

Design and Technology: EYFS – KS1

Specific Area of Learning Expressive Arts and Design	ELG 16 Creating with Materials	How this is achieved in EYFS	Key Vocabulary to be developed in EYFS	Art and Design KS1
	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. 	<p>Children can self-select from a range of tools and materials in the continuous provision. Children learn by experimenting with tools such as scissors, staplers and hole punches.</p> <p>They make use of fixing and joining materials such as sellotape, masking tape, string, pipe cleaners and glue.</p> <p>Through questioning children are encouraged to talk about what they like about their work and other children's designs and how they would improve it.</p> <p>Activity Examples:</p> <ul style="list-style-type: none"> • Making a rocket with cardboard tubes • Creating rockets using outdoor blocks. • Making a bus with boxes • Folding paper to make lanterns • Making a paper aeroplane and testing it • Using split pins to join things together • Using tools to prepare snack – Butter crackers / cut bananas. • Selecting the best resources for den building outside 	<ul style="list-style-type: none"> • Design • Build • Cut • Join • Measure • Tools • Explain / Evaluate 	<p>Design</p> <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria. • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. <p>Make</p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. <p>Evaluate</p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing products. • Evaluate their ideas and products against design criteria. <p>Technical knowledge</p> <ul style="list-style-type: none"> • build structures, exploring how they can be made stronger, stiffer and more stable. • Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

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| | | <ul style="list-style-type: none">• Cookery - Observing the effects of heat when making cakes – Watching them rise• Creating products for a purpose – Making a basket for fruit, (Handa's Surprise)• Using clay to make owls• Using dolly pegs to make characters• Using the blocks to make a farm/zoo• Making a vehicle with the small construction• Using resources to make a giraffe/chicken• Making playdough for the week | | |
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