

Early Years – Design and Technology Overview



	Nursery
<p>Exposure through stories</p>	<p>The image displays four children's books. From left to right: 'Building a Home' by Pilly Faber and Klaus Fahlén, showing a construction site; 'Marvelous Machines' by Jane Wilsher and Andrés Lozano, featuring a hand holding a magnifying glass over gears; 'William Bee's Wonderful World of Things That Go!' by William Bee, showing a yellow bus and a green airplane; and 'I Am Not an Eggbox: The Recycling Project Book' by William Bee, featuring a penguin and various recycled objects.</p>
<p>Incidental learning through provision or routines</p>	<p>Use various materials and begin to construct, stacking vertically and horizontally making enclosures and creating spaces. Making simple models which express their ideas Opportunities for junk modelling and glueing and sticking Provide opportunities for children to explore joining with sellotape, masking tape, glue, PVA, string.</p>

Early Years – Design and Technology Overview



	Reception		
Topic	Cooking and Nutrition - Soup (Autumn)	Textiles - Bookmarks (Spring)	Structures – Boats (Summer)
Linked Books			
Designer	<p>Nigella Lawson</p>	<p>Helen Pope</p>	<p>Thomas Andrews (Titanic)</p>
Substantive knowledge			
Technical	<ul style="list-style-type: none"> • To know that soup is ingredients (usually vegetables and liquid) blended together. • To know that vegetables are grown. • To recognise and name some common vegetables. 	<ul style="list-style-type: none"> • To know that a design is a way of planning our idea before we start. • To know that threading is putting one material through an object. 	<ul style="list-style-type: none"> • To know there are a range to different materials that can be used to make a model and that they are all slightly different. • Making simple suggestions to fix their junk model.

Early Years – Design and Technology Overview



<p>Additional</p>	<ul style="list-style-type: none"> • To know that different vegetables taste different. • To know that eating vegetables is good for us. • To discuss why different packages might be used for different foods. 		<ul style="list-style-type: none"> • To know that some objects float and others sink. • To know the different parts of a boat.
<p>Skills</p>			
<p>Design</p>	<ul style="list-style-type: none"> • Designing a soup recipe as a class. • Designing soup packaging. 	<ul style="list-style-type: none"> • Discussing what a good design needs. • Designing a simple pattern with paper. • Designing a bookmark. • Choosing from available materials. 	<ul style="list-style-type: none"> • Making verbal plans and material choices. • Designing a junk model boat. • Using knowledge from exploration to inform design.
<p>Make</p>	<ul style="list-style-type: none"> • Chopping plasticine safely. • Chopping vegetables with support. 	<ul style="list-style-type: none"> • Developing fine motor/cutting skills with scissors. • Exploring fine motor/threading and weaving (under, over technique) with a variety of materials. • Using a prepared needle and wool to practise threading. 	<ul style="list-style-type: none"> • Improving fine motor/scissor skills with a variety of materials. • Joining materials in a variety of ways (temporary and permanent). • Joining different materials together. • Describing their junk model, and how they intend to put it together. • Making a boat that floats and is waterproof, considering material choices.
<p>Evaluate</p>	<ul style="list-style-type: none"> • Tasting the soup and giving opinions. • Describing some of the following when tasting food: look, feel, smell and taste. • Choosing their favourite packaging design and explaining why. 	<ul style="list-style-type: none"> • Reflecting on a finished product and comparing to their design. 	<ul style="list-style-type: none"> • Giving a verbal evaluation of their own and others' junk models with adult support. • Checking to see if their model matches their plan. • Considering what they would do differently if they were to do it again. • Describing their favourite and least favourite part of their model.

Early Years – Design and Technology Overview



			<ul style="list-style-type: none"> • Making predictions about, and evaluating different materials to see if they are waterproof. • Making predictions about, and evaluating existing boats to see which floats best. • Testing their design and reflecting on what could have been done differently. • Investigating the how the shapes and structure of a boat affect the way it moves.
Incidental learning through provision or routine	Woodwork bench Joining skills in provision - junk modelling		
New Vocabulary	Fruit, Vegetables, Safety, Knife, Blade, Tool, Edge, Handle, Chop, Slice, Cut, Saucepan,	threading material weaving design	shape structure boat transport prediction model join