

## Evelyn Street Primary School - EAD: Creating with Materials & Being Imaginative and Expressive

### Design and Technology progression through EYFS

**Educational Programme:** The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

**ELG: EAD / Creating with Materials and Being Imaginative**

■ 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

Focus	Designing	Making	Evaluating	Technical Skills	Food Technology	Vocabulary- To be used daily.
<b>Nursery Skills, Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"> <li>Develop own ideas &amp; decide which materials to use to express them</li> </ul>	<ul style="list-style-type: none"> <li>Use various construction materials, e.g. <i>joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</i></li> <li>Use available resources to create props or creates imaginary ones to support play</li> </ul>	<ul style="list-style-type: none"> <li>Notice what other children &amp; adults do, mirroring what is observed, adding variations &amp; then doing it spontaneously</li> </ul>	<ul style="list-style-type: none"> <li>Develop new skills &amp; techniques</li> <li>Use tools for a purpose</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the differences between materials &amp; changes they notice</li> <li>Make healthy choices</li> </ul>	Like/ dislike Use, cut, snip, press, fold, join, fix, glue, stick, bumpy, smooth, shiny, hard, soft, rough, fruit, vegetables, healthy, unhealthy, different.
<b>Learning Outcomes</b>	<p style="text-align: center;"><b>Autumn 1</b> Colours and feelings</p> <ul style="list-style-type: none"> <li>Make snips in paper using a two-handed scissor grip.</li> <li>Use glue to join pieces</li> </ul>	<p style="text-align: center;"><b>Autumn 2</b> Families and Celebrations</p> <ul style="list-style-type: none"> <li>Use a range of tools-rolling pin, cutters, extruders, scissors, hole punch, Sellotape dispenser independently.</li> <li>Build a representation of own home using a mixture of materials.</li> </ul>	<p style="text-align: center;"><b>Spring 1</b> Traditional Tales</p> <ul style="list-style-type: none"> <li>Use a variety of different materials to create a variety of different transport such as a boat, plane, helicopter</li> </ul>	<p style="text-align: center;"><b>Spring 2</b> Growing and changing</p> <ul style="list-style-type: none"> <li>Use a range of materials to join, glue, string, cotton, sellotape</li> <li>Make own designs from junk modelling materials</li> <li>Match animals to the food they produce</li> <li>Know that some food is grown from plants and trees – vegetable / fruit</li> </ul>	<p style="text-align: center;"><b>Summer 1</b> People Who Help Us</p> <ul style="list-style-type: none"> <li>Explain what healthy and unhealthy means.</li> </ul>	<p style="text-align: center;"><b>Summer 2</b> Wild Animals / Zoo</p> <ul style="list-style-type: none"> <li>Use a range of tools-rolling pin, cutters, extruders, scissors, hole punch, Sellotape dispenser independently and with accuracy</li> <li>Create animal habitats using a range of different materials and textures and explain their choices.</li> </ul>

## Reception - EAD: Creating with Materials & Being Imaginative and Expressive

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Focus	Designing	Making	Evaluating	Technical Skills	Food Technology	Vocabulary- To be used daily.
<b>Reception Skills, Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"> <li>▪ Develop own ideas through experimentation with diverse materials to express &amp; communicate their discoveries &amp; understanding</li> <li>▪ Create collaboratively sharing ideas, resources &amp; skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use increasing knowledge &amp; understanding of tools &amp; materials to explore their interests &amp; enquiries &amp; develop their thinking</li> <li>▪ Create representations both imaginary &amp; real-life ideas, events, people &amp; objects</li> </ul>	<ul style="list-style-type: none"> <li>▪ Express &amp; communicates working theories, feelings &amp; understandings</li> <li>▪ Responds imaginatively to art works &amp; objects</li> <li>▪ Return to &amp; build on previous learning, refining ideas &amp; developing their ability to represent them</li> <li>▪ Discuss problems &amp; how they might be solved</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use different techniques for joining materials</li> <li>▪ Use tools independently, with care &amp; precision</li> </ul>	<ul style="list-style-type: none"> <li>▪ Look closely at similarities, differences, patterns &amp; change</li> <li>▪ Know &amp; talk about the different factors that support their overall health &amp; well-being</li> </ul>	Cutting, measure, folding, joining, gluing, tearing, decorate, printing, tools, strong, shape, materials, textiles, wheels, equipment, like, dislike, improve, better, cutting, plants, animals, cooking, warming, melting, cooling, baking, ingredients, British fruits, kebab, homes, construct, construction, puppets, create, Brazilian foods, aerial, fabric, health.
<b>Learning Outcomes</b>	<b>Autumn 1</b> My Environment & Me	<b>Autumn 2</b> Special Times & Special Places	<b>Spring 1</b> Same and Different	<b>Spring 2</b> Lifecycles	<b>Summer 1</b> In My Garden	<b>Summer 2</b> People in the Community

	<p>Brush own teeth and talk about the importance of good oral health.</p> <p>Begin to talk about the effect of exercise and food on their health.</p> <p>Use a range of tools to prepare and make a fruit kebab using British fruit e.g., strawberries, apples and pears.</p>	<p>Use construction materials to build structure of my home.</p> <p>Use fabric to create houses for the Three Little Pigs.</p> <p>Use a variety of construction materials to build an aerial view of Evelyn Street.</p>	<p>Toast bread and analyse the effects of heat.</p> <p>Use a of range construction materials to build structure of Evelyn Street and compare the different mediums.</p>	<p>Use eggs produced from our chickens to prepare and bake a cupcake - explain the process.</p> <p>Use a variety of construction materials to build an aerial view of Warrington.</p>	<p>Make a chatterbox puppet with a box and a hinge.</p> <p>'From food to fork'. Understand where food comes from and experience growing their own vegetables, harvesting, preparing, and eating.</p> <p>Use heat to melt chocolate and cook Brazilian bananas. Look at the effects of cooking and melting.</p>	<p>Make a person with moving parts using split pins for joints.</p> <p>Verbally evaluate their work and explain what is good and one thing that could make it better</p> <p>Construct a building from our community and label their model – place of work, school, hospital</p>
<b>Food</b>		<b>Mechanisms</b>			<b>Structures</b>	<b>Textiles</b>
<p>□ Children to be exposed to key vocabulary daily in provision. □ High quality resources will be provided for daily accessibility. □ Playdough/ Malleable/Art/building/small world and outdoor provisions will provide a wealth of opportunity. □ Resources will be enhanced and developed as children develop their skill set.</p>						