients. I am beginning to make healthy food choices. | | <ul style="list-style-type: none"> I can name some familiar products. I can talk about my ideas and say what I would like to make. I can draw closed shapes with continuous lines and use these shapes to represent objects. I am beginning to develop my ideas about how to use different materials and what to make with them. I can choose from a small range of materials and tools with support. I am beginning to make snips in paper and card using scissors. I am beginning to hold a pencil and paintbrush with some control and with a dominant hand. I am beginning to build structures using recyclable materials and know that if they are not strong, they will break. I am beginning to explore how to cut and shape materials including paper, card and recyclable materials. I am beginning to join paper and card using glue sticks, glue with a glue spreader and masking tape. | | <ul style="list-style-type: none"> I am beginning to explore how things work. I can say what I like about products I can make imaginative and complex 'small worlds' with blocks and construction kits I can select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. I can combine shapes to make new ones – an arch, a bigger triangle, etc I am beginning to explain how to make strong structures such as walls, bridges, furniture or playground equipment using construction. | | |
| | Vocabulary | some ingredient names, spoon, knife, fork, bowl, sensory vocabulary (hard, soft, crunchy) taste, choose, cut, chop, mix, stir | | investigate, explore, design, make join, stick, glue, shape, cut, strong | | investigate, explore, design, make fix, together, strong, shape, tall | | |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | |
|------------------|---|--|--|--|--|---|-------------|
| Reception | Class Themes | All about me | Mini-beasts | Transport | The world | Under the sea | Superheroes |
| | Development Matters Objectives | Physical Development | Progress towards a more fluent style of moving, with developing control and grace. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. | | | | |
| | | Expressive Arts and Design | Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. | | | | |
| | Key Focus | <u>Food</u> Designing and decorating own gingerbread man | | <u>Structures</u> Junk modelling - Designing and making own bus with moving wheels <u>Construction</u> Using split pins to make vehicle pictures with moving wheels | | <u>Construction</u> Using construction to build settings for storybook characters <u>Textiles</u> Designing and making sock puppets | |
| | Knowledge & Skills | <ul style="list-style-type: none"> I can wash my hands properly. I am beginning to use food utensils to assemble food products. I can taste, choose and assemble ingredients. I can talk about healthy food choices. | | <ul style="list-style-type: none"> I can name some familiar products. I can talk about my ideas and say what I would like to make. I can add some detail to shapes when drawing. I can talk about how I could use different materials and what I could make with them. I can choose from a range of materials with help when needed. I can select from and use a range of tools and equipment to shape, join and finish products with help when needed. I am beginning to hold scissors correctly and cut materials safely. I can hold a pencil and paintbrush correctly with a tripod grip. I am beginning to build structures using recyclable materials and can talk about how they can be made stronger. I am beginning to explore how to cut and shape materials including paper, card and recyclable materials. I am beginning to join materials using glue sticks, PVA glue with glue spreaders, masking tape and staples. | | <ul style="list-style-type: none"> I am beginning to explore how to cut and shape fabric. I can make imaginative and complex 'small worlds' with blocks and construction kits. I can explain how to make strong structures using construction. | |
| Vocabulary | ingredient names, names of equipment and utensils, sensory vocabulary (hard, soft, crunchy, juicy, sweet), taste, choose, mix, stir, spoon. | | material, cut, fold, join, fix, glue, strong, weak | | join, pull, push, up, down, forwards, backwards, strong, fabric, cut, join, fix, glue | | |