

# Design Technology



## EYFS - Exploring and using media and materials with links to Sustainable Travel

<p><b>Objectives:</b> Early Learning Goals: ELG 16: <b>Exploring and using media and materials:</b> To sing songs, make music and dance, and experiment with ways of changing them.</p> <p>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p><b>Related areas of learning:</b> CL To use the vocabulary of the local environment PD – development of Gross Motor skills through using bicycles and scooters which they may or may not use when coming to school UW – Understanding that rules keep us safe when we are out and about.</p>	<p><b>Key Questions / Vocabulary</b> Journey, Travel, Safe, Notice, Look, Roads, Buildings, Car, Bike, Scooter, Bus, Walk.</p> <p>What do you see when you walk, cycle, are driven to school? What do you like/dislike? What do you have to do to keep safe when walking, driving, and cycling?</p>
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Oral and Mental	Adult led / focussed activities	Exploring & Applying	Assessment Opportunities
<p>Music: Sing the song “The Wheels on the Bus”. <a href="http://www.dailymotion.com/video/x1nhvg5_the-wheels-on-the-bus-go-round-and-round-nursery-rhymes-vocals_music">http://www.dailymotion.com/video/x1nhvg5_the-wheels-on-the-bus-go-round-and-round-nursery-rhymes-vocals_music</a></p> <p>How can the words be adapted for other vehicles? How can it be accompanied? Invite use of different instruments to create different accompaniments</p> <p>Revisit how different sounds keep us safe.</p> <p><b>Main Teaching Session (Links to the science lesson)</b></p> <p>Using play ground if weather permissible – look at the bike, scooters, etc. What are they made from? What are the different parts? How are they joined? What colours are used (link to colours people wear who keep us safe in Art lesson)? What materials do they use?</p> <p><b>Plenary</b> What joins did you make, how did you do it?</p>	<p>At the modelling table – direct children to create a vehicle.</p> <p>What size, shape colour of box will they use?</p> <p>How will they join the parts? What materials will they use for the joins? How will the wheels turn? How many passengers can fit on/in it?</p> <p>Can any accessories be made – a trailer, bike rack etc.?</p>	<p>Cars/trucks – what can you make to shelter them? A garage, car port, car park?</p> <p>Construction – how many _____ will you need? How do they join together? How does it work?</p> <p><b>ICT</b> <a href="http://think.direct.gov.uk/education/early-years-and-primary/pupils/under-5s/play/">http://think.direct.gov.uk/education/early-years-and-primary/pupils/under-5s/play/</a> BE SEEN BE BRIGHT GAME</p> <p>Musical instruments – experiment with sounds to go with “The Wheels on the Bus”</p> <p><b>Painting</b> – scenes from “The Wheels on the Bus”</p> <p><b>Gross motor</b> - bikes and scooters – encourage stopping, looking and then proceeding</p>	<p>The children can describe the tools, materials and joins that they have used</p> <p>The children can describe what they have used and how many</p> <p>The children describe what they have seen and how they can keep safe</p> <p>The children demonstrate what noises they have made, what they represent and how they made them</p> <p>The children describe what colours they have used and what is happening in the picture</p>

Next Steps: To think about Road Safety messages in art