



Design and Technology Subject Map – Foundation

Whilst design and technology is not a separate subject at Foundation stage, there are many varied activities that can be undertaken that develop the skills and knowledge and understanding that will be the building blocks needed as the children move into Key Stage 1. All these activities can be fit into the many themes that are planned for in the Foundation Stage.

Design and technology activities are found in the Physical Development and Expressive Arts and Design sections and technological knowledge and understanding can be developed in Understanding the World. In addition, many of these activities will help develop skills in Mathematics, Communication and Language, Physical Development and PSED.

As part of the daily Continuous provision in Foundation Stage, children will be given opportunities to; do junk modelling activities, cutting skills, sticking, attaching objects together, block building, use of the workbench; use of hammer and nails, cooking, cutting food safely. Skills covered will be:

- ❖ Selecting appropriate resources.
- ❖ Using gestures, talking and arrangements of materials and components to show design.
- ❖ Using contexts set by the teacher and myself.
- ❖ Using language of designing and making (join, build, shape, longer, shorter, heavier etc.)
- ❖ Construct with a purpose, using a variety of resources.
- ❖ Use simple tools and techniques.
- ❖ Build / construct with a wide range of objects.
- ❖ Select tools & techniques to shape, assemble and join.
- ❖ Replicate structures with materials / components.
- ❖ Discuss how to make an activity safe and hygienic.
- ❖ Record experiences by drawing, writing, voice recording.
- ❖ Understand different media can be combined for a purpose.
- ❖ Adapt work if necessary.
- ❖ Dismantle, examine, talk about existing objects/structures.
- ❖ Consider and manage some risks.
- ❖ Practise some appropriate safety measures independently.
- ❖ Talk about how things work.
- ❖ Look at similarities and differences between existing objects / materials / tools.
- ❖ Show an interest in technological toys. Describe textures.
- ❖ Begin to understand some food preparation tools, techniques and processes.
- ❖ Practise stirring, mixing, pouring, blending.
- ❖ Discuss how to make an activity safe and hygienic.
- ❖ Discuss use of senses.
- ❖ Understand need for variety in food.
- ❖ Begin to understand that eating well contributes to good health.
- ❖ Using one handed tools, e.g. making snips in paper with scissors.
- ❖ Collaborate with others to manage large items, e.g. moving along planks safely.

<u>Autumn One</u>	<u>Autumn Two</u>	<u>Spring One</u>	<u>Spring Two</u>	<u>Summer One</u>	<u>Summer Two</u>
Cutting skills Junk Modelling	Cutting skills Junk Modelling	Cutting skills Junk Modelling Different fastenings	Cutting skills Junk Modelling Different fastenings	Cutting skills Junk Modelling Different fastenings Sensory experiences with food (Inc fruit) Cutting of soft foods (incl fruit)	Cutting skills Junk Modelling Different fastenings