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| **Design Technology**  **Long-Term Plan 2022-23** |
| ***Equipping Children for a World of Possibilities*** |



**(****Design Technology) INTENT**

**Curriculum Intent:** Equipping Children for a World of Possibilities.

**Design Technology Subject Intent:**

Design Technology at our school is about providing children with a wide range of first hand experiences to inspire and empower their creativity. Children will learn to manage their own risks in a safe environment with time to reflect. They will acquire a mastery of core basic skills which will help prepare them for adult life; from using tools safely to preparing basic healthy foods with understanding about where food comes from. All essential skills in a rapidly changing world.

**(Design Technology) IMPLEMENT**

How is your subject taught?

Design Technology is taught in year groups. There is a construction, cookery and textiles focussed projects throughout the year focussing on the progression of skills for each particular year group. There is a clear sequence of planning- Plan, make, evaluate, the children are taught by the class teacher in their own class. This is taught every term in blocked sessions which is interwoven within the curriculum topic.This sequence of lessons is then entered into children’s learning challenge books.

Children are taught DT through whole class inputs and then skills, knowledge and ideas are developed either

in groups or whole class teaching sessions where it is relevant. In all year groups, particularly in Reception, opportunities are provided through continuous

provision for children to access DT activities. As a school we wanted children to be given a problem to find a solution to apply skills in DT. For example if children have been learning about habitats that they apply that knowledge to create a suitable habitat for an animal of their choice or a to create a time travel machine with a hinge to apply their learning about hinges.

We try to raise the profile of DT within school by offering clubs that allow children to construct and be creative. Also every year, during the Summer term, as a school we hold an enterprise project where each year group designs and creates something to sell at the Summer fayre to raise money for their class. They are given an initial budget and have to work within that to try to gain profit. The make prototypes and market the product for sale. the children then hold the stalls to sell the items. This has a DT focus whilst teaching the children life skills such as business and budgeting skills. In all years groups, there is adult support for our SEND children and risk assessments are carried out to make adults and children to aware of the risks so these can be managed safely.

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**(****Design Technology) Long-term Plan**

**RECEPTION**

The most relevant statements for DT are taken from the following areas of learning:

* Physical Development
* Expressive Arts and Design

Development matters 2020 and Early learning goals (early adopters)

Three and Four-Year-Olds statements

**Personal, Social and Emotional Development**

Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.

**Physical Development**

* Use large-muscle movements to wave flags and streamers,

paint and make marks.

* Choose the right resources to carry out their own plan.

Use one-handed tools and equipment, for example, making snips in paper with scissors.

**Understanding the World**

Explore how things work.

**Expressive Arts and Design**

* Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.
* Explore different materials freely, in order to develop their ideas about how to use them and what to make.
* Develop their own ideas and then decide which materials to use to express them.

Create closed shapes with continuous lines, and begin to use these shapes to represent objects.

**Reception Statements**

**Physical Development**

* Progress towards a more fluent style of moving, with

developing control and grace.

* Develop their small motor skills so that they can use a range of

tools competently, safely and confidently.

* Use their core muscle strength to achieve a good posture

when sitting at a table or sitting on the floor.

**Expressive Arts and Design**

* 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.

**DT ELG Statements**

**Physical Development- Fine Motor Skills**

Use a range of small tools, including scissors, paintbrushes and cutlery.

**Expressive Arts and Design Creating with Materials**

* Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Share their creations, explaining the process they have used.

