

### Design and Technology Reception Long Term Plan

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

| <b>Area of D&amp;T</b>   | <b>Knowledge and skills</b>  | <b>Vocab</b>  |
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| <b>Designing, Making and Evaluating</b><br><br>Working towards meeting ELGs:<br><b>Speaking:</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;<br>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;<br>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. | Begin to experiment with designing and planning.<br>Begin to refine their ideas with support.<br>Begin to build on their previous learning.<br>With support say what they do and don't like about their work.<br>With support share their models and creations. Begin to explain the planning and making process they have used. | Plan, design, make, user, idea, product, purpose  |
| <b>Food</b><br><br>Working towards meeting ELGs:<br><b>Fine Motor Skills:</b> Use a range of small tools, including scissors, paint brushes and cutlery;<br><b>Managing Self:</b> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and <b>understanding the importance of healthy food choices</b>   | Begin to know the importance for good health diet<br>Safely use a variety of kitchen utensils e.g. butter knife, grater, peeler.<br>With support prepare ingredients safely.   | 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. |

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| <p><b>Materials</b></p> <p>Working towards meeting ELGs:<br/> <b>Fine Motor Skills:</b> Use a range of small tools, including scissors, paint brushes and cutlery;<br/> <b>Creating With Materials:</b> Safely use and explore a variety of <b>materials</b>, tools and techniques, experimenting with colour, design, texture, form and function</p>           | <p>Handle equipment and tools effectively.<br/> Safely use and explore a variety of materials.<br/> Safely use a variety of tools.<br/> Begin to construct with a purpose.</p> | <p>Cut, fold, bend, join, fix, fasten, wall, tower, base, top, bottom, wood, metal, plastic, paper, cardboard, curved, straight,</p>                         |
| <p><b>Textiles</b></p> <p>Working towards meeting ELGs:<br/> <b>Fine Motor Skills:</b> Use a range of small tools, including scissors, paint brushes and cutlery;<br/> <b>Creating With Materials:</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>                   | <p>Safely use a variety of sewing tools.<br/> Experiment with texture.<br/> Begin to join textiles with support.</p>   | <p>Joining, sewing, fabric, decorate.</p>  |
| <p><b>Electrical and Electronics</b></p> <p>Working towards meeting ELGs:<br/> <b>Fine Motor Skills:</b> Use a range of small tools, including scissors, paint brushes and cutlery;<br/> <b>Creating With Materials:</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> | <p>Safely use a variety of equipment.<br/> Begin to build a circuit with adult support</p>   | <p>Battery, wire, bulb</p>   |
| <p><b>Construction</b></p> <p>Working towards meeting ELGs:<br/> <b>Fine Motor Skills:</b> Use a range of small tools, including scissors, paint brushes and cutlery;<br/> <b>Creating With Materials:</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>               | <p>Choose resources needed for their activity.<br/> Use a range of construction sets.<br/> Safely use tools and techniques.<br/> Begin to construct with a purpose.</p>        | <p>Build, join, block, stack, balance, model, junk, cut, tear, scrunch, Celotape, masking tape, modelling, construct, Construction kits e.g. Duplo, Lego</p> |
| <p><b>Mechanics</b></p> <p>Working towards meeting ELGs:<br/> <b>Fine Motor Skills:</b> Use a range of small tools, including scissors, paint brushes and cutlery;<br/> <b>Creating With Materials:</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>                  | <p>Safely use a variety of tools and techniques.<br/> With support build a product with a lever.</p>   | <p>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;