




Design Technology in the Early Years- Nursery

Term Topic	Area of Learning	Concepts		
		 Innovate Finding out about what already exists and how things work <small>Innovate</small>	 Technique Using a range of skills and tools to design and make <small>Technique</small>	 Evaluate Evaluate success of own and others' design <small>Evaluate</small>
Nursery Autumn 1 Starting School	CL		-Respond to instructions with more than one element. -Know that it is important to pay attention by looking and listening when others are speaking.	
	PD	-Your body and brain need water to stay healthy. -It is important to drink 5 cups of water a day so that you do not get dehydrated.	-Carry their tray from the counter to their table in the lunch hall. Use a knife and fork with support (where necessary) to eat their lunch. -Develop fine motor control to complete an activity, e.g. a puzzle or threading.	
	L	-Recognise illustrations and use this to gain meaning from the text.	-Identify the mark making area in the classroom and learn how to access and use the equipment, e.g. selecting a coloured pen and putting the lid on when they have finished.	-Answer questions about their drawing and painting. Children to give meaning to the marks that they have made.
	UW	-Explore the outdoor area with curiosity and show an interest in the natural world. -Show an interest in technological toys. Children to learn how to use real objects, such as cameras and touchscreen devices.		
	EAD	-Use drawing to represent their ideas. -Use a wide variety of materials and resources, both inside and outside to develop their imaginative play. For example, role-play a story using masks/ props.	-Identify the construction areas inside and outside and use the resources appropriately and safely to build towers by stacking blocks or other constructions of their choice. -Select colours for a purpose.	-Use various construction materials for a purpose. Tell an adult or peer about their design.

Nursery Autumn 2 Night and Day	CL		<ul style="list-style-type: none"> -Understand the use of objects and identify which objects are used for a particular purpose. -Follow instructions with more than one part in order to complete an activity. 	-Respond to questions about what they have been doing. Children to explain their ideas in response to questioning.
	PD	-Learn what is included in a traditional British Christmas Dinner.	<ul style="list-style-type: none"> -Use one handed tools and equipment to make a planned change. -Learn how to use equipment safely, e.g. cutting with scissors. -Learn how to use a knife and fork. 	
	L	<ul style="list-style-type: none"> -Listen attentively to information from non-fiction texts. -Identify photographs in non-fiction texts and talk about the images with adult support. 		
	UW	<ul style="list-style-type: none"> -Explore battery operated equipment, learn how to turn something on and off (e.g. torches to create light). -Investigate the best material to blackout light. -Comment and ask questions about the natural world. -Identify man-made light sources and why these are necessary. 		-Sequence events in the correct order using pictures or practical resources, e.g., a dolls house and small world people.
	EAD	-Explore different textures.	<ul style="list-style-type: none"> -Use tools to shape malleable materials with a planned outcome in mind. -Experiment with combining natural materials. -Create closed shapes with continuous lines and begin to use these shapes to represent objects. -Develop their own ideas and select appropriate materials to express them. -Make imaginative and complex 'small worlds' with blocks and constructive kits, such as a city. 	
Nursery Spring 1 Traditional Tales	CL		-Show an understanding of prepositions such as under, on top, behind by carrying out an action or selecting the correct picture.	-Use longer sentences and link ideas in sentences using conjunctions 'and, because, but, that, if, so'.
	PSED	<ul style="list-style-type: none"> -Moral: Hard work and dedication pay off. -Understand that patience is important when you are trying new things. 	-Danger is the possibility of suffering harm or an injury.	