**(****Design Technology) Long-term Plan**

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| **RECEPTION(Reception are still unsure of their new topics so this will change but wanted to get the new statements in at least)** | Autumn | Spring | Summer |
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|  | Textiles  Puppet making  Where this fits with the EYFS curriculum (Development Matters  2020 and Early Learning Goals ELG Early adopters):  Expressive Arts and Design Development Matters Three and Four  Year Old statements  **Physical develoment**   * Choose the right resources to carry out their own plan.   Use one-handed tools and equipment, for example, making snips in paper with scissors.  **Expressive Arts and Design**   * Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. * Explore different materials freely, in order to develop their ideas about how to use them and what to make. * Develop their own ideas and then decide which materials to use to express them.   Create closed shapes with continuous lines, and begin to use these shapes to represent objects.  **Reception Statements**   * Develop their small motor skills so that they can use a range of   tools competently, safely and confidently.   * Use their core muscle strength to achieve a good posture   when sitting at a table or sitting on the floor.  **DT ELG Statements**  **Physical Development- Fine Motor Skills**  Use a range of small tools, including scissors, paintbrushes and cutlery.  **Expressive Arts and Design Creating with Materials**   * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.   Share their creations, explaining the process they have used. | Cookery  Food- Easter nest cakes  Development matters 2020 and Early learning goals (early adopters)  Three and Four-Year-Olds statements   * Choose the right resources to carry out their own plan.   Use one-handed tools and equipment, for example, making snips in paper with scissors.  **Understanding the World**  Explore how things work.  **Expressive Art and Design**   * Explore different materials freely, in order to develop their ideas about how to use them and what to make.   **Personal, Social and Emotional Development**  Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.  **Reception Statements**  **Physical Development**   * Progress towards a more fluent style of moving, with   developing control and grace.   * Develop their small motor skills so that they can use a range of   tools competently, safely and confidently.   * Use their core muscle strength to achieve a good posture   when sitting at a table or sitting on the floor.  **Expressive Arts and Design**   * Return to and build on their previous learning, refining ideas   and developing their ability to represent them.  Create collaboratively, sharing ideas, resources and skills.  **DT ELG Statements**  **Physical Development- Fine Motor Skills**  Use a range of small tools, including scissors, paintbrushes and cutlery.  **Expressive Arts and Design Creating with Materials**   * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.   Share their creations, explaining the process they have used. | Construction  Make houses for stories characters (structures) Development matters 2020 and Early learning goals (early adopters)  Three and Four-Year-Olds statements  **Personal, Social and Emotional Development**  Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.  **Physical Development**   * Use large-muscle movements to wave flags and streamers,   paint and make marks.   * Choose the right resources to carry out their own plan.   Use one-handed tools and equipment, for example, making snips in paper with scissors.  **Understanding the World**  Explore how things work.  **Expressive Arts and Design**   * Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. * Explore different materials freely, in order to develop their ideas about how to use them and what to make. * Develop their own ideas and then decide which materials to use to express them.   Create closed shapes with continuous lines, and begin to use these shapes to represent objects.  **Reception Statements**  **Physical Development**   * Develop their small motor skills so that they can use a range of   tools competently, safely and confidently.   * Use their core muscle strength to achieve a good posture   when sitting at a table or sitting on the floor.  **Expressive Arts and Design**   * 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.  **DT ELG Statements**  **Physical Development- Fine Motor Skills**  Use a range of small tools, including scissors, paintbrushes and cutlery.  **Expressive Arts and Design Creating with Materials**   * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.   Share their creations, explaining the process they have used. |

Key stage 1

**DT NATIONAL CURRICULUM KSI**

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. When designing and making, pupils should be taught to:

Design

♣ design purposeful, functional, appealing products for themselves and other users based on design criteria

♣ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

♣ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing

] ♣ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

♣ explore and evaluate a range of existing products

♣ evaluate their ideas and products against design criteria Technical knowledge ♣ build structures, exploring how they can be made stronger, stiffer and more stable

♣ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Classroom Monitor statements

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| **Year One** | **Year Two** |
| Through exploring and assembly they can find ways to make their structures more stable so they are free standing. E.g The use of a base, overlapping joints. (Make)  They can roll, fold, tear and cut paper and card.(make) |  |
| They can tell someone about their design ideas. (Design)  They can create a drawing of their idea and templates for their design. (Design) | They can make a mock up of their design and discuss it (design)  They can use ICT to explore their design ideas. E.g Use the internet to research design ideas or use a basic paint program to draw their design. (Design) |
| They can cut along straight lines, curved lines and shapes marked out by a template. (Make) | They ca read a simple scale to measure and weigh out ingredients. (food) |
| They can use the right tools to peel, grate and chop (food) |  |
| They can use tape and glue to create temporary joins, fixed joins and moving joins.(Make) | They can join fabrics using staples and a running stitch. (make)  They can use simple mechanisms in their products e.g hinges, levers, wheels etc. |
| They decorate textiles using buttons and beads, sequins, braids, ribbons. (make)  They can independently cut wood/ dowelling using a hacksaw and bench hook.(make) | They can colour fabrics using paints to print and paint. (make) |
| They can say what they like and don’t like about existing products (evaluate) | They can say how well their design and product met the given design criteria. (design) |
|  | They can use a simple circuit in a model. E.g A closed circuit with a bulb. (make) |
|  | They can name food from each section of the Eat Well plate and understands that they should eat at least 5 portions of fruit and veg a day. (Food)  They understand that food comes from plants and animals and has to be farmed, grown or caught. (food) |

