

Foundation Stage Two	Expressive Art and Design Physical Development	Spring Term
<p>As Designers we will learn how to start to use new tools to make things. And we will learn how to use them safely. We will also learn how to cook and bake food.</p> <p><u>Development Matters content <i>Expressive Art and Design</i></u></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><u>Development Matters content <i>Physical Development</i></u></p> <ul style="list-style-type: none"> • 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. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Know and 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. <p><u>Broader curriculum in preparation for Year One</u></p> <ul style="list-style-type: none"> • Introduce a range of tools and allow children to acknowledge their purpose. • Extend vocabulary links to D and T. • Give children opportunities to plan and evaluate (verbal). 		

<u>Key Vocabulary</u>										
hammer	spirit level	screw driver	saw	chisel	nails	screws	whisk	grater	knife	
chop	slice	mix	measure	quantity	amount	material	wood	foam	cork	forest

Learning linked to Development Matters

Identify culinary tools and their purpose

Objectives:

UTW (3-4) Talk about what they can see using a wide vocabulary.

UTW (3-4) Show an interest in different occupations.

UTW (Rec) Use new vocabulary linked to a context.

Introducing tools for cooking/baking

- grater
- knives
- whisk

Explain to the children that over the next few weeks we will be exploring tools found in the kitchen. Recap on previous learning about tools – *how are these different?* Similarities- one handed and usually made from metal. Differences- much smaller, used specifically with food. *Does anyone already know any tools we use in the kitchen?* ITT and snap back.

Refer back to *Chocolate Cake* and make connections.

Show the children the following tools and explain names
MTYT ask the children what they would be used for: knives, grater, whisk

Click here to share clip.

Explain safety rules to the children:

- Where we use the tools e.g., the kitchen
- How to hold the tools
- What you can use the tools for
- Being considerate of our friends

Sign the thumbprint agreement for safe working environment (display in snack area).

Using culinary tools (skills cutting and grating)

Objectives:

PD (3-4) Use one handed tools and equipment.

PD (3-4) Show a preference for a dominant hand.

PD (Rec) Progress towards a more fluent style of movement and develop control.

PD (Rec) Develop overall body strength and coordination

PSED (3-4) Make healthy choices about food, drink, activity and toothbrushing.

PSED (3-4) Know and talk about the different factors that support their overall health and wellbeing: - healthy eating

Introducing skills

- cutting
- grating

Recap previous learning- *can children remember the names of any tools?* ITT and snap back.

Explain to the children that today we are going to be using the tools we have been learning about. Introduce verbs: Cut, grate, whisk, mix etc.

Recap on safety rules from previous learning. 1 group- cutting cheese 1 group –grating cheese. Children to try both and then compare the difference. Children to identify other foods that could be cut/grated.

Applying skills to create a tasty treat

Objectives:

UTW (3-4) Talk about what they can see using a wide vocabulary.

UTW (3-4) Show an interest in different occupations.

UTW (Rec) Recognise similarities and differences between the country they live in and other countries.

UTW (Rec) Talk about members of their immediate family or describe those who are familiar to them.

Recap on previous learning.

Explain to the children that we are going to be making a special treat for someone who cares for us. We are going to be tasting some different sweet treats from around the world and then deciding which would be best for us to make.

Children to taste treats and discuss what they like about them and who would like them in their family.

Potential next lesson/Adult Led: Children to make their treats using the skills they have acquired.

CP Idea:

- Create a package for their cake using cardboard, tin foil, cling film, string etc. (Relate to story when Michael takes his cake to school)

Learning in Preparation for Year 1

Identify tools and their purpose

Objectives:

UTW (3-4) Talk about what they can see using a wide vocabulary.

UTW (3-4) Show an interest in different occupations.

UTW (Rec) Use new vocabulary linked to a context.

Explain to the children that over the next few weeks we will be looking at tools. *Does anyone know what a tool is? What would we use them for? Who have you seen using tools?* ITT and snap back (share ideas).

Share a section of *Hansel and Gretel* with the children and identify tools/materials used in the story.

Explain what tools are for and how they are stored e.g., bag, shed, garage, box etc.

Introduce the following tools to the children - MTYT

- Hammer
- Spirit level
- Chisel
- Saw
- Screwdriver

Share song: <https://www.youtube.com/watch?v=h0QFkRqfW4k>

Explain safety rules to the children:

- Where we use the tools e.g., the construction area
- How to hold the tools
- What you can use the tools for
- Being considerate of our friends

Sign the thumbprint agreement for safe working environment (display in construction area)

Sort tools into categories and discuss similarities.

Using tools (key skills joining and cutting)

Objectives:

PD (3-4) Use one handed tools and equipment.

PD (3-4) Show a preference for a dominant hand.

PD(Rec) Progress towards a more fluent style of movement and develop control.

PD(Rec) Develop overall body strength and coordination.

Recap on our last lesson with links to vocab and safety rules.

Explain that today we will be using the tools which we talked about in our last session – *Can anyone remember the names of the tools?* ITT and snap back.

Introduce cork and foam - pass these around the circle and encourage children to feel them and talk about their properties e.g., soft, hard, squashy, solid etc. *Do you think it will be easy/hard to cut with a saw/hammer a nail into?* Share ideas.

Model how to use the saw/hammer safely and how to use with the material. Children to begin with the softest material (foam) 1 group – hammers and chisels 1 group – saws. Monitor children closely and constant reminders about safety. Stop at regular intervals and assess outcome, *are we finding it tricky/easy etc?*

Explain to the children why we would do this outside of the classroom e.g., making tables, furniture houses etc.

Sawing and creating a house

Objectives:

UTW (3-4) Know that there are different countries in the world and talk about the differences seen in photographs.

UTW (3-4) Talk about differences between materials.

UTW (Rec) Recognise that some environments are different to the one where they live.

UTW (Rec) Describe what they can see outside.

Refine physical development objectives from previous lesson.

Explain to the children that we are going to use the tools that we have been using to make a house. We are going to work as a team to make the house together.

Look at materials that would be good to build a house. Make connections to the house in *Hansel and Gretel*. Look at houses from around the world and compare these. Identify materials in our local area e.g., bricks, wood.

Children to saw balsa wood safely to create each individual part. Children to assemble house with the help of the adult.