

Year R Expressive Arts and Design/ DT Long Term Plan

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Food and Celebrations Cooking and Nutrition Making playdough Bread mix	Traditional Tales Structures Bridge for Gingerbread Man Three Pigs houses		Minibeasts Structures Bug houses	Under the Sea Boats

It is important to note that although these are planned opportunities, materials and tools (including construction blocks, cardboard, paper, collage, scissors, glue, tape etc.) are always accessible in the EYFS environment, so the pupils can access DT opportunities in their child initiated.

Year R Medium Term Plan – Expressive Arts and Design/ DT

Term 2 DT – **Food and Celebrations, what do we celebrate and why?**

Key themes: Using tools to mix and bake, changes in materials (linking with UW)

National Curriculum Links: ELGs & Development Matters	Key Vocabulary	Pupil Offer
<u>Fine Motor Skills</u> 0-3: - Develop manipulation and control. - Explore different materials and tools. 3&4: - Use one-handed tools and equipment. ELG: - Use a range of small tools, including scissors, paint brushes and cutlery.	Mix, combine, knead, bake, pour, measure, weigh, jug, scales, spoon, harvest, crop, combine harvester, field, mill, factory, shop, recipe, ingredients.	The pupils will be able to collaboratively make playdough which can be used freely in their child initiated time. Whilst thinking about where our food comes from, we will briefly explore how bread is made, through recipe books, photographs, the educational programme 'Come Outside', and then through collaboratively making some bread from a bread mix.
<u>Understanding the World</u> 3&4: - Talk about the differences between materials and changes they notice.		

Term 3 DT – Traditional Tales, should they change or stay the same?

Key themes: Making structures with different materials.

National Curriculum Links: ELGs & Development Matters

Fine Motor Skills

0-3:

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

Rec:

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently, such as pencils for drawing, paintbrushes, scissors, knives, forks and spoons.

ELG:

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

Expressive Arts and Design

0-3:

- 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:

- 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.

Rec:

- Explore, use and refine a variety of artistic effects.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.

ELG:

- 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.

Understanding the World

3&4:

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Begin to understand the need to respect and care for the natural environment and all living things.

Rec:

- Explore the natural world around them.

Key Vocabulary

Sticks, straw, bricks, strong, weak, structure, build, connect, tie, collapse, materials, hold, improve, test, roof, walls, shelter.

Pupil Offer

When exploring *The Gingerbread Man*, the class will collaborate to build bridges across a 'river' (blue piece of fabric/ paper) laid on the carpet. The bridge will have to hold a small weight, such as a gingerbread cut out.

Pupils will build a structure to represent the brick house from *The Three Little Pigs*, using the construction blocks (duplo, magnetic shapes, stickbricks, foam blocks, wooden blocks) in the environment. As well as having free choice to access these blocks in their child- initiated time, the building will be a teacher-directed activity spread across the week in term 3.

An area dedicated to making a stick house will also be set up in the environment for the children to access freely.

Term 5 DT – Minibeasts, what can we find hiding under pots?

Key themes: Design, making structures with different materials.

National Curriculum Links: ELGs & Development Matters

Fine Motor Skills

3&4:

- Use one-handed tools and equipment, for example, making snips in paper with scissors.

Rec:

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently, such as pencils for drawing, paintbrushes, scissors, knives, forks and spoons.

ELG:

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

Expressive Arts and Design

3&4:

- 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.

- Create closed shapes with continuous lines and begin to use these shapes to represent objects.

Rec:

- Explore, use and refine a variety of artistic effects.

- Return to and build on their previous learning, refining ideas and developing their ability to represent them.

- Create collaboratively, sharing ideas, resources and skills.

ELG:

- 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.

Key Vocabulary

Materials, tubes, tins, bottles, cut, connect, tie, hang, fill, strong, suitable/ sensible, durable, test, evaluate.

Pupil Offer

Using a range of materials (cardboard tubes, tin cans, tissue boxes, bottles) the pupils will work in pairs/ small groups to make small bug houses. We will consider the objects needed to encourage insects in, and therefore filling the containers with a range of natural materials (linking with UW). The houses will be put to the test in our outdoor classroom, and then evaluated a few weeks later.

Term 6 DT – Under the Sea.

Key themes: Design, using and evaluating different materials.

National Curriculum Links: ELGs & Development Matters

Fine Motor Skills

3&4:

- Use one-handed tools and equipment, for example, making snips in paper with scissors.

Rec:

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently, such as pencils for drawing, paintbrushes, scissors, knives, forks and spoons.

ELG:

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

Expressive Arts and Design

3&4:

- 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.

- Create closed shapes with continuous lines and begin to use these shapes to represent objects.

Rec:

- Explore, use and refine a variety of artistic effects.

- Return to and build on their previous learning, refining ideas and developing their ability to represent them.

- Create collaboratively, sharing ideas, resources and skills.

ELG:

- 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.

Key Vocabulary

Design, draw, materials, waterproof, purpose, hold, sink, float, test/ evaluate, connect, cut, tie, strong, structure.

Pupil Offer

As a teacher- directed activity, the pupils will be using a range of materials (bottles, construction blocks, lolly sticks, and sponges etc.) to create boats. They will create a simple design of their boat, before creating it independently. These boats will be tested in a shallow water tray, to see if they sink or float, and then hold a small weight. We will verbally evaluate them after creating them and testing them.