




Design and Technology MTP – EYFS Autumn

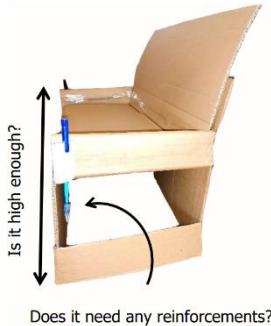
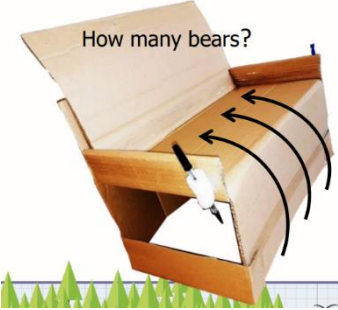
Design and create a chair for Goldilocks

National Curriculum	Wk.	Coverage	Knowledge and Skills	Key Vocab	Activity Outline
<p>Early Years – Development Matters</p> <p>Experiments to create different textures.</p> <p>Understands that different media can be combined to create new effects.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Uses various construction materials</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Understands that they can use lines to enclose a space.</p> <p>The statutory Early Years Foundation Stage (EYFS) framework for England clearly identifies the role of design and technology in young children’s learning and the subject is</p>	1	<p>Experiments to create different textures.</p>	<p>I know why different materials are used for a variety of structures and purposes based on their properties.</p>	<p>Soft</p> <p>Hard</p> <p>Bumpy</p> <p>Smooth</p>	<p>Begin by reading ‘Goldilocks and the Three Bears story. Alternatively, listen to an eBook: https://www.youtube.com/watch?v=GnbO6h_yQkg</p> <p>Explain to the children that they will be designing and constructing a chair for Goldilocks.</p> <p>Begin the lesson by displaying a variety of chairs with different textures (e.g., wooden chair, plastic chair, cushioned chair). Allow the children to touch and feel each chair and encourage them to describe how each feel.</p> <p>Introduce key vocabulary related to textures (e.g., soft, hard, bumpy, smooth). Demonstrate how to use describing words to talk about textures. Engage students in a group discussion about their favourite textures and why they like them.</p> <p>Texture Hunt: Provide a range of textured materials (e.g., sandpaper, fabric, sponge) for children to explore. Guide them to match the textures they feel to the ones they had felt on the chairs.</p> <p>Texture Sorting: Encourage students to group the materials based on their textures.</p> <p>Create a Texture Collage: Offer the children the opportunity to use the different materials to create a textured collage on a chair cut-out.</p> <p>Gather the children back together and discuss their findings. Ask questions such as:</p> <p><i>Which texture was your favourite to explore and why?</i></p> <p><i>Can you describe the texture of the material you used in your collage?</i></p> <p><i>How did the different textures feel when you touched them?</i></p>



<p>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.</p>	2	<p>Understands that different media can be combined to create new effects.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Uses various construction materials</p> <p>Selects appropriate resources and adapts work where necessary.</p>	<p>I know how to use tools safely.</p> <p>I know why different materials are used for a variety of structures and purposes based on their properties.</p>	<p>Weight</p> <p>Heavy</p> <p>Light</p> <p>Materials</p>	<p>LO: To explore different materials</p> <p>Prior to this lesson, students may have some experience with using art and craft materials. They may have basic knowledge about different materials but may not have explored the concept of weight and its impact on materials.</p> <p>Begin by discussing with students what materials they have used for crafting before. Show them a variety of junk modelling materials and ask them to sort them based on their characteristics (e.g. soft, hard, heavy, light).</p> <p>Introduce the concept of weight by showing examples of lightweight and heavyweight materials. Use terms such as 'heavy' and 'light' and explain how weight can affect how materials are used in crafting.</p> <p>Demonstrate how to handle materials carefully, discussing the importance of being gentle with lighter materials and using more force with heavier ones.</p> <p><i>Which materials do you think will be the strongest?</i></p> <p><i>Why do you think weight is important when using materials for crafting?</i></p> <p><i>Can you think of other materials we could test for weight holding capacity?</i></p>
	3	<p>Selects appropriate resources and adapts work where necessary.</p>	<p>I know how to make a simple drawing of my product considering what it would look like.</p>	<p>Chair</p> <p>Design</p> <p>Goldilocks</p> <p>Craft</p>	<p>LO: To design my product</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p>Define the task clearly: Design a chair for Goldilocks. Discuss the importance of chairs and how they need to be suitable for different purposes. Show examples of chairs and discuss their features. <i>Why does Goldilocks need a chair?</i></p> </div> </div>



				<p>Provide art and craft materials such as paper, cardboard, glue, and colours for students to design their chairs. Encourage students to think about the size, shape, and comfort of the chair for Goldilocks. Circulate the classroom to support and engage with students as they work on their designs. What features should a chair for Goldilocks have?</p>   <p>Allow some students to present their chair design to the class, explaining why they chose certain features. Encourage peer discussion by asking students to share what they like about their classmates' designs.</p> <p>For less confident students, provide templates or pre-cut shapes to assemble the chair. For more confident students, challenge them to include additional features in their chair designs or explain the engineering behind their designs.</p>
<p>4-5</p>	<p>Manipulates materials to achieve a planned effect.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Uses various construction materials</p>	<p>I know how to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</p> <p>I know how to use tools safely.</p>	<p>Make Construct Design</p>	<p>Prior to this lesson, a large range of recycled junk modelling materials are required.</p> <p>LO: To make my product</p> <p>Begin by recapping the story of Goldilocks and the Three Bears to engage students and introduce the task. Discuss the importance of recycling and how it relates to caring for the environment – the children will be using recycled materials to construct the chairs. Why have these materials been chosen?</p> <p>Show examples of chairs made from recycled materials to inspire creativity. Demonstrate how to safely use scissors and glue.</p>



		<p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p>	<p>I know how to build a sturdy structure using blocks and bricks.</p>		<p>Discuss the different shapes, sizes, and textures of materials that can be used to construct the chair.</p> <p>Provide students with a variety of recycled materials (cardboard, paper, plastic bottles) to choose from. Encourage students to plan and design their chair for Goldilocks. Support students in cutting, sticking, and assembling the materials to create their chair. Allow students to experiment with different designs and encourage them to be creative.</p> <p>Once the chairs are completed, ask each student to present their chair to the class and explain their design choices. Encourage students to discuss what they enjoyed about the activity and any challenges they faced.</p>
	6	<p>Selects appropriate resources and adapts work where necessary.</p>	<p>I know why different materials are used for a variety of structures and purposes based on their properties.</p>	<p>Evaluate Change</p>	<p>LO: To evaluate my product</p> <p>Using a doll or another object that will resemble Goldilocks, the teacher is to 'test' the children's chairs. Once this is complete, facilitate a class discussion based on their creations.</p> <p><i>What would you do differently next time?</i></p>