DT Long Term Plan EYFS 2023-24

	Autumn Term	Spring Term-A Wonderful World	Summer Term-Back to the Future
Topic	**Structures: Junk Modelling**	**Textiles: Book Marks**	**Structures: Boats**
Sticky Knowledge	To know what is meant by 'junk' To use scissors accurately To know what a join is To choose suitable materials to make a model	To know what is meant by weaving and threading To use a template to help with a design To use a threaded needle To be able to reflect on their design	To know what floating and sinking mean To make a prediction To think about what might make a boat go faster
Vocabulary	junk modelling, model, materials, add, join, design, tools, scissors	threading, weaving, wool, string, repeating pattern, colour, scissors, edge, strip, sewing, stitch, needle, design, book mark, evaluate	structure, boat, waterproof, floating, sinking, investigate, materials, prediction, ships, shape, sketch, design, evaluate, test, cargo
Suggested Tasks	**Wow-** Ensure that there a wide range of junk available in the classroom! Building a model yourself and sharing what you have created. Ensure the resources are regularly changed so the children can really explore! **Design-** Make verbal plans and material choices and talk confidently about their choices **Make-** Looking for different ways to join their models **Evaluate-** Talk about their models and what they might do differently next time	**Wow-** Share with the children some handmade book marks. Why do we need bookmarks? Who might you design a bookmark for? **Design-**Think about what a good design might look like. **Make-** Use a needle and thread to help make the bookmark **Evaluate-** How does the finished product look compared to the design?	**Wow-** Look at various images of boats and ships. What do they already know about boats? Where would they go on a journey? **Design-** Using prior knowledge to help with design **Make-** Making a boat which floats and is waterproof **Evaluate-** Use own predictions to evaluate design- investigate how they can change things

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Skills linked to outcomes	**Design** Making verbal plans and material choices Developing a junk model	**Make** Improving fine motor skills/scissor skills with a variety of materials Joining materials in a variety of ways (temporary and permanent) Joining different materials together Describing their junk model and how they intend to put it together	**Evaluate** Giving a verbal evaluation of their own and others junk models with adult support Checking to see if their model matches their plan Considering what they would do differently Describing their favourite and least favourite part of their model	**Technical (knowledge)** To know there are a range of different materials that can be sued to make a model and that they are all slightly different Making simple suggestions to fix their junk model	**Design** Discussing what a good design needs Designing a simple pattern with paper Designing a bookmark Choosing from available materials	**Make** Developing fine motor/cutting skills with scissors Exploring fine motor/threading and weaving with a variety of materials Using a prepared needle and wool to practise threading	**Evaluate** Reflecting on a finished product and comparing to their design	**Technical (knowledge)** To know that a design is a way of planning our idea before we start To know that threading is putting one material through an object	**Design** Designing a junk model boat Using knowledge from exploration to inform design	**Make** Making a boat that floats and is waterproof, considering material choices	**Evaluate** Making predictions about, evaluating different materials to see if they are waterproof Making predictions about , and evaluating existing boats to see which floats best Testing their design and reflecting on what could have been done differently Investigating the how the shapes and structure of a boat affect the way it moves	**Technical (knowledge)** To know that waterproof materials are those which do not absorb water To know that some objects float and others sink To know the different parts of a boat

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Assessment Opportunities	Take a picture of the junk model and use speech bubbles for the children to annotate their own evaluations of their own products. Capture the children talking about their models using see saw. Are they able to use the vocab used throughout the unit?	Invite parents in to share a book with the children. Can they talk about the process they used to make the bookmark? Capture the children's evaluations using see saw.	Hold a boat race and invite parents into watch! Can the children share why their boat looks like it does! Can they describe their boat using the key words?
Previous and Past learning experiences	**Why this topic now?** This unit builds upon fine motor and scissor skills already used within the classroom. It supports the children with their confidence and ability to discuss what they are creating	**Why this topic now?** This unit builds upon fine motor and scissor skills already used within the classroom. The topic also links to history (focus on Victorians (Queen Victoria and past/present)	**Why this topic now?** This unit builds upon their knowledge of structures from their work on junk modelling. This unit can link to work in science
ELG Links And Development Matters	**Physical development** • Develop small motor skills so that they can use a range of tools competently, safely and confidently. • ELG: Fine Motor Skills: Use a range of small tools, including scissors, paintbrushes and cutlery. **Expressive arts and design** • Explore, use and refine a variety of artistic effects to express ideas and feelings. • 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: Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • ELG: Creating with Materials: Share their creations, explaining the process they have used. **Characteristics of effective learning** • Playing and exploring. • Active learning. • Creating and thinking critically.	**Physical development** Develop their small motor skills so that they can use a range of tools competently, safely and confidently. **ELG: Fine Motor Skills:** Use a range of small tools, including scissors, paintbrushes and cutlery. **Expressive arts and design** Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. **ELG: Creating with materials:** 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. **Characteristics of effective learning** > Playing and exploring > Active learning	**Communication and language** Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. **ELG: Speaking:** Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary **ELG: Speaking:** Offer explanations for why things might happen. Understanding the world Explore the natural world around them. **ELG: The Natural World:** Explore the natural world around them, making observations and drawing pictures of animals and plants Characteristics of effective learning > Playing and exploring > Active learning > Creating and thinking critically

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