Design & Technology

select from & use a wider range of materials & components, inc: construction materials, textiles & ingredients, according to their functional properties & aesthetic qualities.

apply their understanding of computing to program, monitor control their products.

understand & use electrical systems in their products e.g. switches, bulbs, buzzers and motors.

prepare & cook a variety of predominantly savoury dishes using a range of cooking techniques.

generate, develop, model & communicate their ideas through discussion, annotated sketches, cross-sectional & exploded diagrams, prototypes, pattern pieces & computer-aided design.

apply their understanding of how to strengthen, stiffen & reinforce more complex structures.

understand and apply the principles of a healthy & varied diet.

select from & use a wider range of tools & equipment to perform practical tasks e.g. joining & finishing accurately.

understand seasonality, and know where & how a variety of ingredients are grown, reared, caught and processed.

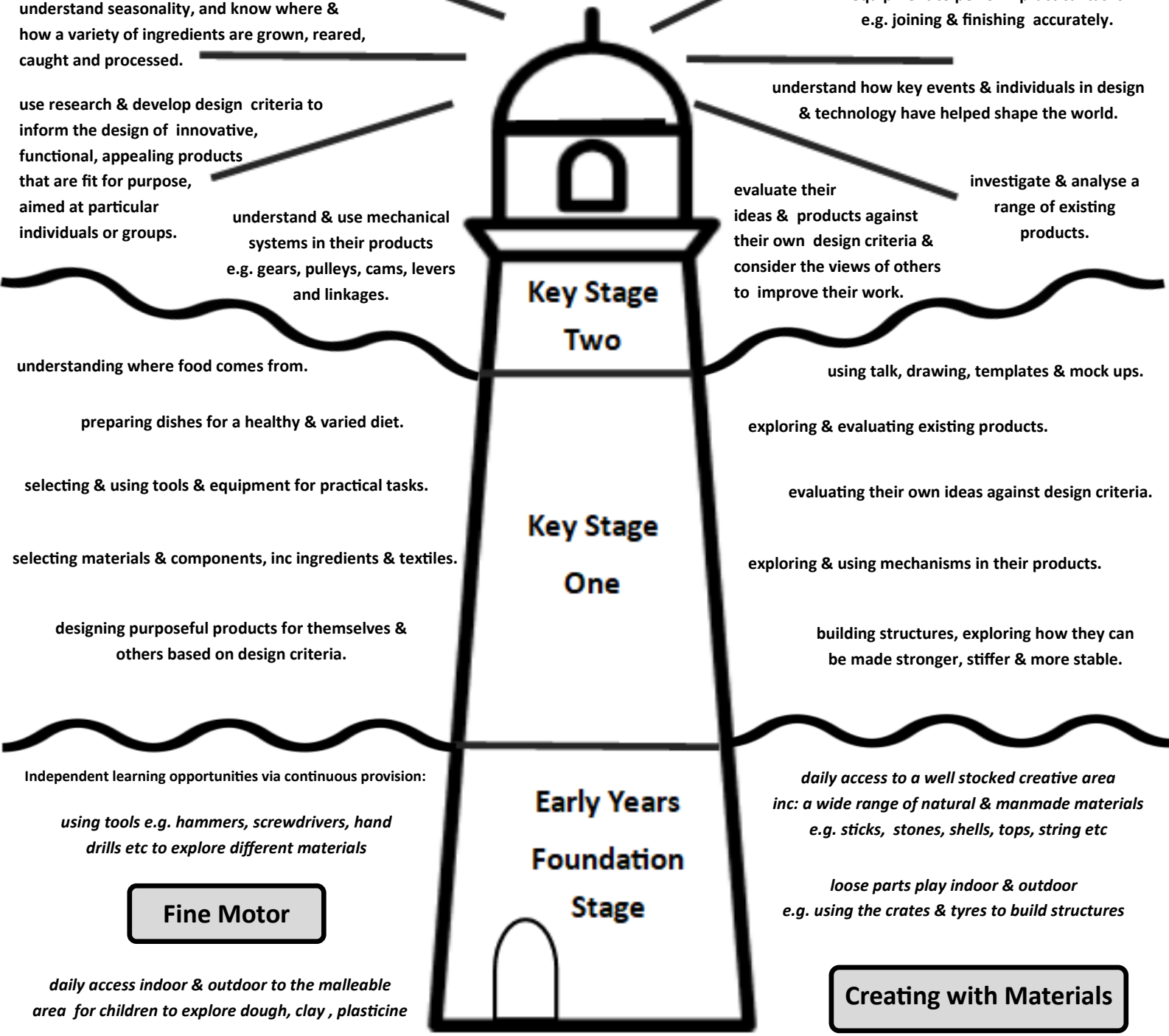
understand how key events & individuals in design & technology have helped shape the world.

use research & develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.

investigate & analyse a range of existing products.

evaluate their ideas & products against their own design criteria & consider the views of others to improve their work.

understand & use mechanical systems in their products e.g. gears, pulleys, cams, levers and linkages.



understanding where food comes from.

using talk, drawing, templates & mock ups.

preparing dishes for a healthy & varied diet.

exploring & evaluating existing products.

selecting & using tools & equipment for practical tasks.

evaluating their own ideas against design criteria.

selecting materials & components, inc ingredients & textiles.

exploring & using mechanisms in their products.

designing purposeful products for themselves & others based on design criteria.

building structures, exploring how they can be made stronger, stiffer & more stable.

Independent learning opportunities via continuous provision:

daily access to a well stocked creative area inc: a wide range of natural & manmade materials e.g. sticks, stones, shells, tops, string etc

using tools e.g. hammers, screwdrivers, hand drills etc to explore different materials

loose parts play indoor & outdoor e.g. using the crates & tyres to build structures

Fine Motor

Creating with Materials

daily access indoor & outdoor to the malleable area for children to explore dough, clay , plasticine

design challenges e.g. egg box /cardboard challenge, not a stick, make a game etc

using cutters & tools when exploring malleable materials

washing hands before joining in with cooking activities/handling food.

using scissors, hole punches, tweezers, split pins, paper clips, treasury tags in their own creations

Managing Self

daily access to a well resourced construction area inc: commercial & non-commercial resources e.g. Lego, tin cans, wooden discs & blocks etc

helping care for, dig up & cook vegetables grown in the EYFS garden.

helping to prepare fruit for snack time & other healthy snacks