**EYFS**

* Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.
* Explore different materials freely, in order 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.
* Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces.
* Uses tools for a purpose.
* Return to and build on their previous learning, refining ideas and developing their ability to represent them.
* 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.
* Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking.

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| **Autumn** | **Spring** | **Summer** |
| **Unit Title:**  Festivals – ModellingImage result for Fireworks Clip | **Unit Title:** Who likes the cold?Image result for Igloo Clip Art | **Unit Title:** Once upon a time…Image result for Dragon Clip Art |
| **Prior skills and Knowledge:*** Explore different materials
* Join materials with tape and glue

  | **Prior skills and Knowledge:*** Explore different materials
* Creating enclosures with construction toys.
* Den making
* Exploring large loose parts / construction
 | **Prior skills and Knowledge:*** Exploring malleable materials
* Joining materials in different ways
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| **Skills:*** Can I use scissors to cut materials using one hand?
* Can I use tools safely with adult support?
* Can I use a range of joining techniques, choosing the most appropriate?
* Can I explain how I made my model?
 | **Skills:*** Can I talk about my ideas and draw my design?
* Can I describe different textures?
* Can I explain how I made the product?
 | **Skills:*** Can I talk about my ideas and draw my design?
* Can I use a rolling pin and cutter effectively?
* Can I choose the most appropriate materials?
* Can I talk about how I refined my design?
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| **Knowledge:*** Know how use pritt stick, PVA and masking tape correctly.
* Know to hold scissors and use them safely to cut paper and card.
* Know how to use tools safely.
 | **Knowledge:*** Know what a shelter is.
* Know how to join materials effectively.
 | **Knowledge:*** Know how ingredients are mixed and notice how they change.
* Know how to use tools safely.
* Know that I can change my ideas to improve my design.
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| **Key moments in file:*** Photos of the processes. (i.e. children’s use of scissors and glue)
* Photos of the final outcome - model
 | **Key moments for file:*** Designs for shelters/homes.
* Photos of the process, children making shelters.
* Photos of final pieces
 | **Key moments in file:*** Video of planning/designing discussion.
* Photos of the process, children making biscuits / dragon scarers or traps.
* Image of the final outcome.
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| **Final outcome:**Firework rocket decorations / Fire engine model  | **Final outcome:**Shelters or homes for arctic animals/Collaborative collage. | **Final artwork:**Gingerbread men/cookies for a traditional tale character. Scarer/trap for a villain.  |
| **Key Vocabulary:**cut, snip, tape, glue, join, shape, tools, scissors, carve. | **Key Vocabulary:**Shelter, wall, roof, join, tape, long, short, tall, taller, wide, narrow.Smooth, rough, soft, bumpy, shiny, dull  | **Key Vocabulary:**Trap, camouflage, tall, short, narrow, wide.Ingredients, mix, stir, bake, soft, hard, crunchy. |
| **Curriculum links:** ArtScience | **Curriculum links:**GeographyScience | **Curriculum links:**EnglishScience |