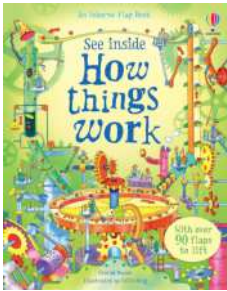


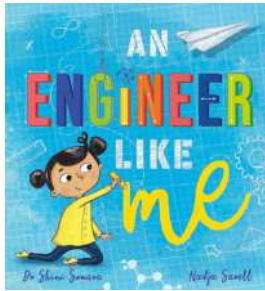
# Reception Range of materials

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"> <li>Model naming and describing material (e.g. create own labels for their creations)</li> <li>Teach pupils to stretch, squash, roll, tear, scrunch and join materials</li> <li>Model imaginative construction (e.g. provide children with visual prompts/steps for them to follow)</li> <li>Explain choices of materials (i.e. Junk Modelling and woodwork materials) and shapes (2D and 3D) e.g. "I have used a split pin instead of a paperclip to join my paper because..."</li> </ul>	<ul style="list-style-type: none"> <li>Develop their own ideas through experimentation with a diverse range of materials.</li> <li>Increasingly choose more appropriate materials for the job, e.g. cotton reels / lids for wheels, wool / thread for hair.</li> <li>Join different materials explaining why they have chosen a specific fixing.</li> <li>Purposefully choose construction materials and fixings for a specific job.</li> </ul>	<ul style="list-style-type: none"> <li>Why did you choose that? Can you explain your thinking?</li> <li>Why do you think that worked / didn't work?</li> <li>What could you use instead?</li> <li>What fixing have you used?</li> </ul>

## Books to engage



'How things work'






'An Engineer Like Me'

## Key Vocabulary

<i>Build</i>	Material
<i>Join</i>	Wood
<i>Plastic</i>	Foil
<i>Paper</i>	Fabric
<i>Cardboard</i>	Fixing

## 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> <div style="border: 1px solid black; padding: 5px; display: inline-block; text-align: center;">X</div>	<p>I will use my creation in a real life context.</p> 

# Reception Tools and fixings

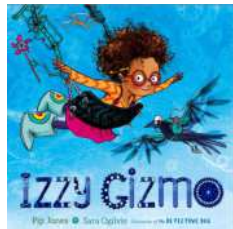
What we will explicitly teach	What will pupils know and be able to do?	Prompting Questions for 'Thinking Hard'
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- scissor use and safety
- cutting tape safely on and off a cutter
- the different types of fixing and which to use in different scenarios, including different types of glue and tape
- correct use of cutlery
- safe use of hole punches, staplers, trowels, hammer, hand drills, hand vice and saw

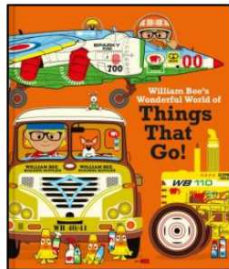
- Accurately use a range of small tools - scissors, cutlery, stapler, hole punch, trowel.
- Know how to use an age-appropriate hammer, screws, nails, hand drills, hand vice and a saw safely (goggles and gloves).
- Use a range of fixings explaining choices - staples / stapler, hole punch, treasury tags, split pins, paperclips, different glues (Pritt stick and PVA glue), Sellotape, masking tape.

- Which fixing shall we use for this job and why?
- Which tools will you use? Can you explain your choices?
- How can we stay safe while we are doing this?

## Books to engage



'Izzy Gizmo'



William Bee's Wonderful World of Things That Go! by William Bee

## Key Vocabulary

*Stapler*

*Hole punch*

*Treasury tag*

*Tools*

*Safely*

*Trowel*

Drill




Vice

Saw

Split pins

Safety equipment

## 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> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> <span style="color: red; font-size: 2em; font-weight: bold;">X</span> </div>	<p>I will use my creation in a real life context.</p> 

# Reception Food & Nutrition

What we will explicitly teach	What will pupils know and be able to do?	Prompting Questions for 'Thinking Hard'
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- name and 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
- make healthy choices
- group familiar food products e.g. fruit and vegetables
- understand the need for a variety of foods in a diet
- how to use equipment and utensils safely and purposefully

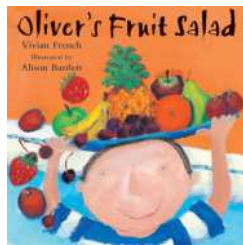
- select and chop fruit to a simple fruit kebab
- select, chop and combine vegetables to create a soup
- make a sandwich with a spreadable filling
- explore preparation utensils when making items
- explain how different pieces of kitchen equipment are used

- *Can you name these ingredients?*
- *What utensils do we have here? Which one will we need to use first?*
- *What is this equipment called?*
- *Have you seen it before? If so, where? What does it do?*
- *Does it have any sharp parts that we would need to be careful with?*
- *Can you look at the instruction pictures and tell me*

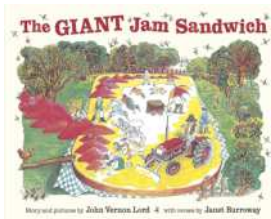
## Books to engage



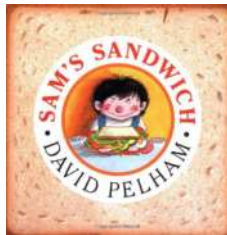
'Pumpkin Soup'



'Oliver's Vegetables' by



'The Giant Jam Sandwich'





'Sam's Sandwich' by

Food  
 Ingredients  
 Equipment  
 Changing  
 Taste  
 Cut/ Chop

## Key Vocabulary

Bread  
 Spread  
 Knife  
 Chopping board  
 Bowl

## 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> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> <span style="font-size: 2em; color: red;">X</span> </div>	<p>I will use my creation in a real life context.</p> 