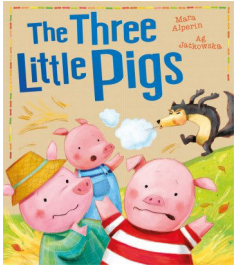


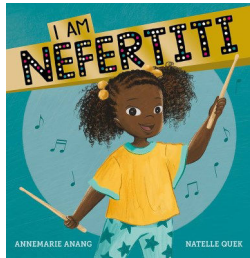
Nursery Range of materials

| What we will explicitly teach | What will pupils know and be able to do? | Prompting Questions for 'Thinking Hard' |
|--|--|---|
| <ul style="list-style-type: none"> Model naming and describing materials. Teach pupils to stretch, squash, roll, tear, scrunch and join materials Model imaginative construction (e.g. adult to provide an example as a guide to inspire) Explain choices of materials and shapes (Junk Modelling materials - circle, triangle, square, rectangle) | <ul style="list-style-type: none"> Explore different materials, using all of their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Use block play to begin to build and design Explore different materials freely to develop their ideas about how to use them and what to make. Join different materials, beginning to explain choice linked to shape and texture / properties. Use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces. | <ul style="list-style-type: none"> What does it feel like? / What can you see? What shall we make? Which block might fit on top of that one? Why? What did you use? Why? How did you join them together? How did you get that to balance / stay up? |

Books to engage



'The Three Little Pigs' by Mara Alperin







'I am Nefertiti' by Annemarie Anang

Key Vocabulary

| | |
|-------|-----------|
| Make | Build |
| Hard | Join |
| Soft | Plastic |
| Small | Paper |
| Big | Cardboard |

Working as a Designer

| Design | Make | Evaluate | Apply |
|---|--|--|---|
| <p>I will decide how something will look or how it will work.</p>  | <p>I will create something by combining materials or putting parts together.</p>  | <p>I will form an opinion of the quality of my creation after careful thought.</p>  | <p>I will use my creation in a real life context.</p>  |

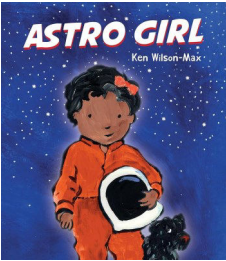
Nursery Tools and fixings

| What we will explicitly teach | What will pupils know and be able to do? | Prompting Questions for 'Thinking Hard' |
|--|---|---|
| <ul style="list-style-type: none"> scissor use and safety (e.g playdough scissors - craft scissors - scissors) cutting tape safely on and off a cutter the different types of fixing and which to use in different scenarios, including different types of glue and tape correct use of cutlery safe use of hand and hole punches, craft punches, staplers, trowels | <ul style="list-style-type: none"> <i>begin to use scissors and Sellotape cutters accurately.</i> <i>use basic fixings, e.g. PVA glue, Pritt stick, masking tape, Sellotape (but may still get tangled).</i> use scissors accurately. begin to use cutlery accurately. with supervision, use staplers and hole punches safely. use masking tape, Sellotape (and cutter), elastic bands, Pritt stick and PVA glue accurately. begin to use treasury tags. with supervision, begin to use an age-appropriate hammer and nails (goggles and gloves). | <ul style="list-style-type: none"> <i>Can you explain / show me how to use the scissors?</i> <i>How can we stop the tape from getting tangled?</i> <i>How can we stick them together? What shall we use?</i> <i>Can you find a ...? How can we fix it to the ...?</i> <i>What tool are you using? How do you use it safely?</i> <i>Which fixing will be best for ...?</i> |

Books to engage



'The Way Back Home' by Oliver Jeffers







'Astro Girl' by Ken Wilson-Max

Key Vocabulary

Scissors
Tape
Glue
Together
Safe

Stapler
Hole punch
Treasury tag
Tools
Safely

Working as a Designer

| Design | Make | Evaluate | Apply |
|---|--|--|---|
| <p>I will decide how something will look or how it will work.</p>  | <p>I will create something by combining materials or putting parts together.</p>  | <p>I will form an opinion of the quality of my creation after careful thought.</p>  | <p>I will use my creation in a real life context.</p>  |

Nursery Food & Nutrition

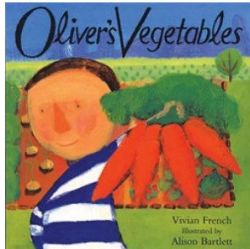
| What we will explicitly teach | What will pupils know and be able to do? | Prompting Questions for 'Thinking Hard' |
|-------------------------------|--|---|
|-------------------------------|--|---|

- describe the 'get ready to cook' steps
- explain why it is important to get ready to cook so the food we prepare is safe to eat
- to try a range of fruit and vegetables
- Name familiar food products e.g. fruit and vegetables

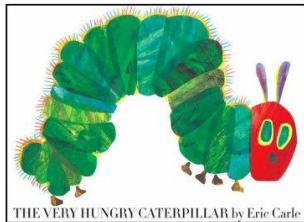
- measure and weigh food items, using spoons, cups
- use equipment and utensils safely and purposefully
- combine ingredients to make crispy cakes
- knead, roll and cut dough to make biscuits

- *What food can you see?*
- *Can you name these ingredients?*
- *What equipment can you see?*
- *What is happening/what skills are we using?*
- *Can you look at the picture and tell me what we need to do first?*
- *How is the food changing?*
- *How did that taste? (sweet, sour, bitter)*

Books to engage



'Oliver's Vegetables'
by Vivian French



'The Very Hungry Caterpillar'
By Eric Carle

Key Vocabulary

Wash hands

Mix

Spoon

Bowl

Measure

Combine

Food





Ingredients

Equipment

Changing

Taste

Working as a Designer

| Design | Make | Evaluate | Apply |
|---|---|---|---|
| I will decide how something will look or how it will work. | I will create something by combining materials or putting parts together. | I will form an opinion of the quality of my creation after careful thought. | I will use my creation in a real life context. |
|  |  |  |  |