



**Design and technology
Medium-term Plan (Reception)**

Equipping Children for a World of Possibilities

<u>Year Group</u> Reception	<u>Term</u> Autumn 1/2	<u>Unit of Learning</u> textiles
<u>About the unit</u> Marvellous me/ Celebrations		<u>Where the unit fits in</u> The children will be learning about different celebrations and how different cultures and religions celebrate using decorations.
<u>Prior Learning</u> Children have been taught how to use scissors safely and been exploring how to join a range of materials.	<u>Vocabulary</u> Join, attach, glue, create, cut, scissors	<u>Resources</u> wool, card, split pins, string, paper plates, a range of different scissors to support cutting, PVA glue, tape.
<u>Assessment (By the end of this unit the children will be able to...)</u> Development Matters Three and Four Year Old statements Physical development <ul style="list-style-type: none"> • Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. Expressive Arts and Design <ul style="list-style-type: none"> • Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. • 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. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Reception Statements <ul style="list-style-type: none"> • 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. DT ELG Statements Physical Development- Fine Motor Skills Use a range of small tools, including scissors, paintbrushes and cutlery. Expressive Arts and Design Creating with Materials		

- 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.

<u>Learning Objective</u>	<u>Possible teaching Activities</u>	<u>Learning Outcomes</u>
What is an angle?	Watch a puppet show so children understand what a puppet show is. Have a angle on the tree in the role play area. Children will be learning and researching in history that in the past people had angles at the tops of their trees and why.	Children will have the opportunity to explore and research about angles. They can discuss with an adult which they like/dislike and why.
<p>Physical development</p> <ul style="list-style-type: none"> • Choose the right resources to carry out their own plan. <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make</p>	Children will experiment and explore making different angles- Adults focus on using scissors correctly to cut.	Ensure children can use scissors safely
<ul style="list-style-type: none"> • Design express their ideas and feeling <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <ul style="list-style-type: none"> • 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. <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p>	Children will draw their angel's design and tell a grown-up what material they are going to use. using their exploring last lesson to guide their design A child can have a go at labelling or and adult scribe for the child depending.	Children will have a create a design

<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • 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. <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	<p>Children will have different resources to make their angles.</p>	<p>They will have used tool safety and appropriately to make their angles.</p>
<p>Share their creations, explaining the process they have used.</p> <p>Reception Statements</p> <ul style="list-style-type: none"> • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. 	<p>Children will show their own angle- continuous provision</p> <p>Children will tell and share with a group of children how they made their angles</p>	

<u>Year Group</u> Reception	<u>Term</u> Spring 1	<u>Unit of Learning</u> Cookery
<u>About the unit</u> Food- Easter nest cakes- children will make Easter nests using different ingredients of their choosing based on their tasting review at the start of the unit.		<u>Where the unit fits in</u> Easter cooking and learning about Spring.
<u>Prior Learning</u> Children would have learnt about how ice melts in Winter and talked about a solid and liquid formation change.	<u>Vocabulary</u> Stir, mix, spoon, melted, heat, mixture, wooden, bowl, texture, reservable, crunch, hard, soft, solid, liquid.	<u>Resources</u> Chocolate, cereal, toppings sprinkles, jelly beans, microwave, wooden spoon, bowls, cake cases.
<u>Assessment (By the end of this unit the children will be able to...)</u> Manipulates materials to achieve a planned effect (40-60) Use simple tools and techniques competently and appropriately (40-60) Selects appropriate resources and adapts their work where necessary. (40-60) Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form a function. ELG		
<u>Learning Objective</u>	<u>Possible teaching Activities</u>	<u>Learning Outcomes</u>
To understand own likes and dislikes, experimenting with different textures. Exploring ideas	Tasting- children to taste a variety of different ingredients which could go into their Easter nest- white chocolate, milk, dark Mini eggs, smarties, jelly beans to represent the eggs To complete a simple smiley face/ sad face to show likes/dislikes of products Mixing chocolate with shredded wheat/ corn flakes/ rice Krispies to taste texture of nest	Evaluation smiley face of likes and dislikes. Children begin to think of what they would like to use to make their Easter nest.
To create ideas and talk about their ideas to another	Design Children draw a design and talk to an adult about their design- adult to label ingredients chosen and reason the child gives. (small groups)	

