

Reception- Design and Technology

	EAD- Exploring and using media and materials	EAD- Being Imaginative	Understanding the World- Technology	Physical Development
22-36 months	<ul style="list-style-type: none"> • EAD 1. Experiments with blocks, colours and marks. 	<ul style="list-style-type: none"> • BI 1. Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' 	<ul style="list-style-type: none"> UW1. Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. 	<ul style="list-style-type: none"> • PD1. Develops own likes and dislikes in food and drink. • PD2. Willing to try new food textures and tastes.
30-50 months	<ul style="list-style-type: none"> • EAD 2. Uses various construction materials. • EAD 3. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • EAD 4. Joins construction pieces together to build and balance. • EAD 5. Beginning to be interested in and describe the texture of things. • EAD 6. Realises tools can be used for a purpose. 	<ul style="list-style-type: none"> • BI 2. Captures experiences and responses with a range of media 	<ul style="list-style-type: none"> *UW2. Knows how to operate simple equipment, e.g. turn on a CD player and uses a remote control. *UW3. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. *UW4. Shows skills in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. 	<ul style="list-style-type: none"> *PD3. Uses one handed tools and equipment, e.g. make snips in paper with child scissors. *PD4. Understands that equipment and tools have to be used safely.
40-60 months	<ul style="list-style-type: none"> • EAD 8. Constructs with a purpose in mind, using a variety of resources. • EAD 9. Selects tools and techniques needed to shape, assemble and join materials they are using. • EAD 10. Manipulates materials to achieve a planned effect. • EAD 11. Uses simple tools and techniques competently and appropriately. • EAD 12. Selects appropriate resources and adapts work where necessary • EAD 13. Understands that different media can be combined to create new effects. 			<ul style="list-style-type: none"> *PD5. They handle tools, objects and construction and malleable materials safely and with increasing control. *PD6. Uses simple tools to effect changes to materials. *PD7. Eats a healthy range of food stuffs and understand the need for a varied diet. *PD8. Shows an understanding of the need for safety when tackling new challenges and can consider and manage some risks. *PD9. Shows an understanding of how to transport and store equipment safely. *PD10. They practice some appropriate safety measures without direct supervision.
Early Learning Goal	<ul style="list-style-type: none"> • EAD 14. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	<ul style="list-style-type: none"> • BI 3. They represent their own ideas, thoughts and feelings through design and technology. 	<ul style="list-style-type: none"> *UW5. Recognises that a range of technology is used in places such as homes and schools. *UW6. Selects and use technology for particular purposes. 	<ul style="list-style-type: none"> *PD11. Knows the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe.

Reception Topic Coverage

Consider Yourself at Home	Celebrate Good Times	Wonderful Little Me	A World of Pure Imagination	All Creatures Great and Small	Let the Adventures Begin!
<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
EAD 8, PD5, PD8	EAD 9,EAD 10,PD 6, PD9,	EAD11, EAD12, EAD 13, PD 6, PD 7,	EAD 14, BI3, PD11	EAD14,BI3, UW5	EAD14, B13,UW6,PD11
<u>Vocabulary</u>					
<p>Designing and Evaluating: Purpose, use, resources, media, materials, tools, scissors, boxes, tubes, tape, glue, Lego bricks, Duplo blocks, tubs, string, cartons, elastic bands, decorative materials, paint, pompoms, feathers, sequins, show, own ideas, thoughts, feelings, share, guided evaluation.</p>		<p>Making: Construct, construction, materials, range of resources, media, put together (combine) for new effect, plan, select, use, effective, tools, scissors, glue, tape, card board, tubes, boxes, , manipulate, squash, squeeze, scrunch, stretch, bend, snap, twist, roll, pull, flatten, shape, make, join, assemble, safely, explore, colour, red, blue, yellow, green, orange, pink, purple, black, white, brown design, feel, use (function), build, share, discuss.</p>		<p>Cooking and Nutrition: Try, interest, experience, explore describe, respond, feel, food, names of food, show ideas, thoughts, feelings, begin to prepare, clean, knife, chopping board, cut, chop, mix, stir.</p>	
<u>I will learn...</u>					
<p>*That there are a range of materials that I can use to create. • The names of the materials that I can use to create. • How to select appropriate resources for the product that I am creating with support and guidance. • How to change work where necessary. • That there are different techniques that I can use when working with materials. e.g. cutting, tearing. • That there are different tools that I can use to shape materials. • How to shape the materials that I am using. • How to join materials together. • That by shaping and joining the materials together I am making the model balance/more secure. • That materials and the way that they look can be changed. •</p>		<p>That I need to have an idea about the products purpose or use before I create it. • How to apply my understanding of media to use it in original and different ways. • How to apply my understanding of materials to use it in original and different ways. • That my ideas, thoughts, and feelings are important. • That my ideas, thoughts, and feelings can be displayed through the product that I create. • How to display my ideas, thoughts, and feelings through the product that I create. • That there are a range of materials that I can use to create. • The names of the materials that I can use to create. • How to select appropriate resources for the product that I am creating with</p>		<p>*That I need to have an idea about the products purpose or use before I create it. • How to apply my understanding of media to use it in original and different ways. • How to apply my understanding of materials to use it in original and different ways. • That my ideas, thoughts, and feelings are important. • That my ideas, thoughts, and feelings can be displayed through the product/dish that I create. • How to display my ideas, thoughts, and feelings through the product/dish that I create. • How to share and discuss my work with support.</p>	

How to plan what I would like a material to look like. • How to manipulate materials e.g. squash, squeeze, scrunch, stretch, bend, snap, twist, roll, pull, flatten. • That there are different materials that I can use to build with. • That there are different tools that I can use to build with. The names of the different materials that I use. • The names of the different tools I can use. • What I am building and what I want my product/model to do. • The use of my product/model. • How to select tools (from a very limited selection) that are appropriate for the job I need them to do. • How to use the simple tools I select appropriately. • How to hold scissors properly with some support. • That there are different techniques that I can use when working with materials. e.g. cutting, tearing. • That there are different tools that I can use to shape materials. • How to shape the materials that I am using. • How to join materials together. • That by shaping and joining the materials together I am making the model balance/more secure. • That my ideas, thoughts, and feelings are important. • That my ideas, thoughts, and feelings can be displayed through the dish that I create. • How to display my ideas, thoughts, and feelings through the dish that I create. • How to select tools (from a very limited selection) that are appropriate for the job I need them to do. • How to use the simple tools I select appropriately. • How to share and discuss my work with support.

support and guidance. • How to change work where necessary. • How to safely use and explore a variety of materials. • How to safely use and explore a variety of tools. How to safely use and explore a variety of techniques. • That there are lots of different colours. • The names of simple colours. • That materials have different textures. • How to describe the different textures that materials have e.g. rough, smooth, bumpy, soft, hard. • How to manipulate materials e.g. squash, squeeze, scrunch, stretch, bend, snap, twist, roll, pull, flatten. • How to experiment with colour, design, texture, form, and function to change/better a product/model. • That I can use different media together to create a new effect. • How to use different medias together to create a new effect. • That materials and the way that they look can be changed. • How to plan what I would like a material to look like. • How to manipulate materials e.g. squash, squeeze, scrunch, stretch, bend, snap, twist, roll, pull, flatten. • That there are different materials that I can use to build with. • That there are different tools that I can use to build with. • The names of the different materials that I use. • The names of the different tools I can use. • What I am building and what I want my product/model to do.

