Design and Technology MTP – EYFS Spring

Amazing Animals!

Children will design and create an animal model, using various materials and techniques to understand animal features, textures, and habitats.

National Curriculum	Wk.	Coverage	Knowledge and Skills	Key Vocab	Activity Outline
Early Years – Development Matters Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Uses various construction materials Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. Understands that they can use lines to enclose a space. The statutory Early Years Foundation Stage (EYFS) framework for England clearly identifies the role of design and technology in young children's	1	Experiments to create different textures. Understands that different media can be combined to create new effects.	Explore different materials freely, to develop their ideas about how to use them and what to make.	Animal Feature Texture	TBQ: What are animals features? Read a story or watch a short video about animals, focusing on a variety (e.g., jungle, arctic, ocean animals). Discuss specific animal features (e.g., fur, scales, feathers) and how these features help them live in different habitats. Provide materials like feathers, cotton, and shiny paper, allowing children to make a collage of textures and patterns found on animals.
	2	Constructs with a purpose in mind, using a variety of resources. Understands that different media can be combined to create new effects. Selects tools and techniques needed to shape, assemble and join materials they are using.	Develop their own ideas and then decide which materials to use to express them.	Mask Design Plan	TBQ: Can I design an animal mask? Ask children to choose an animal they want to design a mask for and discuss what features they'll include (e.g., whiskers for a cat, a trunk for an elephant). Show examples of simple masks, and let them draw a plan of their mask, marking where they'll add features like ears, noses, or beaks. Children begin to select materials (coloured paper, pipe cleaners, glue) that match their animal's characteristics.
	3	Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Uses various construction materials	Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function.	Assemble Attach Glue	TBQ: Can I create an animal mask? Review the children's designs and help them start assembling their masks on paper plates or cardboard bases. Guide them in using materials to create textures, such as gluing cotton balls for fur or using shiny foil for scales. Allow time for children to finish and add any final touches to their masks.

learning and the subject is specifically named in the area of learning 'Expressive Arts and Design'. It is therefore extremely important to build on children's prior learning in the EYFS when planning D&T projects in KS1.	4	Selects tools and techniques needed to shape, assemble and join materials they are using.	Develop their own ideas and then decide which materials to use to express them.	Habitat Environment Choose	TBQ: What is a habitat? Discuss common animal habitats (e.g., jungle, desert, ocean) and which animals live in each. Show different materials like sand, green paper, cotton, and blue cellophane, and talk about how these could represent various habitats. Let children choose materials for their animal's habitat and begin designing a small background or base where their animal would live.
	6	Selects appropriate resources and adapts work where necessary.	Join different materials and explore different textures.	Gallery Describe Share	TBQ: Can I create a diorama? Guide children in using small boxes or trays as bases for their dioramas. Assist them in attaching materials to the box to represent the chosen habitat (e.g., green tissue paper for a jungle, cotton for snow). Encourage children to add final details to make their dioramas realistic.
	7	Understands that different media can be combined to create new effects.	Share their creations, explaining the process they have used		TBQ: Can I evaluate my work? Set up a gallery where each child can display their mask and diorama. Invite children to share their work with the class, describing their animal, the chosen features, and the habitat they created. Lead a reflection session where children discuss what they enjoyed, what was challenging, and what they learned about animals and materials.