

D&T

<p>EYFS 3-4 Year olds</p>	<p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. (PD)</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. (PD)</p> <p>Explore how things work. (UW)</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors. (PD)</p> <p>Make healthy choices about food, drink, activity and toothbrushing. (PSED)</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make. (EAD)</p> <p>Develop their own ideas and then decide which materials to use to express them. (EAD)</p> <p>Join different materials and explore different textures.</p>
<p>Children in Reception</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. (PD)</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. (EAD)</p> <p>Create collaboratively, sharing ideas, resources and skills. (EAD)</p> <p>Show resilience and perseverance in the face of challenge. (PSED)</p> <p>Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of ‘screen time’ • having a good sleep routine • being a safe pedestrian (PSED)</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. (CL)</p>
<p>National Curriculum</p>	<p>Design purposeful, functional, appealing products for themselves and others based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and, where appropriate, information and communication technology.</p> <p>Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing.)</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p>



	Explore and use mechanisms (e.g. levers, sliders, wheels and axles) in their products Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from
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Key knowledge

Nursery
Know how to use materials to make their own models. Say what they have made and what they used to make it. Use different materials in the classroom to make models. Use different methods to join materials. Know that there are different textures (not all materials feel the same). Know the names of the fruits and vegetables which they eat for their snacks.

Key knowledge for each theme example

Reception Making a bookmark (Textiles)	Year 1 Puppets (textiles)	Year 2
Know what they want to make and tell someone else To know how to thread and weave To design a bookmark To follow their design	To know that drawing a design idea is useful to see how an idea will look. To know that 'joining technique' means connecting two pieces of material together. To know that there are various temporary methods of joining fabric by using staples, glue or pins. To understand that different techniques for joining materials can be used for different purposes.	To know that sewing is a method of joining fabric. To know that different stitches can be used when sewing. To understand the importance of tying a knot after sewing the final stitch. To know that a thimble can be used to protect my fingers when sewing.