

As Designers we will explore and investigate various materials and develop our ideas about how to use them. We will practise various joining techniques and begin to look at different textures, deciding which materials we will use to create our own models / creations. We will be able to explore various local structures and buildings e.g The Humber Bridge and observe closely how things are made and how they work? We will practise using one handed tools and equipment safely and with increasing control developing and refining our fine motor skills.

Development Matters content linked to Expressive Arts and Design

The children will have opportunities to: -

Birth-3 years

- Explore different materials, using all their senses to investigate them.
- Manipulate and play with different materials.
- Use their imagination as they consider what they can do with different materials.
- Make simple models which express their ideas

3-4 years

- 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 different materials and explore different textures

Development Matters content linked to Physical Development

The children will have opportunities to: -

Birth-3 years

- Develop manipulation and control.
- Explore different materials and tools

3-4 years

- Match their developing physical skills to tasks and activities in the setting.
- Choose the right resources to carry out their own plan.
- Collaborate with others to manage large items
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Show a preference for a dominant hand

Broader curriculum in preparation for Foundation Two skills linked to: -

During F1 we will be preparing to get ready for starting Reception/F2 and in doing so we will:

Expressive Arts and Design

- Start to explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Begin to return to and build on their previous learning, refining ideas and developing their ability to represent them in various ways
- Begin to create collaboratively with others in small groups, sharing ideas, resources and skills.
- Introduce and model using simple vocabulary linked to D and T during play-based experiences and adult led sessions.

Physical Development

- Begin to develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Develop and use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Begin to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Start to talk about different factors that support their overall health and wellbeing; regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.

D/T Vocabulary

Various tools – hammer, screwdriver, nuts, bolts, wrench, spirit level. tape measure, saw, trowel etc...

Various materials – sand, gravel, cardboard, paper, bricks, cement, concrete, sticks, straw, glue, cellotape, paste etc.

Joining vocabulary – join, strong. stronger, strongest, secure, weak. weaker, weakest, stick etc.

Spring Term 1

<u>Introducing concept – Building sites and construction work through play</u>	<u>Creating and constructing own models of buildings</u>	<u>Building Houses for the Pigs - Suitable Materials</u>	<u>Funky Fingers Area (Throughout the term)</u>
<p>Focused Text:-‘The Big Yellow Digger’</p> <p>Objectives: UTW Birth-3 years Repeat actions that have an effect. • Explore materials with different properties. 3-4yrs • Talk about what they see, using a wide of vocabulary. Show interest in different occupations. Explore how things work</p> <p>Introduce and discuss the story together - ‘The Big Yellow Digger’ Pause throughout to prompt key questions about what they can see and recognise in the book from own experiences.</p> <p>Discuss working on a building site – <i>Who may work there? What would they do? What tools may they need? How do the people who work there stay safe?</i> etc. Discuss various occupations and look at photographs/video links of people working on a building site.</p> <p>In CP, set up a building site area for the children to explore and create their own narratives based upon own experiences</p>	<p>Focused Text:-‘We Can Build a House’</p> <p>Objectives UTW 3-4yrs Talk about what they see, using a wide of vocabulary. Show interest in different occupations. Explore how things work PD 3-4yrs Match their developing physical skills to tasks and activities in the setting. Choose the right resources to carry out their own plan.</p> <p>Recap previous learning linked to working on a building site and the machinery, tools etc that may be used.</p> <p>Look at various photographs of different buildings and bridges around Hull and the local area and display around the classroom to prompt discussion and questions.</p>	<p>Focused Text:-‘The Three Little Pig’s’</p> <p>Objectives: UTW Birth-3yrs Repeat actions that have an effect. • Explore materials with different properties. 3-4yrs Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. EAD Birth-3 years Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas EAD 3-4 years Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own</p>	<p>PD Birth-3 years Develop manipulation and control. Explore different materials and tools PD 3-4 years Use one-handed tools and equipment, for example, making snips in paper with scissors. Show a preference for a dominant hand</p> <p>The children will have opportunities to use various one – handed tools to practise various techniques and basic skills such as: -</p> <ul style="list-style-type: none"> • chopping / cutting • joining • twisting • hammering

<p>with others. Incorporate tools, safety equipment, signs and materials they may see. Play alongside the children carrying out observations and questioning the children about their experiences and own knowledge.</p>	<p>Create opportunities within the provision for the children to create their own models of these or their own buildings / bridges using a range of materials, such as wooden bricks / planks, Duplo pieces and other construction sets. This could also be set up in the building site area to enhance the construction site/provision.</p> <p>Experiment and explore building a wall – see Science plans</p>	<p>ideas and then decide which materials to use to express them. Join different materials and explore different textures</p> <p>Recap previous learning and build upon building a house by introducing the focussed text.</p> <p>Look at various natural materials together – sticks, bricks, and straw. Talk about the properties of each and discuss which is the strongest/weakest material and why. Carry out a simple investigation. Model using simple tools to build a very basic wall using wet sand and bricks. In CP, set up areas for the children to build a simple house/model for the pigs. Builder's trays – Straw, bricks and wet sand and sticks, Can the children create their own house and make sure the Big Bad Wolf wouldn't be able to get inside.</p>	
--	---	---	--

Spring Term 2		
<p><u>Exploring Gardening Tools and Equipment</u> Focussed Text:-'Titch' Objectives:</p>	<p><u>Design a Garden</u> Focussed Text:-'Jasper's Beanstalk' Objectives:-</p>	<p><u>Funky Fingers Area (Throughout the term)</u> PD Birth-3 years Develop manipulation and control. Explore different materials and tools PD 3-4 years</p>

	,	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors. Show a preference for a dominant hand</p> <p>The children will have opportunities to use various one – handed tools to practise various techniques and basic skills such as: -</p> <ul style="list-style-type: none">• chopping / cutting• joining• twisting• hammering
--	---	---