

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2				
<b>Coverage Overview</b>	<p><b>Continuous Provision:</b> Explore basic model making using construction sets. <b>(Design, make, evaluate)</b></p> <p><b>Scissor skills:</b> Begin to develop a comfortable and efficient scissor grip.</p>	<p><b>Continuous Provision:</b> Introduce box modelling for exploration and basic junk modelling. <b>(Design, make, evaluate)</b></p> <p><b>Scissor skills:</b> To use scissors to cut along straight lines.</p>	<p><b>Technical Knowledge</b> Guided split-pin task</p> <p><b>Technical Knowledge</b> Construction kits – building challenges <b>(Design, make, evaluate)</b></p> <p><b>Scissor skills:</b> To cut around basic shapes with some accuracy and using an effective scissor grip.</p>	<p><b>Technical Knowledge</b> Box modelling project <b>(Design, make, evaluate)</b></p>	<p><b>Technical Knowledge</b> Experiment with and explore a wider range of joining techniques</p> <p><b>Scissor skills:</b> Use scissors effectively to cut around a range of basic, and begin to cut around some more complex shapes.</p>	<p><b>Technical Knowledge - Cooking and Nutrition</b> Healthy food / exploration of new types of fruit / vegetables</p>				
	<p><b>Ongoing</b> I know that I must use tools safely and handle them with care, e.g. scissors, rolling pins etc. I know that I must always wash my hands before preparing or eating food. I am beginning to develop a comfortable and efficient scissor grip. I am beginning to cut along lines with some control. I can talk about what I want to make and can suggest what I can do it, with support through discussion. <b>Ongoing:</b> I can use resources safely and handle them with care; I can begin to use the language of designing and making (join, build, stronger, shape, longer, shorter etc)</p>	<p>I know that there are different ways to join materials together, e.g. sticking with glue / adhesive tape. I know how to use scissors to cut accurately along straight lines I know how to use my own ideas to create pieces of work which I can talk about, including junk modelling. I know how to select my own resources and begin to think about which one will be best for a purpose. I know how to experiment with different ways of joining materials together.</p>	<p>I know how to use a range of tools safely and with good control, e.g. scissors, pastry cutters, hole punch. I know how to use scissors to cut around basic shapes with some accuracy and using an effective scissor grip. I can begin to build as a group, with a meaningful purpose, planning and adapting as I go through discussions. I can begin to evaluate my work, with support, through discussion with the teacher. I can share some of my creations, as a group, and begin to talk about some of the processes I have used.</p>	<p>I am beginning to understand that different joining techniques create different outcomes, e.g. glue, adhesive tape, split-pins. I know how to use scissors to cut around basic shapes with increasing accuracy and using an effective scissor grip. I know how to select my own resources and make decisions about the best resources to use for a purpose. I can build, with a meaningful purpose, planning and adapting as I go through discussions. I can explore how everyday objects work by dismantling them.</p>	<p>I know how to use scissors effectively to cut around a range of basic, and begin to cut around some more complex shapes. I know how to experiment with different joining techniques and talk about if they suit a given purpose.</p>	<p>I understand that eating a healthy diet will support my overall health and well-being. I know that I must always wash my hands before preparing or eating food. I can practise stirring, mixing and pouring through planned experiences and continuous provision. I can use my senses when exploring and describing different foods.</p>				
<b>Core Knowledge &amp; Application</b>										
<b>Critical Vocab</b>	<p><b>DESIGN:</b> Design Plan Decide Purpose Idea Drawings</p>		<p><b>MAKE:</b> Make Create Build Model Tools Adapt Safely Materials Shape</p>		<p><b>EVALUATE:</b> Evaluate Improve Processes Product</p>		<p><b>TECHNICAL KNOWLEDGE:</b> Join Technique Tools Split-pins Sellotape Glue Stick Hole punch Stapler</p>		<p><b>TECHNICAL KNOWLEDGE – COOKING + NUTRITION:</b> Diet Healthy Balanced Fruit Vegetables Recipe Senses: taste, touch, smell Chop Roll Mix Stir Pour</p>	
<b>Enrichment Opps</b>	<p><b>Continuous Provision:</b> Construction, Creative, Play dough</p>	<p><b>Continuous Provision:</b> Box modelling</p>	<p>Moving caterpillars Design a new bridge for the 3 Billy Goats</p>	<p>Box model pets</p>	<p>Design and make own Stickmen – focusing on attaching / joining parts to it.</p>	<p>Food tasting / exploration</p>				
<b>Assessing Impact</b>	<p>Use of cutting technique assessed and finger grips (reassessed termly).</p>	<p>Observation – are children building with purpose? Do they adapt</p>	<p>Effectiveness of bridge – evaluation – what would they do differently? Use of split pin – does the product do what is intended?</p>	<p>Design of box model and how this product has turned out – would they change anything next time?</p>	<p>Design and evaluation process – Was it a good design for stick man? Did it fulfil its purpose?</p>	<p>Evaluation grid – identifying likes and dislikes.</p>				