

Key Individuals/Events



Topic Links

Autumn 1: Autumn (Season)

Autumn 2: Christmas (Enterprise Week)

Spring 1: Lunar New Year

Spring 2: Shrove Tuesday

Summer 1: London & The King's Birthday

Summer 2: Summer (Season)

Existing Products and Examples



Butternut Squash



Gingerbread People



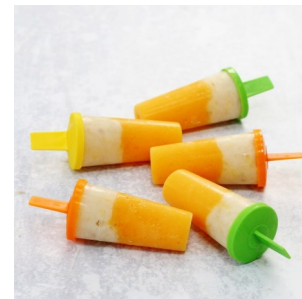
Vegetable Stir Fry



Pancakes



Jam Sandwiches



Frozen Smoothies

Equipment



Key Vocabulary

Cut	Split into pieces with a knife or something else sharp e.g. cookie cutter.
Connect	To join two or more things together.
Spread	To smooth out a substance over an object in an even layer.
Fry	To cook in hot oil or fat, often in a special pan.
Boil	To cook by putting in very hot water or to bring liquid food to a very hot temperature.
Blend	Mix substances to combine together.

DT: Year: Reception Cooking

Previous Learning	Future Learning (Year 1: Cooking & Nutrition)
Children should have completed some cooking activities in Nursery settings. They may also have helped with cooking at home.	<ul style="list-style-type: none"> • Group familiar food products e.g. fruit and vegetables • Cut and chop a range of ingredients • Work safely and hygienically Know about the need for a variety of foods in a diet

Term	Learning Challenge	Tasks/Activities	Key Learning
Autumn 1	To know how to correctly and safely hold a knife.	<ul style="list-style-type: none"> • Children to cut soft vegetables (with adult support) to create a Butternut Squash Soup. • Children to observe how food changes when boiled. • Children to observe how food changes when blended. 	<ul style="list-style-type: none"> • I know how to safely use a knife. • I know that when food is boiled it becomes soft.
Autumn 2	To know that mixing different ingredients creates something different.	<ul style="list-style-type: none"> • Children to weigh ingredients. • Children to mix ingredients together. • Children to roll dough. • Children to cut Gingerbread People shapes. • Children to observe baking process. • Children to decorate Gingerbread People. 	<ul style="list-style-type: none"> • I know that we can mix ingredients to create dough. • I know that cooking something soft in an oven usually makes it go hard.
Spring 1	To recognise how vegetables change when they are cooked.	<ul style="list-style-type: none"> • Children to cut vegetables for Stir Fry (with adult support). • Children to observe vegetables as they change. • Children to try new foods. 	<ul style="list-style-type: none"> • I know that to fry something, a pan or wok must be extremely hot. • I recognise that vegetables change when they are cooked e.g. peppers become soft.
Spring 2	To further develop understanding that mixing ingredients creates something different.	<ul style="list-style-type: none"> • Children to mix ingredients together to make a pancake batter. • Children to observe how the batter changes into pancakes. • Children to understand how pancakes are traditionally served (sugar and lemon). 	<ul style="list-style-type: none"> • I know that a runny mixture can become solid when cooked. • I know how pancakes are traditionally eaten.
Summer 1	To know how to spread effectively.	<ul style="list-style-type: none"> • Children to spread butter and jam evenly on bread to create a jam sandwich. • Children to cut sandwiches into halves and quarters. 	<ul style="list-style-type: none"> • I know how to effectively spread a soft food. • I know that food tastes better when soft food is spread evenly.
Summer 2	To develop cutting skills, with a knife.	<ul style="list-style-type: none"> • Children to cut fruit (with adult support) to put in a blender. • Children to observe the change when food is blended. • Children to observe how liquid food changes when placed in a freezer. 	<ul style="list-style-type: none"> • I know that soft food can be blended to create something that looks completely different. • I know that when something runny is put in a freezer, it usually goes hard.

Key Individuals/Events



Existing Products and Examples



Previous Year Groups

Junk Modelling Emergency Vehicles



Real Life Emergency Vehicles



Equipment



newspaper



recycling



mixing bowl



scissors

selltape

masking tape

paint



paint brushes

runny glue



Key Vocabulary

Cut

Split into pieces with a scissors or something else sharp.

Connect

To join two or more things together.

Attach

To join to something else.

Papier Mache

A mixture of paper and glue, or paper, flour, and water, that becomes hard when dry.

Recycling

Unwanted, reusable materials that can be turned into something new e.g. cardboard boxes.

Observation

To closely look at something.

Curriculum Link

Spring 1 Topic: People Who Help Us

C&L: Listening & Attention, Speaking

PD: Fine Motor Skills

UTW: People, Culture & Communities

EAD: Creating With Materials

Continuous Provision

All children have access to junk modelling materials within 'The Creative Area' of continuous provision. Other than this discreet unit, the development of skills in construction, including junk modelling, are supported by the adults in provision time. Using the Common Play Behaviours document, provision is enhanced each term for skill development.

DT: Year: Reception

Junk Modelling

Previous Learning	Future Learning (Year 1)
Children should have had some access to junk modelling materials in Nursery settings for them to explore and construct with.	<ul style="list-style-type: none">• Select pictures to help develop ideas (Design)• Use mock-ups e.g. recycled material trial models to try out their ideas (Design)• Select materials from a limited range (Make)• Explain what they are making (Make)• Name the tools they are using (Make)• Know some ways of making structures stronger (Technical Knowledge)

Term	Learning challenge	Tasks/Activities	Key Learning
Week 1 & 2	To join materials together.	<ul style="list-style-type: none">• Paying close attention to details of real objects, children to build a model of an emergency vehicle of their choosing, using recycled materials.• Children to select the best method to connect two materials.	<ul style="list-style-type: none">• I know the best way to connect materials ⇒ cardboard and cardboard ⇒ cardboard and plastic ⇒ plastic and plastic• I know how to choose junk carefully to represent different features of the real life object.
Week 3 & 4	To recognise what paint will and will not hold too.	<ul style="list-style-type: none">• Children to cover their models in papier mache and understand that this will make it more solid and easier to paint.	<ul style="list-style-type: none">• I understand paint does not stick well to plastic.• I know that covering something with papier mache will make it more solid.
Week 5	To notice details on real life products and decorate a our own models to create a final product.	<ul style="list-style-type: none">• Children to look closely at details of real life emergency vehicles and decorate their model as accurately as possible.• Children to evaluate their work verbally and recognise model are made for a purpose (display in school).	<ul style="list-style-type: none">• I understand that paint will stick better to papier mache, cardboard and paper.• I know that details of real life objects can be represented in our own models.