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| **Year 1** |  |  |  |
|  | Autumn | Spring | Summer |
|  | Textiles  **Design your own superhero mask**  **Costume/mask**  **Assessment**  They can create a drawing of their idea and templates for their design. (Design)  They can tell someone about their design ideas. (Design)  They decorate textiles using buttons and beads, sequins, braids, ribbons. (make)  They can cut along straight lines, curved lines and shapes marked out by a template. (Make)  They can roll, fold, tear and cut paper and card.(make) | Construction  **Building your own castle with moving parts to protect you from the enemy.**  **Assessment**  They can use tape and glue to create temporary joins, fixed joins and moving joins.(Make)  They can create a drawing of their idea and templates for their design. (Design)  They can tell someone about their design ideas. (Design)  Through exploring and assembly they can find ways to make their structures more stable so they are free standing. E.g The use of a base, overlapping joints. (Make) | Construction  **Make a bird scarer using wood to protect Oliver’s Vegetables/Percy the Pasrk Keeper’s grass**  **Sawing wood for bird scarers**  **Assessment**  They can independently cut wood/ dowelling using a hacksaw and bench hook.(make)  They can create a drawing of their idea and templates for their design. (Design)  They can tell someone about their design ideas. (Design)  Cookery  Ingredients for porridge- taste test – healthy fruits ingredients and then plan, make, evaluate  They can say what they like and don’t like about existing products (evaluate)  They can use the right tools to peel, grate and chop (food)  They can tell someone about their design ideas. (Design) |

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| **Year 2** |  |  |  |
|  | Construction  habitats – Safe habitat for an animal of your choice(this wasn’t done this year due to change in provision)  **Assessment**  They can make a mock up of their design and discuss it (design)  They can say how well their design and product met the given design criteria. (design)  **Use a sliding lever in their dinosaur art work**  They can use simple mechanisms in their products e.g hinges, levers, wheels etc  Construction  Hinge time travel device- Create a time travel device with a hinge (This year we did dragon wing hinge- changing for next year)  **Assessment**  They can make a mock up of their design and discuss it (design)  They can use simple mechanisms in their products e.g hinges, levers, wheels etc.  They can say how well their design and product met the given design criteria. (design) | Construction  Fire engine suitable for the GFOL-  Using wheels and axels(change for next year from Tudor houses)  **Assessment**  They can make a mock up of their design and discuss it (design)  They can use simple mechanisms in their products e.g hinges, levers, wheels etc.  They can say how well their design and product met the given design criteria. (design)  Cookery  **Making bread- design a new sandwich to make using the bread made.**  They can use ICT to explore their design ideas. E.g Use the internet to research design ideas or use a basic paint program to draw their design. (Design)  They can read a simple scale to measure and weigh out ingredients. (food)  They can say how well their design and product met the given design criteria. (design) | Cookery  **Design a healthy meal using the 5 food groups**  **Assessment**  They can name food from each section of the Eat Well plate and understands that they should eat at least 5 portions of fruit and veg a day. (Food)  They understand that food comes from plants and animals and has to be farmed, grown or caught. (food)  They can say how well their design and product met the given design criteria. (design)  Textiles  **Sewing- joining 2 fabrics together**  **Runner stitch**  They can join fabrics using staples and a running stitch. (make)  They can make a mock up of their design and discuss it (design)  They can use ICT to explore their design ideas. E.g Use the internet to research design ideas or use a basic paint program to draw their design. (Design)  They can colour fabrics using paints to print and paint. (make)  They can say how well their design and product met the given design criteria. (design) |