		<ul style="list-style-type: none"> -Develop their perseverance. Understand that when something is hard, they should not give up but should try again. -Show their confidence and self-esteem through taking risks and trying new things and ask adults for help when necessary. 		
	PD	-Learn what is included in a healthy balanced breakfast.	<ul style="list-style-type: none"> -Be increasingly independent when getting dressed. For example, zip and unzip their coat with help to place on track and be able to fasten buttons. -Learn how to use tools safely and for a purpose (e.g. scissors, screws and screwdrivers). -Know the consequences of using tools incorrectly or not following the safety guidance. 	-Be willing to try different textured food and express their preference of flavours.
	UW	<ul style="list-style-type: none"> -The five senses - seeing, hearing, smelling, tasting, and touching - help us to understand what is happening around us. -Identify what houses are made of in the local area. 		<ul style="list-style-type: none"> -Identify and talk about changes in materials, e.g. the change that happens when porridge is cooked. -Sort materials by their properties and explain how/ why they have sorted them in this way. -Sort a selection of toys into two groups, one for toys that move by pushing and pulling, and one for those that do not move freely by pushing and pulling.
	EAD		<ul style="list-style-type: none"> -Explore different malleable materials freely, in order to develop their ideas about how to use them and what to make. -Use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing etc, to design their own bridge. 	<ul style="list-style-type: none"> -Choose the right resources to carry out their own plan. -Edit and improve their work by redesigning.
Nursery Spring 2 In the Garden	CL		<ul style="list-style-type: none"> -Respond to prompts to switch their attention from what they are doing to what you are saying. -Use simple directional language such as up, down, left, right, forwards, backwards. 	-Learn adjectives to describe appearance.

	PSED	-Show resilience when tackling a new challenge, persevere when they reach the point of giving up.		
	PD		<ul style="list-style-type: none"> -Manipulate a range of tools and equipment in one hand. -Understand some of the tools, techniques and processes involved in food preparation. -Learn how to use a range of tools, e.g. a vegetable peeler. -Personal hygiene refers to maintaining the body's cleanliness. This includes, having a bath frequently, washing hands, brushing teeth, trimming fingernails etc. -Learn how to clean different parts of the body. 	
	L	<ul style="list-style-type: none"> -Know that information can be relayed through books. -Stories and non-fiction books can include information. -Know that information can be retrieved from digital technology. 		
	UW	<ul style="list-style-type: none"> -Investigate different materials to identify whether they sink or float in water. -Bird baths provide clean and continual water for birds to bathe in, cool off and drink from. They encourage more birds to come to the garden. -Know the names of some of the most famous buildings and landmarks in London. -Understand that the tradition of eating Easter Eggs is linked to the end of the Christian Festival Lent. 		<ul style="list-style-type: none"> -Group materials based on their properties (sinking/ floating). -Explore and name everyday materials and describe their properties such as: hard/ soft; waterproof/ not waterproof; absorbent/ not absorbent. -Identify the properties of materials that make them suitable or unsuitable for particular purposes.
	EAD	-Support children to think about what they want to create, the processes that may be involved and the materials and resources they might need. For example, designing some new bath toys that the pigeon could play with.	<ul style="list-style-type: none"> -Select, sort, tear and glue down items to create a simple collage. -Roll and sculpt shapes in malleable materials. -Select appropriate tools to shape and mould malleable materials. -Develop their own ideas and then decide which materials are suitable to use to make an Easter Bonnet. 	-Use the language of designing and making, e.g. join, build and shape.

Nursery Summer 1 Food and Drink	CL	-People throughout the world use puppets to entertain each other. -People have enjoyed puppet shows for hundreds of years.		-Adjectives include words that describe what something looks like and what it feels like to touch, taste, or smell. -Learn adjectives to describe the texture and taste of food. -Respond to 'how' questions giving answers in full sentences. For example, 'How does it smell? How is it different now that it is cooked?'
	PSED	-Understand the value of hard work.	-Select and use resources to achieve a goal, either their own or one that has been suggested to them. -Work collaboratively in a group taking on different responsibilities to achieve an end product.	-Feeling proud is a happy and positive emotion. People feel proud when they have achieved something. -Identify something that the children have achieved that they are proud of.
	PD		-Cut soft fruit or vegetables safely, for example, a banana, with a non-sharp knife. -Have basic hygiene awareness with relation to food preparation and food safety, take part in clearing and cleaning the tables before cooking. -Combine ingredients in bowl and use their hands as well as utensils to mix them. -Follow a recipe using non-standard measures e.g. cups/ spoonsful.	-People need to eat lots of different fruit and vegetables to be healthy. We should eat at least five different types every day. -Describe the amount of different types of food needed to stay healthy using the terms lots, some, a little and not needed. -Understand that it is acceptable to make 'unhealthy' choices once in a while but we should not consume too much unhealthy food. -Sort food in different ways. For example, healthy / unhealthy or processed / unprocessed. -Understand the value of the social aspects of food and how to enjoy food.
	L	-Labelling pictures give the readers a better understanding of what they are looking at. Labels help the reader know exactly what they are seeing.		-Draw pictures and write labels using their developing phonemic awareness.
	UW	-In Kenya there are many different landscapes from built up areas/ cities to communities that live in small tribes. -Find out information about India by looking at photographs and reading non-fiction texts. -Sari's and Dupin Kurta Pajama's are worn by women and men in India.	-Identify the change in materials when they are mixed together and recognise how heat changes substances.	-Understand where food comes from and how it can be grown / produced or farmed. -Understand why people choose to grow certain plants. Some plants can be eaten (fruit/ vegetables).

