



Caversham Park Primary School

Reception Curriculum

Expressive Arts and Design: DT

Key Knowledge:

- How to make an activity safe or hygienic
- How to use simple tools for cutting and joining: knife, saw, hammer, scissors
- How to use simple joining techniques - glue, tape, nail, string, needle and thread, staple, paperclip
- That it is important to review the effectiveness of my designs and make changes as necessary.
- Begin to understand some food preparation tools, techniques and processes.
- Begin to understand that eating well contributes to good health and understand need for variety in food

Key Skills:

Construction/Textiles:

- Build / construct with a wide range of objects
- Replicate structures or models with materials / components
- Construct with a purpose, using a variety of resources
- Select resources appropriate to my designs.
- Select tools & techniques to shape, assemble and join - glue, tape, nail, string, needle and thread
- Talk about my designs and identify strengths and areas for development.
- Adapt my designs as necessary
- Look at similarities and differences between existing objects / materials / tools
- Show an interest in technological toys

Food and Nutrition:

- Use food preparation tools, e.g. whisks, knives, spoons.
- Practise food techniques, e.g. stirring, mixing, pouring, knead
- Talk about how to make an activity safe and hygienic
- Use my sense to explore and evaluate my own and existing products.

Vocabulary:

- Use language of designing and making: join, build, shape, stick, cut, sew, fix, improve, mix, measure, model,
- Use words to describe food: Sweet, juicy, crunchy, crumbly, smooth,
- Language to compare: more, less, heavier, stronger, shorter, longer.
-

Literature:

- Let's Build a House
- Big book of Lego
- Construction books
- Making Puppets
- The Aerodynamics of Biscuits

Enrichment:

- Invite parents/carers in to explore projects that have been made, e.g. biscuit tasting.
- Visit to The Look Out

Adult Directed:

- Small group/whole class focused activities to teach key skills.
- Work together to create whole class projects.

Continuous Provision:

- Woodwork station
- Creative area with scissors, glue, recycled materials.
- Construction area with a variety of construction materials, e.g. mobile, knex.
- Adults in provision support children to develop their own projects appropriately.

Enhanced Provision:

- Develop use of tools as appropriate, e.g. scissors (whole hand to traditional).
- Adapt joining materials in creative area, e.g. string, split pins, stapler
- Adapt the variety of materials in creative and woodwork areas, e.g. fabric.
- Threading

Assessment (ELGs)

Prime Areas:

Physical development - fine motor skills

- Use a range of small tools, including scissors, paintbrushes and cutlery.

Communication & Language

- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate

Personal, Social & Emotional Development

- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Specific Areas:

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.

Progression A

Autumn

Creating with materials (DT):

- Explore different tools and materials freely to make simple models.
- Use nails and hammers
- Use glue and tape to join.
- Make models using a variety of classroom equipment, e.g. mobile, recycled materials, crates
- Use whole hand grasp scissors to cut.
- Know how to use hammers and scissors safely.
- Show an interest in technological toys
- Thread beads or similar.
- Talk about what I find easy or difficult when constructing.
- Explain how I made something.

Spring

Creating with materials (DT):

- Plan what I want to make and use appropriate tools and techniques to create the design.
- Join different materials and explore different textures.
- Create models that replicate the appearance of real items.
- Use staplers and thread to join.
- Use scissors correctly to cut.
- Adapt my designs.
- Use in and out motion when threading in preparation for sewing.
- Independently practise safety measures when carrying out DT tasks

Summer

Creating with materials (DT):

- Look at similarities and differences between existing objects / materials / tools
- Independently practise safety measures when carrying out DT tasks
- Practise stirring, mixing, pouring when creating food.
- Know to wash hands and ensure a clean surface for food preparation.
- Use knives to cut safely.
- Use senses to describe food.
- Begin to understand that eating well contributes to good health
- Explain what I like my creations and what can be improved.
- Create work collaboratively, sharing ideas with peers and developing skills further.

Progression A

Autumn

Spring

Summer

Creating with materials (DT):

- Explore different tools and materials freely to make simple models.
- Use nails and hammers
- Use glue and tape to join.
- Make models using a variety of classroom equipment, e.g. mobilo, recycled materials, crates
- Use whole hand grasp scissors to cut.
- Know how to use hammers and scissors safely.
- Show an interest in technological toys
- Thread beads or similar.
- Talk about what I find easy or difficult when constructing.
- Explain how I made something.

Creating with materials (DT):

- Plan what I want to make and use appropriate tools and techniques to create the design.
- Join different materials and explore different textures.
- Create models that replicate the appearance of real items.
- Practise stirring, mixing, pouring when creating food.
- Know to wash hands and ensure a clean surface for food preparation.
- Use knives to cut safely.
- Use senses to describe food.
- Begin to understand that eating well contributes to good health
- Explain what I like about my work
- Independently practise safety measures when carrying out DT tasks

Creating with materials (DT):

- Look at similarities and differences between existing objects / materials / tools
- Plan what I want to make and use appropriate tools and techniques to create the design.
- Use scissors correctly to cut.
- Adapt my designs.
- Use staplers and thread to join.
- Use in and out motion when threading in preparation for sewing.
- Independently practise safety measures when carrying out DT tasks
- Explain what I like my creations and what can be improved.
- Create work collaboratively, sharing ideas with peers and developing skills further.