

Expressive Arts and Design/Design and Technology Class 1 Long Term Plan

Characteristics of Effective Learning		
Playing and Exploring - Engagement <ul style="list-style-type: none"> • Finding out and exploring ✓ • Playing with what they know ✓ • Being willing to 'have a go' ✓ 	Active Learning - Motivation <ul style="list-style-type: none"> • Being involved and concentrating ✓ • Keeping on trying ✓ • Enjoying achieving what they set out to do ✓ 	Creating and Thinking Critically - Thinking <ul style="list-style-type: none"> • Having their own ideas (creative thinking) ✓ • Making links (building theories) ✓ • Choosing ways to do things (critical thinking) ✓

Area of D&T Areas of Development Matters and ELG being worked towards.	The knowledge and skills that the children will develop through Nursery and Reception	Vocab
<p>Designing, Making and Evaluating Children in reception will be learning to: Expressive arts and design: Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills Working towards meeting ELGs: Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>DT Progression for planning my ideas I can develop and share my ideas with support from my peers or an adult. I work with my friend, and we copy, share, and develop ideas together. I can work independently to develop my ideas. I can plan and create collaboratively, sharing my ideas with my peers and developing my ideas further. Creates my own piece of art with some details, and I begin to self-correct any mistakes. I return to my piece of artwork on another occasion to edit and improve my model. I add details and features to enhance my model.</p> <p>DT Progression for planning my ideas I can carefully develop and share my ideas, experiences, and imagination independently or collaboratively. I can adapt and change details. I can build on their previous learning. I review my own work. I discuss strengths and areas for improvement. I make considered improvements.</p>	<p>Nursery: Plan, make, ideas, Reception: Plan, design, make, user, idea, product, purpose</p>

<p>Food 3 and 4 year olds will be learning to: 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 Children in reception with be learning to: Physical Development: Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Working towards meeting ELGs: Fine Motor Skills: Use a range of small tools, including scissors, paint brushes and cutlery; Managing Self: Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p>	<p>Food I can stir, spread, knead and shape a range of food and ingredients. I can begin to work safely and show basic hygiene awareness, e.g., washing hands. Food I can measure and weigh food items, non-standard measures, e.g., spoons, cups. I can safely use a variety of kitchen utensils e.g. butter knife, grater, peeler.</p>	<p>Nursery: Fruit and vegetable names, names of equipment and utensils, healthy foods, Reception: Fruit and vegetable names, names of equipment and utensils, sensory vocab e.g. sweet, sour, skin, seed, pips, core, slice, peel, cutting, squeeze, healthy, choosing ingredients.</p>
<p>Materials 3 and 4 year olds will be learning to: 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: Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors Expressive Arts and Design: 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. Join different materials and explore different textures. Children in reception with be learning to: Physical Development: Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Working towards meeting ELGs: Fine Motor Skills: Use a range of small tools, including scissors, paint brushes and cutlery; Creating With Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>	<p>Scissors I can snip the paper and move the scissors forward. I am beginning to cut along the paper with support from a helping hand holding the paper. I can cut along a straight line, and I am improving in accuracy. Joining Joins items using tapes - masking and Sellotape - cutting lengths needed. Joins items in a variety of ways, sellotape, hole punches, string, glue, masking tape and ribbon. Scissors I can cut a curved line. I can cut a circle shape, cutting around the shape with round edges. I can cut out a square shape. I can cut around complex shapes such as people. Joining Joins items which are cut, torn and glued. Uses techniques such as flanges, slots, braces, tabs and ties, with some support. Joins items using hot glue guns.</p>	<p>Nursery: cut, masking tape, sellotape, join, hole punch, string, glue, ribbon. Reception: Cut, fold, bend, join, fix, fasten, wall, tower, base, top, bottom, wood, metal, plastic, paper, cardboard, curved, straight,</p>

<p>Textiles 3 and 4 year olds will be learning to: 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: Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors Children in reception with be learning to: Physical Development: Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Working towards meeting ELGs: Fine Motor Skills: Use a range of small tools, including scissors, paint brushes and cutlery; Creating With Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>	<p>Sewing I can begin to use the skill of sewing over and under to make a running stitch with 1:1 support. I can begin to use the skill of sewing over and under to make a running stitch with some support. I can complete some running stitches and work independently. Sewing I can independently sew a series of running stitches independently, and I can attempt a cross stitch with support. I can join two fabrics with various stitches.</p>	<p>Nursery: sewing, material, over, under, Reception: Joining, sewing, fabric, decorate, running stitch.</p>
<p>Construction and Mechanics 3 and 4 year olds will be learning to: 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 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. Children in reception with be learning to: Physical Development: Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Working towards meeting ELGs: Fine Motor Skills: Use a range of small tools, including scissors, paint brushes and cutlery; Creating With Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>	<p>Construction I can make enclosed spaces and shapes such as walls, tunnels, and houses. I build horizontally. I can tessellate basic shapes. I can cover and bridge in my constructions by adding towers, roofs, bridges, and more detailed features. I can balance items. I can explore and add moving parts to my constructions. Construction I can adapt and improve my models with added features. I add improvements to ensure stability, scale and that it fits the purpose. I can design, build, review and adapt my constructions to ensure they fit the purpose. I combine materials, shapes, and textures to add details and complexity. I can work on a large and small scale.</p>	<p>Nursery: build, join, blocks, stack, model, Construction kits e.g. Duplo Reception: Build, join, block, stack, balance, model, junk, cut, tear, scrunch, Celotape, masking tape, modelling, construct, Construction kits e.g. Lego Slider, lever, card, join, pull, push, masking tape, hole punch, up, down.</p>

Other areas of the EYFS that DT will enable the children to work towards meeting ELGs:

Listening, Attention & Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;

Make comments about what they have heard and ask questions to clarify their understanding;

Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;

Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;

Building Relationships: Show sensitivity to their own and to others' needs.

Writing: Write recognisable letters, most of which are correctly formed;

Spell words by identifying sounds in them and representing the sounds with a letter or letters;

Write simple phrases and sentences that can be read by others.

Past and Present: Talk about the lives of the people around them and their roles in society;

What you might see children doing

- Being actively involved in creative projects linked to their interests.
- Exploring/developing skills which have previously been taught by an adult.
- Talking about what themselves and others have created.
- Exploring a wide range of age appropriate resources which they can select themselves.
- Having opportunities to work alongside adults to learn new skills and consolidate learning.
- Having time to return to unfinished projects.
- Developing independence in preparing and clearing away resources.
- Creating both permanent and temporary creations.
- Requesting (or accepting) additional resources from an adult in order to develop their ideas.
- Having opportunity to display their creations for others to see.
- Making choices about which materials and techniques to use to achieve their end goal.
- Having frequent opportunities to explore various construction kits.
- Having opportunities to use a range of tools.
- Children talking about planning and adapting their ideas.
- Being active outdoors, constructing with loose parts, crates, planks, tyres and large wooden and plastic blocks.
- Exploring different textures and fabrics.
- Exploring and engaging with cooking and baking activities.

Green = 3 and 4-year-olds

Blue = Reception

Black = ELG