

Design and Technology in the Foundation Stage:

ELG:

Children at the expected level of development will:

- Return to and build on their previous learning, refining ideas and developing their ability to represent them. EAD
- Create collaboratively sharing ideas, resources and skills. EAD
- Know and talk about the different factors that support their overall health and wellbeing: healthy eating. P.D.
- Further develop the skills they need to manage the school day successfully: mealtimes. P.D.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently: scissors, knives, forks and spoons. P.D.

At Stokesley Primary Academy pupils are taught:

- To use a Plan, Do, Review approach, when designing and building.
- To explore, join and experiment with different materials, modelling resources and construction kits.
- That all their ideas, choices, creations and models are valued and celebrated.
- To explore and experiment with food and make healthy choices.

Links to the National Curriculum	2 year olds learn to:	Nursery learn to:	Reception learn to:
Food and Nutrition	<ul style="list-style-type: none"> ▪ Eat finger food and develop likes and dislikes. ▪ Try a wider range of foods with different tastes and textures. 	<ul style="list-style-type: none"> ▪ Start to eat independently and learning how to use a knife and fork. P.D. ▪ Make healthy choices about food, drink. 	<ul style="list-style-type: none"> ▪ Develop their small motor skills so that they can use a range of tools competently, safely and confidently. E.g. knives, forks and spoons. (PD) ▪ Know and talk about the different factors that support their overall health and wellbeing: healthy eating, tooth brushing. P.D. ▪ Make healthy choices about food, drink.
Mechanisms	<ul style="list-style-type: none"> ▪ Complete inset puzzles. (MD) ▪ Repeat actions that have an effect. (UW) ▪ Explore a range of sound-makers and instruments and play them in different ways. 	<ul style="list-style-type: none"> ▪ Join different materials (cogs and wheels, marble run, magnets). ▪ Explore how things work. (UW) ▪ Explore and talk about different forces they can feel. (UW) 	<ul style="list-style-type: none"> ▪ Create collaboratively sharing ideas, resources and skills e.g. Lego, Mobilo, K'nex. ▪ Join different materials (cogs and wheels, marble run, magnets). ▪ Explore how things work. (UW)

Links to the National Curriculum	2 year olds learn to:	Nursery children learn to:	Reception children learn to:
Building Structures	<ul style="list-style-type: none"> ▪ Build independently with a range of appropriate resources. (PD) ▪ Develop manipulation and control. (PD) ▪ Explore different materials and tools. (PD) ▪ Combine objects like stacking blocks and cups. Put objects inside others and take them out again. (MD) ▪ Build with a range of resources e.g. Mega Blocks, then Duplo. (MD) ▪ Explore, manipulate and play with different materials. ▪ Use their imagination as they consider what they can do with different materials. ▪ Make simple models which express their ideas. ▪ Play with deconstructive play materials: Different solid boxes, cushions, blankets 	<ul style="list-style-type: none"> ▪ Choose the right resources to carry out their own plan. (PD) ▪ Make imaginative and complex ‘small worlds’ with blocks and construction kits (Duplo). ▪ 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. ▪ Join different materials and explore different textures. ▪ Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. (MD) ▪ Combine shapes to make new ones – an arch, a bigger triangle etc. (MD) ▪ Play with deconstructive play materials: Planks / logs, different sized boxes, different types of fabric, tape, paper, scissors, pegs 	<ul style="list-style-type: none"> ▪ Develop their small motor skills so that they can use a range of tools competently, safely and confidently. E.g. scissors, hole punches. (PD) ▪ Return to and build on their previous learning, refining ideas and developing their ability to represent them. ▪ Create collaboratively sharing ideas, resources and skills e.g. Lego, Mobilo, K’nex, large construction loose parts. ▪ Play and build more complex structures with deconstructive play materials ▪ Use a range of Joining materials (string, tape, pegs, velcro, safety pins) and tools (glue, hammer and nails)