		<ul style="list-style-type: none"> -A market, or marketplace, is a location where people gather to buy and sell provisions, livestock, and other goods. -Use their senses to explore and compare different textures, tastes and smells. 		<ul style="list-style-type: none"> -Know which animals or plants some foods come from (e.g. milk from cows and tomatoes from plants). -Understand that some people will not eat meat and this makes them a vegetarian. -Respect that some people will not eat pork due to their religious beliefs. -Chickens are raised mostly for their eggs and meat.
	EAD	<ul style="list-style-type: none"> -Select materials from a limited range that meet simple design criterion e.g. something that you could use to dig a hole in the mud. 	<ul style="list-style-type: none"> -Use a variety of textiles and fabrics to create collages by layering fabric. -Weave with a range of different materials and fabrics. -Explore pattern making with colours using different media, e.g. paint, chalk and ICT. 	<ul style="list-style-type: none"> -Collect and classify fabrics and threads into colours and different textures. -Comment on and explain what they like about different materials and fabric. -Plan and adapt initial ideas to make them better.
Nursery Summer 2 Water	CL	<ul style="list-style-type: none"> -Learn several different ways to talk about the future (I am going to, I will, I am about to). 	<ul style="list-style-type: none"> -Participate in an activity that involves a sequence of steps (e.g., making an ice lolly). 	<ul style="list-style-type: none"> -Encourage children to think in advance about what they will do, what they need, and reflect afterwards on what they did. -Sequence the stages of the activity through ordering photographs.
	PSED	<ul style="list-style-type: none"> -Special places include spaces that are important and significant to children, which may include religious buildings, spaces in the home, school and local community. -A church is a 'sacred' place because it contains special objects for Christians, is also the place where Christians come together to worship God. 		<ul style="list-style-type: none"> -Introduce the concept of gender expression and combat gender stereotyping.
	PD		<ul style="list-style-type: none"> -Work as a team following instructions with the support of modelling the required movement. -Learn how to use a tripod grip with a variety of mark making tools e.g., painting on shells using fine paintbrushes. -Draw with increasing complexity and detail, draw the outline of an object and include details. 	

	L	-A menu is a list of food available in a restaurant.	-Create their own menus by giving meaning to the marks they make and their developing knowledge of graphemes and phonemes.	
	UW	<ul style="list-style-type: none"> -Use their senses to investigate real fish. -Use all their senses in hands-on exploration of natural materials that come from the beach. -Explore collections of materials with similar and/ or different properties. -Notting Hill is a huge street festival that takes place in London every summer. The festival celebrates Caribbean heritage, art and culture – including music, food and dancing. -Carnival participants wear elaborate costumes. 		-Observe changes in materials and describe them e.g., how sand changes when it becomes wet.
	EAD	<ul style="list-style-type: none"> -Use their developing artistic skills and knowledge of joining materials to make props for their role-play e.g., jewellery, mermaid tails, hats etc. -Explore textures by taking rubbings of different materials. 	<ul style="list-style-type: none"> -Mix colours for a purpose and talk about the changes in the colour. -Paint in different scales e.g., using large rollers and paintbrushes to create lines, shapes, pictures and patterns outdoors or small paintbrushes to create detailed images indoors. -Load an object with paint and print it. -Experiment with a range of printing methods and objects. -Use printing to make pictures, patterns and/ or textures. -Explore a range of construction materials that fix together in a variety of ways e.g., by twisting, slotting, pushing or clipping. -Design and make their own model using open ended resources to create constructions by balancing, stacking, adding or taking away items. -Develop an understanding of dimensions (2D and 3D). 	<ul style="list-style-type: none"> -Learn the vocabulary to describe different texture, such as rough, smooth, ridged. -Develop their vocabulary to describe their work and that of other artists.