

**LONG-TERM SEQUENCE FOR DESIGN TECHNOLOGY**

**Early Years Foundation Stage – Key Stage 1**

Specific Area of Learning <b>Expressive Art and Design</b>	ELG <b>Creating with Materials</b>	Key Vocabulary to be developed in EYFS	How this is achieved in EYFS	Design Technology <b>KS1 National Curriculum</b>
	<ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> </ul>	<ul style="list-style-type: none"> <li>Plan</li> <li>Construct</li> <li>Bendy</li> <li>Stiff</li> <li>Firm</li> <li>Rigid</li> <li>Mouldable</li> </ul> <p><b>Linked to C&amp;L pupils will:</b></p> <ul style="list-style-type: none"> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Describe events in some detail.</li> <li>Use new vocabulary in different contexts.</li> <li>Engage in non-fiction books</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> </ul>	<p>Children can select from a range of tools and materials in the continuous provision. Children learn by experimenting with tools such as scissors, staplers and hole-punches.</p> <p>They make use of fixing and joining materials such as sellotape, masking tape, string, pipe cleaners and glue.</p> <p>Through questioning, children are encouraged to talk about what they like about their work and other children’s designs and how they would improve it.</p> <p><b>Activity examples:</b></p> <ul style="list-style-type: none"> <li>Using a variety of construction resources to plan and build models Designing and making a kite on a windy day, choosing the best materials.</li> <li>Building a minbeast hotel outside.</li> <li>Creating rockets using outdoor blocks.</li> <li>Using junk modelling</li> <li>Selecting the best resources for den building outside.</li> <li>Building house for the ‘Three little pigs.’</li> <li>Making playdough</li> <li>Designing and creating a product for their ‘Grow a pound’ project</li> <li>Fruit kebabs, smoothie bikes etc.</li> <li>Baking</li> </ul>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>Design purposeful, functional and appealing products for themselves and other users based on design criteria.</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates and mock ups and, where appropriate, information and communication technology.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing).</li> <li>Select from and use a wide range of materials and components; including construction materials, textiles and ingredients, according to their characteristics.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Explore and evaluate a range of existing products.</li> <li>Evaluate their ideas and products against design criteria.</li> </ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>Build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>Explore and use mechanisms (e.g. levers, sliders, wheels and axels), in their products.</li> </ul>