<p>Selects appropriate resources and adapts their work where necessary. (40-60) Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form a function. ELG Use simple tools and techniques competently and appropriately (40-60)</p>	<p>Make/ exploring with equipment Discussion about resources- What would we use a spoon for? To mix Children to experiment mixing with a butter knife/? Which is the best way to mix? Round and round or up and down?</p> <p>Children will need to understand the risks when working with melted chocolate and discuss the change that happens. Children to be able to stir the chocolate using a wooden spoon to understand that need to stir carefully so not to spill (intent to manage own risks) Children work in small groups to make their Easter nest using their design- children may adapt but with reasons.</p>	<p>Children adapt their design as they make but talking to an adult about why. Children will understand terms such as mix/stir to help them with other cookery skills</p>
<p>Children talk about what they enjoyed. What would they try next time?</p>	<p>Evaluate. Children talk about what they enjoyed/liked about their nest/ what they would change next time.</p>	<p>Children will have had time to reflect on their product and the methods used.</p>

Year Group Reception	Term Summer 2	Unit of Learning Construction/ Sewing
About the unit Do all superheroes wear capes? Children are learning about superheroes and designing their own superheroes.		Where the unit fits in Children are learning about superheroes. They will design and make a cap/mask for their own superhero.
Prior Learning Children have been taught how to use scissors safely and been exploring how to join a range of materials.	Vocabulary Cut, fold, tear, stick, glue, attach, join, Techniques, rolling, tools, design, evaluate, create, make, ideas, discuss, textiles, buttons, bead, sequins, ribbons, template, manipulate, materials, plan, achieve, existing, products, opinions	Resources Fabric, sequins, scissors, glue, glitter, buttons, existing superhero costumes and mask, mask templates, design sheets, evaluation sheets, pillow cases, fabric pens
Assessment (By the end of this unit the children will be able to...) DT ELG Statements Physical Development- Fine Motor Skills Use a range of small tools, including scissors, paintbrushes and cutlery. Expressive Arts and Design Creating with Materials <ul style="list-style-type: none"> • 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.		
Learning Objective	Possible teaching Activities	Learning Outcomes
Introduce- experiment and explore Understanding the World Explore how things work. Expressive Arts and Design <ul style="list-style-type: none"> • Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. • 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. 	Children will be introduced to superhero topic. They will be turning themselves into a superhero and every superhero needs a costume. Show some ideas of some superhero costumes. Discuss what they like, don't like. Children will then draw their design for a mask and tell a partner what they have designed	Opinions on what they like from existing products Children will have a mask/cape design.

<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p>		
<p>Design</p> <ul style="list-style-type: none"> • Develop their own ideas and then decide which materials to use to express them. <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p>	<p>Children will practise cutting out different shaped lines. They will experiment sticking different types of material on to their template mask to see what they like and what sticks well.</p>	<p>A range of different cutting techniques and a range of different materials experimented with.</p> <p>Partner discussions to discuss their opinions</p> <p>Children to draw a plan of their mask/ cape</p>
<p>Refine</p> <p>Personal, Social and Emotional Development</p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</p> <p>DT ELG Statements</p> <p>Physical Development- Fine Motor Skills</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p>	<p>Children will make their own mask/ capes- sticking on sequins, jewels etc from their design and experiment.</p>	<p>Children will have a completed mask use the skills and techniques they have learnt.</p>
<p>Share their creations explaining the processes they have used.</p>	<p>Children will evaluate their mask/ cape, did they like or dislike-talk about what they would do next time</p>	<p>Evaluation</p>

*Reception has continued development of DT skills in the free flow provision within the creative/ project area.