



# 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.
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### 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 different materials.
- 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 B

Autumn	Spring	Summer
<p><b>Creating with materials (DT):</b></p> <ul style="list-style-type: none"> <li>• Explore different tools and materials freely to make simple models.</li> <li>• Use nails and hammers</li> <li>• Use glue and tape to join.</li> <li>• Make models using a variety of classroom equipment, e.g. mobilo, recycled materials, crates</li> <li>• Use whole hand grasp scissors to cut.</li> <li>• Know how to use hammers and scissors safely.</li> <li>• Show an interest in technological toys</li> <li>• Thread beads or similar.</li> <li>• Talk about what I find easy or difficult when constructing.</li> <li>• Explain how I made something.</li> </ul>	<p><b>Creating with materials (DT):</b></p> <ul style="list-style-type: none"> <li>• Plan what I want to make and use appropriate tools and techniques to create the design.</li> <li>• Join different materials and explore different textures.</li> <li>• Create models that replicate the appearance of real items.</li> <li>• Practise stirring, mixing, pouring when creating food.</li> <li>• Know to wash hands and ensure a clean surface for food preparation.</li> <li>• Use knives to cut safely.</li> <li>• Use senses to describe food.</li> <li>• Begin to understand that eating well contributes to good health</li> <li>• Explain what I like about my work</li> <li>• Independently practise safety measures when carrying out DT tasks</li> </ul>	<p><b>Creating with materials (DT):</b></p> <ul style="list-style-type: none"> <li>• Look at similarities and differences between existing objects / materials / tools</li> <li>• Plan what I want to make and use appropriate tools and techniques to create the design.</li> <li>• Use scissors correctly to cut.</li> <li>• Adapt my designs.</li> <li>• Use staplers and thread to join.</li> <li>• Use in and out motion when threading in preparation for sewing.</li> <li>• Independently practise safety measures when carrying out DT tasks</li> <li>• Explain what I like my creations and what can be improved.</li> <li>• Create work collaboratively, sharing ideas with peers and developing skills further.</li> </ul>

### Progression C

Autumn	Spring	Summer
<p><b>Creating with materials (DT) in provision:</b></p> <ul style="list-style-type: none"> <li>• Explore different tools and materials freely to make simple models.</li> <li>• Use nails and hammers</li> <li>• Use glue and tape to join.</li> <li>• Make models using a variety of classroom equipment, e.g. mobilo, recycled materials, crates</li> <li>• Use whole hand grasp scissors to cut.</li> <li>• Know how to use hammers and scissors safely.</li> <li>• Show an interest in technological toys</li> <li>• Thread beads or similar.</li> <li>• Talk about what I find easy or difficult when constructing.</li> <li>• Explain how I made something.</li> </ul> <p><b>textiles:</b></p>	<p><b>Creating with materials (DT) in provision:</b></p> <ul style="list-style-type: none"> <li>• Plan what I want to make and use appropriate tools and techniques to create the design.</li> <li>• Join different materials and explore different textures.</li> <li>• Create models that replicate the appearance of real items.</li> <li>• Independently practise safety measures when carrying out DT tasks</li> <li>• Use scissors where I use my thumb separately from my fingers.</li> </ul> <p><b>Food and Nutrition:</b></p> <ul style="list-style-type: none"> <li>• Practise stirring, mixing, pouring when creating food.</li> </ul>	<p><b>Creating with materials (DT):</b></p> <ul style="list-style-type: none"> <li>• Look at similarities and differences between existing objects / materials / tools</li> <li>• Plan what I want to make and use appropriate tools and techniques to create the design.</li> <li>• Use standard scissors correctly to cut.</li> <li>• Adapt my designs.</li> <li>• Explain what I like my creations and what can be improved.</li> <li>• Create work collaboratively, sharing ideas with peers and developing skills further..</li> <li>• Independently practise safety measures when carrying out DT tasks</li> </ul>

<ul style="list-style-type: none"><li>• Plan what I want to make and use appropriate tools and techniques to create the design.</li><li>• Join different materials and explore different textures.</li><li>• Create models that replicate the appearance of real items.</li><li>• Use staplers and thread to join.</li><li>• Use appropriate scissors to cut different materials.</li><li>• Adapt my designs.</li><li>• Use in and out motion when threading in preparation for sewing.</li><li>• Independently practise safety measures when carrying out DT tasks</li></ul>	<ul style="list-style-type: none"><li>• Know to wash hands and ensure a clean surface for food preparation.</li><li>• Use knives to cut safely.</li><li>• Use senses to describe food.</li><li>• Begin to understand that eating well contributes to good health</li><li>• Explain what I like about my work</li><li>•</li></ul>	<ul style="list-style-type: none"><li>• Use glue and tape to join.</li></ul>
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