**(****Design Technology) Medium-term Plan**

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| Year Group  2 | Term  Autumn | | Unit of Learning  construction |
| About the unit  Children will learn what a hinge is, where to find a hinge.  They will investigate different hinges  Then use their learning to fix a dragon’s wing who has been hurt and it will need a hinge. | | Where the unit fits in  Theme- Dragons  hinge | |
| Prior Learning  In Reception Use simple tools and techniques competently and appropriately (40-60)  Manipulates materials to achieve a planned effect  (40-60)  Use simple tools and techniques competently and appropriately (40-60) | Vocabulary  Open, close, hinge, join, simple, technique, strong , flexible, light, waterproof, structure, attaches. | | Resources  Hole puncher, split pins, pipe cleaners, elastic bands, paper, card, cellophane |
| Assessment (By the end of this unit the children will be able to…)  Be able to understand and make a simple hinge. | | | |
| Learning Objective | Possible teaching Activities | | Learning Outcomes |
| Understand what a hinge is  Where to find a hinge | Children will bring in items from home that they think contains a hinge. Thy will share and show their hinges. Powerpoint discussing what a hinge is and then children will see where they can find more hinges around the classroom  . Children will then experiment with different types of ways to make hinges joining 2 pieces of paper together using elastic bands,etc | | Children will be able to make a simple hinge |
| To design and plan their hinge | Children will talk with their partners about which hinge they thought worked best and why, which they didn’t like. They will then design their dragon wing. They will choose what material they would like to make their wing from. Thinking back to thwir learning in year 1. | | Children will have designed their wing- purpose to have a hinge and to be able to fly. |
| To make their hinge | Children will make their hinge using their design. They will be given a template which they will cut out and attach their wing using their chosen method. | | Children will have created their hinge. |
| To be able to evaluate their product | Children will evaluate their design saying what worked well and what they need to improve on. | | Children will be able to say what worked well and what they would improve on. |
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| Year Group- This will now change to fire engines for next year (axels etc)  2 | Term Spring | | Unit of Learning  construction |
| About the unit  The will make their Tudor houses and then use them to demonstrate how quickly the fire spread. | | Where the unit fits in  Theme- Great fire of London  Children will learn about life in London and the spread of the fire. | |
| Prior Learning  Reception-   * Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form a function. ELG * Constructs with a purpose in mind, using a variety of resources (40-60) * Use simple tools and techniques competently and appropriately (40-60) * Selects tools and techniques needed to shape, assemble and join materials they are using (40-60)   Year 1-   * They can use tape and glue to create temporary joins, fixed joins and moving joins.(Make) * They can create a drawing of their idea and templates for their design. (Design) * They can independently cut wood/ dowelling using a hacksaw and bench hook.(make) | Vocabulary  Hacksaw, forwards, backwards, sharp, jaggered, circuit, electricity, sharp, measure, centimetres, millimetres, accurate, | | Resources  Hack saws,wood, rulers, cereal boxes, Ipad, computers, strips of paper, paper, G clamps, evaluation sheets, bulbs, batteries, wires, crocodile clips |
| Assessment (By the end of this unit the children will be able to…) | | | |
| Learning Objective | Possible teaching Activities | | Learning Outcomes |
| They can use ICT to explore their design ideas. E.g Use the internet to research design ideas or use a basic paint program to draw their design. (Design) | Children to research on Ipads pictures on Tudor houses.  Use paint to draw their design- decide what they would like it to look like  Did they want the second floor sticking out? | | Children will have used ICT to research and draw their design of the Tudor hose they are going to make. |
| They can make a mock up of their design and discuss it (design) | Children to use their Maths learning knowledge using scales to measure and their box and then wood to outline their box (wood need to show how quickly the fire spread) linking to science work of materials | | Children will make their |
| They can use a simple circuit in a model. E.g A closed circuit with a bulb. (make) | Children to make a simple circuit using bulbs and wires to show how electricity has progressed in houses these days. | | Make a light bulb work using a simple circuit |
| They can say how well their design and product met the given design criteria. (design) | Evaluate finished Tudor House  . Does it look like a Tudor house  Talk about how your artwork is similar / different to the houses you researched? | | Complete an evaluation-Did it look like a Tudor house?  The house they build will be used to create a mini London to burn in the fire to link in with the theme. |
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| Year Group  2 | Term Summer | | Unit of Learning  Cookery |
| About the unit  They can name food from each section of the Eat Well plate and understands that they should eat at least 5 portions of fruit and veg a day. (Food) | Where the unit fits in  Children will have learnt in science about keeping our bodies healthy and the importance of exercise which will then link into healthy eating. | |
| Prior Learning  In Year 1 The children will have learnt to use the right tools to peel, grate and chop (food)  They will have tested different fruits to go in their porridge | Vocabulary  Eat well, healthy, food group, carbohydrates, protein, vitamins, minerals, range, variety, oils, spreads, saturated, fats, unhealthy, meats, 5 food groups, important, fruit, vegetables, essential, grown, planted, eatwell, | | Resources  Eatwell plate template, pictures of a range of food, powerpoint on food groups, paper plates |
