

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 through experimentation with diverse materials to express and communicate discoveries & understanding.

I can create collaboratively sharing ideas, resources & skills for example to build an igloo or 'The great wall of Urmston'.

I can assess the usefulness of a range of materials according to their characteristics e.g. which material would be best for a tent/umbrella.

Making:

I have an increasing knowledge of tools and when and how to use them to create:

Design and build a junk model rocket. Join straws and sticks to create 3d shapes.

Manipulate dough to create diva lamps. Punch holes and thread to create a star catcher.

Create a Christmas card (skills change according to children's needs).

Learn how to sew 2 pieces of felt together to create a Christmas decoration.

I can create representations both imaginary & real-life ideas, events, people & objects

I can create models from recycled materials.

Evaluating:

I can respond imaginatively to art works and objects.

I can plan, create and then return to & build on previous learning, improve my model e.g. sledges I can discuss problems I faced and how they might be solved.

I listen to feedback from others to review my ideas.

I can share my creations in front of the class and explain the process I have used.

Technical skills:

I can use different techniques for joining materials such as tying a knot in a ribbon (Chinese dragon).

I can weave paper strips and ribbon.

I use tools independently and more challenging tools such as a hacksaw with support..

I can make purposeful products such as a bird feeder or a bridge for the Billy Goats.

I can use tools / techniques in baking with control, safety and good hygiene (gingerbread men/ bread rolls).

I can apply techniques learned throughout the year, independently.

Food technology:

I can look closely at similarities, differences, patterns & change

I know & talk about the different factors that support my overall health & well-being e.g. healthy meals and food groups.

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.

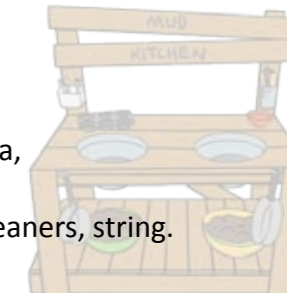
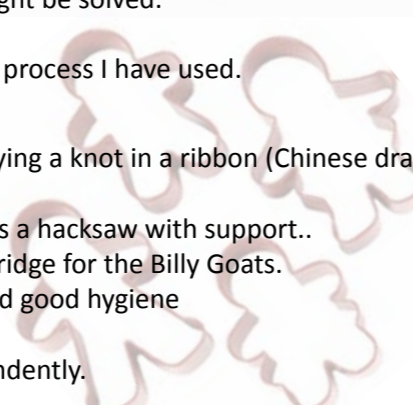
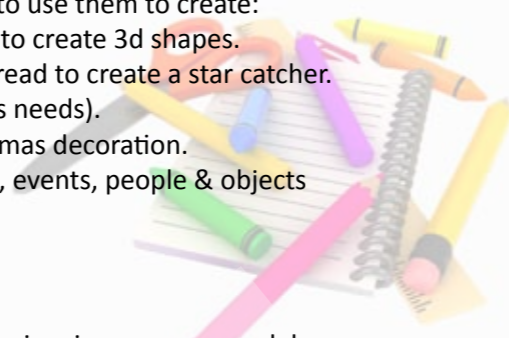
Enjoying achieving what they set out to do.

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:

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.

Develop overall body-strength, balance, coordination and agility.

Know and talk about the different factors that support overall health and wellbeing: healthy and unhealthy foods.

ELG:

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.

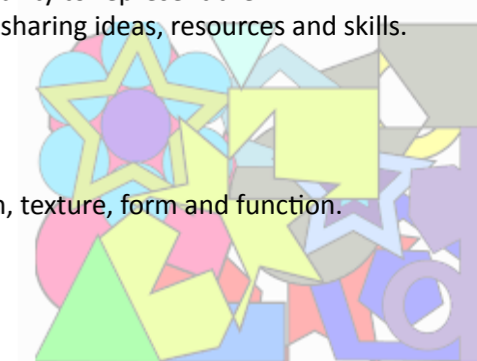
Make use of props and materials when role-playing characters in narratives and stories.

EAD:

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.



Basic and Appropriate Vocabulary

Use language of designing and making (join, build, shape, longer, shorter, heavier etc.).

Design, create, technique, improve, tools, skills, e.g. peel, cut, slice, squeeze, grate and chop safely; marking out, cutting, folding, joining and finishing;

planning, investigating, design, evaluate, fabric, decorate, material, waterproof, wood, metal, paper, plastic, cardboard, make, user, purpose, ideas, product, finish,

Fruit and vegetable names, names of equipment and cooking utensils sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing,

peeling, cutting, squeezing, healthy diet, choosing, ingredients, food groups, carbohydrates, grains, protein, meat, fish, dairy, calcium, sugar, fats.

structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic, circle, triangle, square, rectangle,

cuboid, cube, cylinder.

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.