

## Knowledge and Understanding

To become a **Dynamic Designer** who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it.

### Designing:

I can develop my own ideas and decide which materials to use to express them for example making dens for hibernating animals.

### Making:

I can use various construction materials, e.g. joining pieces (straws to make 2D shapes), stacking vertically and horizontally, balancing, making enclosures and creating spaces such as ice palaces for Ana and Elsa. I use available resources to create props or creates imaginary ones to support my play such as making enclosures for animals in the small world. I understand how using recycled materials can create new products e.g. re-cycled (junk model) under the sea.

### Evaluating:

I notice what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously.

### Technical skills:

I have experimented with and developed new skills & techniques. I use tools for a purpose such as cutting straight lines for the Easter basket. I construct with a purpose e.g. Meg and Mog's house, junk model rockets and junk model mini-beasts. I can manipulate materials to create something e.g. salt dough to make a Diva lamp, concertina.

### Food technology:

I can talk about the differences between materials and changes they notice (weekly baking). I know about healthy and unhealthy foods. I can make a fruit kebab.

### Playing & Exploring - Engagement:

Finding out & exploring.  
Playing with what they know.  
Being willing to 'have a go'.

### Continuous Provision (ongoing):

Weekly baking/food prep.  
Den-building.  
Junk modelling.  
Creative workshop.  
Construction- Small indoor, Large outdoor.

### Active Learning - Motivation:

Being involved & concentrating.  
Keep on trying.  
Enjoying achieving what they set out to do.

### Creating & Thinking Critically - Thinking:

Having their own ideas (creative thinking).  
Making links (building theories).  
Working with ideas (critical thinking).



## Links from Development Matters (September 2021)

### Captain Creative

Have their own ideas (creative thinking).  
Make links (building theories).  
Work with ideas (critical thinking).

### Professor Play

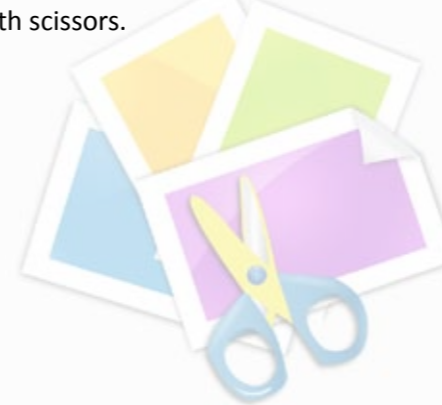
Find out and explore.  
Play with what they know.  
Be willing to 'have a go'.

### Agent Active

Be involved and concentrate.  
Keep on trying.  
Enjoy achieving what they set out to do.

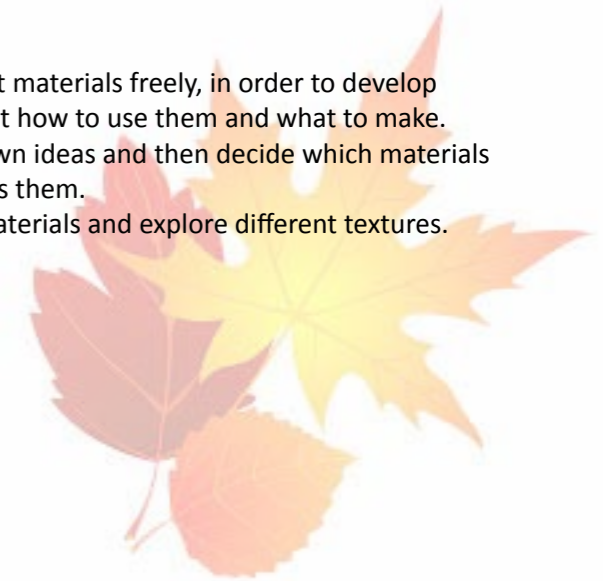
### Physical development:

Choose the right resources to carry out their own plan.  
Use one-handed tools and equipment, for example, making snips in paper with scissors.



### EAD:

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.



## Core and Appropriate Vocabulary

**Join, build, shape, cut, stick, fix, tape, pull, push, on, next to, roll, knead, hole punch, glue, sellotape, plan, make, fruit and vegetable names, names of equipment and basic cooking utensils, soft, juicy, crunchy, sweet, sticky, smooth, sharp, skin, seed, pip, cutting, squeezing, ingredients, Shapes, 2D, round, tube, box, paper, cardboard, pipe-cleaner, lolly stick, feather, cotton wool, card, below, above, sculpt(ure), create, sensory vocabulary e.g. crisp, sour, hard, flesh, core, slicing, peeling, healthy food, unhealthy food, choosing, 3D, solid, flat, curved, roll, material- cloth, carpet, wood, plastic, metal.**

*More specialised vocabulary will be introduced as the theme/investigation develops. Some words will be new to the children and just introduced while others will be more familiar and repeated and consolidated.*