| Assessment (By the end of this unit the children will be able to…)  They can name food from each section of the Eat Well plate and understands that they should eat at least 5 portions of fruit and veg a day. (Food)  They understand that food comes from plants and animals and has to be farmed, grown or caught. (food)  They can say how well their design and product met the given design criteria. (design) |
| Learning Objective | Possible teaching Activities | | Learning Outcomes |
| They understand that food comes from plants and animals and has to be farmed, grown or caught. (food) | Have different food on a table and get children to work in a group to decide whether the food comes from plants, is farmed, grown or caught. Get each table to discuss and then have a class discussion.  Discuss throughout | | Children will have a good understanding of a where a variety of food comes from.  They will correctly have sorted food. |
| Understand the 5 food groups | Have different food around the room and get children to come and put it on a big plate with the headings of the food groups  Discuss what do children notice?  Discuss what each type of food is for? | |  |
| They can name food from each section of the Eat Well plate and understands that they should eat at least 5 portions of fruit and veg a day. (Food) | Children will have discussions to reason showing their knowledge of where food comes from to disuss which food group.  Children in groups with a range of food to create their own Eatwell plate on a large piece of paper. | | Large Eat Well plate sorted into the correct food groups. |
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| They can name food from each section of the Eat Well plate and understands that they should eat at least 5 portions of fruit and veg a day. (Food) | Children to use their knowledge of the eatwell plate to create a healthy lunchbox/ evening meal on a paper plate | | A healthy meal containing the different food groups and using their knowledge of potion sizes. |
| They can say how well their design and product met the given design criteria. (design) | They will then evaluate their meal based on the given criteria- How many fruit and vegetables? potions sizes etc. | | Children will be able to evaluate their design to state whether it bet the guidance of the Eat well plate and why/why not? |
| Year Group  2 | Term Summer | | Unit of Learning  Textiles |
| About the unit  The children will be finishing their last year at HHIS so this will be their chance to make something to remind them of their time here. | | Where the unit fits in  End of Year gifts- The children will design and make something that they can use at the junior school using fabric to remind them of their time at Henry Hinde Infant School  Pencil Case  Bag  Small Cushion  Fabric card | |
| Prior Learning  Reception-   * Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form a function. ELG * Constructs with a purpose in mind, using a variety of resources (40-60) * Use simple tools and techniques competently and appropriately (40-60) * Selects tools and techniques needed to shape, assemble and join materials they are using (40-60)   Year 1-   * They can use tape and glue to create temporary joins, fixed joins and moving joins.(Make) * They can create a drawing of their idea and templates for their design. (Design) * They can say what they like and don’t like about existing products (evaluate) * They decorate textiles using buttons and beads, sequins, braids, ribbons. (make They can cut along straight lines, curved lines and shapes marked out by a template. (Make) | Vocabulary  Running stitch, needle, sew, sewing, stitching, sharp, eye of a needle, thread, pull, knot, gather, join, technique, | | Resources  Fabric,  Thread, needles, practise material, fabric paints, printing resources, |
| Assessment (By the end of this unit the children will be able to…)  Join 2 pieces of material together using a basic stitch (runner stitch) They can colour fabrics using paints to print and paint. (make | | | |
| Learning Objective | Possible teaching Activities | | Learning Outcomes |
| Learn how to thread a needle, learn how to do a basic stitch. Tying a knot at the end of the thread | Children to practise how to use a needle and thread to create a running stitch. | | Children will have practised on a sewing piece of material (the ones with the holes) |
| Practise joining 2 pieces of fabric together | Children to practise joining 2 pieces of fabric together using the stitch that they learn last lesson. | | Children will have joined 2 pieces of fabric together |
| They can use ICT to explore their design ideas. E.g Use the internet to research design ideas or use a basic paint program to draw their design. (Design) | Children can research on the internet pencil cases, bags, fabric cards..  They should then use this research to design their own using the paint program (something they can keep to remember their tie with us)  Design the product type and | | Planned their design- Labelled where the joins will be to join the pieces of fabric.  They can also build on rom their year 1 learning by decorating the textiles using ribbons, buttons, braids, sequins etc. |
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| They can join fabrics using staples and a running stitch. (make) |  | |  |
| They can use ICT to explore their design ideas. E.g Use the internet to research design ideas or use a basic paint program to draw their design. (Design) | Design their fabric design for their product using the paint program- | | They can also build on rom their year 1 learning by decorating the textiles using ribbons, buttons, braids, sequins etc. |
| Experiment with different ways to apply paint onto fabric | Experiment with different ways  Using a paint brush,  Using tiles to print etc  They may wish to adapt their design following this research. | | A variety of ways on different pieces of fabric to apply the paint |
| They can colour fabrics using paints to print and paint. (make) | Following their design add the paint design onto their fabric | | Their product has been decorated using paints to print  They can also build on rom their year 1 learning by decorating the textiles using ribbons, buttons, braids, sequins etc. |
| They can say how well their design and product met the given design criteria. (design) | Children to complete their evaluation on their final product | | Evaluation |

