



Design and Technology Unit EYFS Planner

Unit Overview	DT -Making a House for the 3 Little Pigs	
Prior Learning/ Links	<ul style="list-style-type: none"> • 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. • 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. • Explore how things work. • 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. 	
Unit Title:	Substantive Knowledge	Disciplinary Knowledge
<p>Key Questions:</p> <p>Can I build a home for a little pig?</p> <p>Which material will be best?</p> <p>Will the Big Bad Wolf be able to blow it down?</p>	<p>Talk about why things happen: what happens to playdough when it is squeezed? What happens to paint when you add sand etc...</p> <ul style="list-style-type: none"> • Describe objects and materials using simple language. <ul style="list-style-type: none"> • Taste a range of food and classify into healthy and unhealthy. Be able to say what they like and why • Children are taught to use materials such as scissors safely to shape materials and make decisions about which tools to use in relation to their design. • Experiment with materials and how they respond to the wind resistance, pressure etc. • Make decisions in a reflective way to decide which home the Little pigs would like to live in. • Create a house collaboratively, sharing ideas, resources and skills. 	<ul style="list-style-type: none"> • Children 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. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. <ul style="list-style-type: none"> • 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. • 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.



Design and Technology Unit EYFS Planner

		<ul style="list-style-type: none"> • Use a range of small tools, including scissors, paintbrushes and cutlery. • 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.
Vocabulary	Trips/ Visits/Useful Websites/ Resources	Key Misconceptions:
<p>Substantive: Hard, scissors, staple, whole punch, cellotape, build, break, make,</p> <p>Disciplinary: Design Plan Break Heavy Bendy</p>	<p>Fairytale links-3 little pigs building houses.</p>	<ul style="list-style-type: none"> •



Design and Technology Unit EYFS Planner

Unit Overview	DT -Festival Foods	
Prior Learning/ Links	<ul style="list-style-type: none"> • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Explore how things work. • 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. 	
Unit Title:	Substantive Knowledge	Disciplinary Knowledge
Key Questions: Which foods are healthy/ unhealthy? Which foods do I like/ dislike? What about my friends? Can I follow a recipe to make a desired dish? Can we make celebration foods for different festivals? -	<ul style="list-style-type: none"> • To begin to understand some of the tools, techniques and processes involved in food preparation. • Children to have basic hygiene awareness. • Develop fine motor skills, cutting/chopping. • Working as a team, sharing equipment. • Develop social skills while preparing, trying and tasting food • Basic food hygiene, food types and healthy eating 	<ul style="list-style-type: none"> • Children 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. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. <ul style="list-style-type: none"> • 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. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Share their creations, explaining the process they have used.
Vocabulary	Trips/ Visits/Useful Websites/ Resources	Key Misconceptions:
Substantive: Spring rolls, mince pies, green eggs and ham. Beansprouts, pastry, Disciplinary knowledge Recipe	Cbeebies Chinese new Year	<ul style="list-style-type: none"> • Savoury and sour are the same. Sour is not nice. • Chips come from the chippy and not potatoes • Vegetables come from the ground



Design and Technology Unit EYFS Planner

<p>Instructions Cutlery Chop, slice, tare, taste, chew, Knife, chopping board, wash Nutrients, vitamins, helathy, unhealthy</p>		<ul style="list-style-type: none">• Fruits and vegatables are not the same.
---	--	---