


<p>England Class Nursery</p>	<p>EYFS Curriculum: Development Matters - Expressive Arts and Design – 3-4 Year Olds</p> <ul style="list-style-type: none"> • Explore different materials freely, 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. • Join construction pieces together to build and balance. • Join different materials and explore different textures. • Beginning to be interested in and describe the texture of things. • Use a variety of construction materials. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. 					<p>Progression towards ELG:</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. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories
<p>Curriculum Coverage (Examples)</p>	<p>Autumn 1</p> <p>Junk modelling houses Build a den Conker/Fir cone panint rolling.</p>	<p>Autumn 2</p> <p>Collaging Elmer Experiment & mix colours. Design a Christmas tree Make a Christmas card</p>	<p>Spring 1</p> <p>Junk modelling busker guitars Selection of resour ces to explore how to join materials together. Cook Chinese food – eat with chopsticks</p>	<p>Spring 2</p> <p>Make animal stick puppets</p>	<p>Summer 1</p> <p>Flower collaging Grow herbs</p>	<p>Summer 2</p> <p>Threading wool to make spider webs.</p>
<p>Key Vocabulary</p>	<p>Cut, stick, join, pattern, recipe, make, build</p>					

<p>Wales/Scotland Classes</p> <p>Reception</p>	<p>EYFS Curriculum: Development Matters - 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. • Create collaboratively, sharing ideas, resources and skills. 	<p>Progression towards ELG:</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. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories
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Nursery to Reception Progression and Knowledge Organiser – Design Technology (Expressive Arts and Design)

Curriculum Coverage (Examples)	<p>Across the year, children in Reception will develop their skills by:</p> <p>Using tools safely such as scissor, saws, hammers, knives (in classroom and outdoor provision)</p> <p>Build structures and explain how to make it strong and stable</p> <p>Follow instructions to make own food</p> <p>Select materials and equipment for a purpose</p> <p>Draw and design simple models before constructing / making.</p>
Key Vocabulary	Design, measure, tools, explain, evaluate, attach, dismantle, support, strengthen, model, fold, bend, assemble, template, plan, investigate

Progression of Skills				
	Design	Make	Evaluate	Technical Knowledge
<p>Nursery</p>  <p>Reception</p>	<p>Begin to use the language of designing and making, e.g. join, build and shape.</p> <p>Learning about planning and adapting initial ideas to make them better</p>	<p>To learn to construct with a purpose in mind.</p> <p>Selects tools and techniques needed to shape, assemble and join materials.</p> <p>Explain what they are making and which materials they are using.</p> <p>Select materials from a limited range that will meet a simple design criteria e.g. shiny.</p> <p>Select and name the tools needed to work the materials e.g. scissors for paper.</p> <p>Explore ideas by rearranging materials.</p> <p>Describe simple models or drawings of ideas and intentions.</p> <p>Discuss their work as it progresses.</p>	<p>Begin to talk about changes made during the making process, e.g. making a decision to use a different joining method.</p> <p>Say what they like and do not like about items they have made and attempt to say why.</p> <p>Begin to talk about their designs as they develop and identify good and bad points.</p> <p>Start to talk about changes made during the making process.</p> <p>Discuss how closely their finished products meet their design criteria.</p>	<p>To learn how to use a range of tools, e.g. scissors, hole punch, stapler, rolling pins, pastry cutters.</p> <p>Learn how everyday objects work by dismantling things.</p> <p>Begin to create their design using basic techniques.</p> <p>Start to build structures, joining components together.</p> <p>Look at simple hinges, wheels and axles.</p> <p>Use technical vocabulary when appropriate.</p>