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| Year Group  1 | Term  Autumn | | Unit of Learning  construction |
| About the unit  Children are learning about superheroes and designing their own superhero. | | Where the unit fits in  Children are learning about superheroes. They will design and make a cap/mask for their own superhero. | |
| Prior Learning  In Reception Use simple tools and techniques competently and appropriately (40-60)  Manipulates materials to achieve a planned effect  (40-60)  Use simple tools and techniques competently and appropriately (40-60) | Vocabulary  Cut, fold, tear, stick, glue, attach, join,  Techniques, rolling, tools, design, evaluate, create, make, ideas, discuss, textiles, buttons, bead, sequins, ribbons ,template, manipulate, materials, plan, achieve, existing, products, opinions | | Resources  Fabric, sequins, scissors, glue, glitter, buttons, existing superhero costumes and mask, mask templates, design sheets, evaluation sheets |
| Assessment (By the end of this unit the children will be able to…)  They can roll, fold, tear and cut paper and card.(make)  They can tell someone about their design ideas. (Design)  They can create a drawing of their idea and templates for their design. (Design)  They can cut along straight lines, curved lines and shapes marked out by a template. (Make)  They decorate textiles using buttons and beads, sequins, braids, ribbons. (make)  They can say what they like and don’t like about existing products (evaluate) | | | |
| Learning Objective | Possible teaching Activities | | Learning Outcomes |
| They can tell someone about their design ideas. (Design)  They can create a drawing of their idea and templates for their design. (Design)  They can say what they like and don’t like about existing products (evaluate) | Children will be have been introduced to superhero topic. They will be turning themselves into a superhero and every superhero needs a costume.  Show some ideas of some superhero costumes. Discuss what they like, don’t like.  Children will then draw their design for a mask and tell a partner what they have designed | | Opinions on what they like from existing products  Children will have a mask/cape design. |
| They can cut along straight lines, curved lines and shapes marked out by a template. (Make)  They can roll, fold, tear and cut paper and card.(make)  They decorate textiles using buttons and beads, sequins, braids, ribbons. (make)  They can cut along straight lines, curved lines and shapes marked out by a template. (Make) | Children will practise cutting out different shaped lines. They will experiment sticking different types of material on to their template mask to see what they like and what sticks well. | | A range of different cutting techniques and a range of different materials experimented with.  Partner discussions to discuss their opinions  Children to draw a plan of their mask |
| They can roll, fold, tear and cut paper and card.(make)  They decorate textiles using buttons and beads, sequins, braids, ribbons. (make)  They can cut along straight lines, curved lines and shapes marked out by a template. (Make) | Children will make their own mask- sticking on sequins, jewels etc from their design and experiment. | | Children will have a completed mask use the skills and techniques they have learnt. |
| They can say what they like and don’t like about existing products (evaluate) | Children will evaluate their mask, did they like or dislike-talk about what they would do next time | | Evaluation |
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| Year Group  Year 1 | Term  Spring | | Unit of Learning  Construction |
| About the unit  The children will using their construction project skills by building a model castle with moving parts | | Where the unit fits in  Theme- Turrets and castes  The children will be learning about castles. From this they will be making a model castle with moving parts. | |
| Prior Learning  In reception the children will have explored with arrange of different materials and equipment by accessing junk modelling.  They will also have had adult teaching making puppets and building on from their knowledge of making a house structure. | Vocabulary  Mechanisms, movement, fixed, joins, tape, roll, fold, tear, overlap, structure, stable, model, base. Products, evaluate, existing, parts,  Castle vocabulary needs to have been taught | | Resources  Card, paper, string, staplers, |
| Assessment (By the end of this unit the children will be able to…)  They can say what they like and don’t like about existing products (evaluate)  They can use tape and glue to create temporary joins, fixed joins and moving joins.(Make)  They can create a drawing of their idea and templates for their design. (Design)  They can tell someone about their design ideas. (Design)  Through exploring and assembly they can find ways to make their structures more stable so they are free standing. E.g The use of a base, overlapping joints. (Make  They can independently cut wood/ dowelling using a hacksaw and bench hook.(make) | | | |
