**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 – Modelling  Image 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 |
| **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? |
| **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. |
| **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. |
| **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:**  Art  Science | **Curriculum links:**  Geography  Science | **Curriculum links:**  English  Science |