

Topic– Joining and Constructing

Art
Knowledge Organiser

Learning Lens: Joining and Constructing

Class: EYFS

Previous Knowledge

Children’s experiences of ‘junk’ modelling, joining and constructing from preschool settings and home.

Project Hook or ‘Wow’ memory

PowerPoint of ‘junk’ model examples and examples of models around classroom for inspiration.

The key skills we want pupils to use during this topic:

How to join materials together using a range of techniques- flange, stick, slot, tape, fold, split pin

Design and construct a ‘junk’ model.

Key vocabulary

Design	Plan/Draw an idea
Join	Link/Connect
Construct	Build or make something
Flange	A way to connect pipes/tubes
Stick	To sold something together
Slot	A slit that holds something
Tape	A strip of sticky material that holds something
Fold	Bend
Split Pin	A metal pin with two arms

Learning Step	Planned Activities (Key Knowledge)
Learn the different ways of joining materials.	Teach the different ways to join materials. Model how to use a flange, stick, slot, tape, fold, and use a split pin. Children to explore the different techniques.
Design a ‘junk’ model.	Children to design a ‘junk’ model based on our class topic/theme. Model how to design a ‘junk’ model by drawing a picture and explain what ways could be used to join the materials.
Make a ‘junk’ model.	Children to make their model using the joining techniques. Children to have the opportunity to support their peers with joining and offer advice. Model this with another adult so children can see how to give advice and help others.
Child Initiated Activities Children to be given time to reflect and re-view their art work with their peers and adults.	‘Creation Station’ accessible to children through out the day– paint, paper, chalk, glue, scissors, pens, pencils, hole punch, cellotape etc... Examples of the different joining techniques displayed by the creation station.

Statutory Requirements

Children in reception will be learning to:

Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.

