





DT – EYFS

Autumn 1	Junk Modelling					
Prior learning 						
Lesson objective 	To explore and investigate the tools and materials in the junk modelling area.	To develop scissor skills. To investigate cutting different materials.	To learn how to plan and select the correct resources needed to make a model.	To verbally plan and create a junk model.	To share a finished model and talk about the processes in its creation.	To explore different ways to temporarily join materials together.
Key vocabulary 	Join, stick, bend, cut, slot, smooth, bendy, bumpy.	Scissors, blades, handle, snip, cut, squeeze, thumb, Fingers, elbow, bubble wrap cooked pasta, tin foil, playdough, straws	Join, stick, cut, bend, slot, lift, open, measure, bigger, shorter, longer, taller, thicker, thinner, rough, smooth, bendy, bumpy, paper clip, rubber band, bottle top.	Join, stick, cut, bend, slot, lift, open, measure, bigger, shorter, longer, taller, thicker, thinner, rough, smooth, bendy, bumpy, paper clip, rubber band, bottle top.	Join, stick, cut, bend, slot, lift, open, measure, bigger, shorter, longer, taller, thicker, thinner, rough, smooth, bendy, bumpy, paper clip, rubber band, bottle top.	Join, temporary, permanent, materials, push, pull, break, separate, fix.
Creative context 						
ELG objectives	EAD - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	EAD - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	EAD - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	EAD - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	EAD - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	

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	Share their creations, explaining the process they have used.	Share their creations, explaining the process they have used.	Share their creations, explaining the process they have used.	Share their creations, explaining the process they have used.	Share their creations, explaining the process they have used.	
Intended outcome	<p>Allow children to freely access the junk modelling area without a specific outcome in mind, while you scaffold and support learning. Support the pupils as they explore and begin to create. Avoid asking them what they are making but rather comment on what they are doing: “I can see that you’ve added three circular shapes to your model.”</p>	<p>Set up your cutting station with a selection of left and right-handed safety scissors. You may also like to include children’s craft scissors (e.g. zigzag or scalloped blades) that create different patterns. Pupils with additional needs may find it easier to use squeeze scissors, although these can be made available for all children to have a go with.</p>	<p>Tell the pupils that today they are going to work together to build a model. Take some time to brainstorm suggestions about what the model might be. At this time, encourage the pupils to think about and look at the resources available to them in the junk modelling area. When you have decided upon the model you will be making, talk to the pupils about what they think it should look like and make a simple sketch on paper. Make sure you are working in an area where they can all see what you are doing. You could even deliver this part of the session on the interactive whiteboard if it is easiest. You are modelling the process of making a simple</p>	<p>Today the pupils are going to build their own junk models. As a group, recall the plan you made together in the last lesson, showing it to them if you still have it to hand. What do the children remember about the planning process? What did you draw? What did you label? Discuss why it is important to make a plan before starting a new project in the junk modelling area (or any time you plan to build something). Plans do not always have to be written down like in the last lesson. Sometimes they can be plans that we hold in our minds, or that we speak out loud.</p>	<p>Allow the pupils time to finish their models from last lesson. Spend time talking to each child about their model: Tell me about your model and how you made it. What do you like about it? Were there any difficult parts that you would do differently next time? Take a photograph of the model and then ask each pupil to write about it on the Activity: Junk model. Confident writers may be able to record a full sentence about their model, for example, ‘This is a blue bus with round wheels.’ While less confident writers may just focus on writing one word to label the model, such as ‘bus.’</p>	<p>Over the past few lessons, pupils have explored different ways to join materials together using glue, sticky tape and paper clips for example. “Why do we join things together?” (to make models, to create different shapes, to make something bigger or stronger etc.) Discuss this as a group and recall the different ways pupils have joined materials when making models in the junk modelling area – you could use the Poster: Different joins as a quick visual reference. Many of these methods of joining are permanent such as glueing. This means that the materials are meant to stay together: when we glue, we don’t want it to come apart again; if we did pull it</p>

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			<p>plan and selecting the correct resources. As you talk through your model and drawing, discuss the resources you would be able to use: “Ok, so you would like to put some wheels on our bus. How many wheels do you think we should have? (Draw them on the plan). I wonder what we could use to make the wheels? Does anyone have any ideas? Let’s have a look in our junk modelling area.” Label the chosen resources on the plan.</p>		<p>4. Gather all the pupils together with their models. Choose 4 or 5 children at a time to come and stand at the front of the class. Allow each child to speak aloud, introducing their model and answering a question about it. You may like to start by asking the questions yourself (see Prompts for learning) and then allow pupils that are sitting down the opportunity to put their hands up to ask a question.</p>	<p>apart, it wouldn’t look the same as before. “What would happen if I glued two pieces of paper, let them dry and then pulled them apart? Would they be the same as before I glued them?”</p> <p>3. Today, pupils will explore a different type of join – a temporary one. This means that even though we might join things together, they can quickly be taken apart again and look the same as when we started.</p> <p>4. Now invite pupils to explore the temporary joins area you have set up (see Teacher notes). Allow them to lead their own learning, building and creating in whichever way they choose. As they play, support their vocabulary, critical thinking and problem-solving.</p>
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Future learning

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