

DT coverage in Nursery						
Topics	Marvellous me	Come outside	Prince and princess	Mini beasts	Transport	Amazing animals
Objectives from development matters	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. (PSED 3-4)</p> <ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. (PD 3-4) • Use one-handed tools and equipment, for example, making snips in paper with scissors. (PD 3-4) • Choose the right resources to carry out their own plan. (PD 3-4) • Explore how things work. (UtW 3-4) • Make imaginative and complex 'small worlds' with blocks and construction kits. (EA+D 3-4) • Explore different materials freely, in order to develop their ideas about how to use them and what to make. (EA+D 3-4) • Develop their own ideas and then decide which materials to use to express them. (EA+D 3-4) • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. (EA+D 3-4) 					
Key experiences	Introducing continuous provision resources	Bubbling firework experiment Making pulley cars	Using different building resources to build castles.	Exploring resources to build a bug house. Eggsperiment- Exploring material to keep an egg safe when falling	Junk modelling transport vehicles	
Key learning	<p>Children will engage in gross motor activities weekly during outdoor provision, and daily during Squiggle While You Wiggle. They will have daily access to fine motor activities (funky fingers table) and opportunities to use one handed tools and equipment i.e. scissors, spades, paintbrushes, tweezers, pegs and boards etc. They will have the opportunity to select and use activities and resources during daily continuous and enhanced provision. Children will be exposed to scientific enquiry (i.e. alka seltzer fireworks, melting chocolate during cooking, magnetic train sets etc) to allow them to begin to explore how things work. Focused activities will include building and making type activities (i.e. build a house for the family, make a craft sparkler, build a fire engine from the bricks) but children will also explore blocks, construction, junk modelling etc. during continuous provision where they can explore their own ideas.</p>					
Key vocabulary	Name of equipment i.e. blocks, scissors, magnet etc., model, make, build					

What is this the foundation for?	Reception children will develop their fine motor skills further to show increasing control. They will investigate a variety of artistic effects and begin to create collaboratively, sharing ideas. They will experiment with their ideas and investigate colour, design, texture, form and function and begin to explain the processes they use. They will also begin to develop skills in evaluation of their work, refining their ideas.
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DT coverage in Reception						
Topic	It's good to be me	Out of this world.	Once upon a time	If you go down to the woods today	Ready, steady, go	On Safari
Objectives from development matters	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (PD Rec) <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. (EA+D Rec) • Return to and build on their previous learning, refining ideas and developing their ability to represent them. (EA+D Rec) • Create collaboratively, sharing ideas, resources and skills. (EA+D Rec) • Use a range of small tools, including scissors, paintbrushes and cutlery. (PD Fine Motor Skills ELG) • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EA+D Creating with materials ELG) • Share their creations, explaining the process they have used. (EA+D Creating with materials ELG) 					
Key experiences		Rocket experiment	Exploring materials to make the three little pigs houses.	Gruffalo pie-recipes and baking	Junk modelling vehicles in pairs. Planning and reviewing	
Key learning	Children will have the opportunity to use construction play to build and design for example, lego, duplo, wooden bricks. Outside they are able to use bigger wooden blocks to design and build. They will have opportunities to explore junk modelling and design for a purpose i.e. a car or to use their own imagination. These activities may be completed alone, in pairs or in small groups. Fine motor activities are provided daily including using scissors and small tools. They will watch changes linked to science like melting					

	chocolate, making biscuits etc. Children will be encouraged to talk about the models etc. that they produce and describe how they did it and how they could make it even better/stronger.
<i>Key vocab</i>	design, make , build, stronger, better, safely
<i>What are these foundations for?</i>	In Year 1 children begin to follow a structure of design, make and evaluate. They will look at existing products, describe what their products are for and how they will work, and develop and communicate their ideas. They will plan their tools, equipment and materials and then measure, prepare, assemble and finish their product. Children will then evaluate their own product In year One the children will use their joining and assembling skills to design and make sliding Christmas cards. They will engage in a project to Build a bridge for Newcastle Quayside to further develop their knowledge of structure and materials.