| Learning Objective | Possible teaching Activities | | Learning Outcomes |
| They can say what they like and don’t like about existing products (evaluate) | Look at existing products with moving parts (children could bring in toys with moving parts for children to explore)  Compare the different moving parts and talk about the different movements  Complete an evaluation on some of the products saying what they like and don’t like about them to inform them for their own design. | | Evaluation sheets on 2 or more products based on the joins used in the products |
| Understanding different joins- fixed/moving | . Children to explore different joining materials- Is a staple and fixed or moving join? Which joins are best for moving? Which provide a strong fixed join? | | A range of different joins in books using 2 pieces of paper to join. |
| They can create a drawing of their idea and templates for their design. (Design)  They can tell someone about their design ideas. (Design) | Children to research about Castles and label the different parts. Which part of the castle needs to move and which parts need to be fixed.  Children to create a drawing of their idea and label the fixed or moving joins and how the join in going to be made.  Children to talk with their talk partner about their idea or in small groups. | | A complete design of their castle with labels to show the different joins |
| They can roll, fold, tear and cut paper and card.(make)  They can use tape and glue to create temporary joins, fixed joins and moving joins.(Make)  Through exploring and assembly they can find ways to make their structures more stable so they are free standing. E.g The use of a base, overlapping joints. (Make) | Children to make their model following their design. Adapting if needed to make their structures more stable. | | A stable structure of a castle will be made with fixed and moving parts. |
| Evaluate They can say what they like and don’t like about existing products (evaluate) | Evaluate a friends model | | Complete an evaluation sheet based on their friend’s model.  Was it stable?  Was the structure strong?  Did the moving parts move?  What do they like about the model?  What could be improved? |
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| Year Group  Year 1 | Term  Summer All about trees | Unit of Learning  Construction |
| Prior Learning  Development matters 2020 and Early learning goals (early adopters)  Three and Four-Year-Olds statements  **Personal, Social and Emotional Development**  Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.  **Physical Development**   * Use large-muscle movements to wave flags and streamers,   paint and make marks.   * Choose the right resources to carry out their own plan.   Use one-handed tools and equipment, for example, making snips in paper with scissors.  **Understanding the World**  Explore how things work.  **Expressive Arts and Design**   * Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. * Explore different materials freely, in order to develop their ideas about how to use them and what to make. * Develop their own ideas and then decide which materials to use to express them.   Create closed shapes with continuous lines, and begin to use these shapes to represent objects.  **Reception Statements**  **Physical Development**   * Progress towards a more fluent style of moving, with   developing control and grace.   * Develop their small motor skills so that they can use a range of   tools competently, safely and confidently.   * Use their core muscle strength to achieve a good posture   when sitting at a table or sitting on the floor.  **Expressive Arts and Design**   * 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.  **DT ELG Statements**  **Physical Development- Fine Motor Skills**  Use a range of small tools, including scissors, paintbrushes and cutlery.  **Expressive Arts and Design Creating with Materials**   * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.   Share their creations, explaining the process they have used. | Vocabulary  Hacksaw, forwards, backwards, sharp, jaggered, sharp, measure, accurate, safely, g clamp | Resources  Hacksaw, g clamp, doweling, string, |
| Assessment (By the end of this unit the children will be able to…)  They can independently cut wood/ dowelling using a hacksaw and bench hook.(make) | | |
| Learning Objective | Possible teaching Activities | Learning Outcomes |
| They can tell someone about their design ideas. (Design) | Children will be reading the book Oliver’s vegetables or Percy the park keeper. They will be given a challenge that the birds keeps either eating the vegetables or messing up Percy the Park Keepers’ lawn Can they make bird scarers using wood. | Children will design their own bird scarers |
| To be taught how to safely saw wood using a hacksaw. | Child will be shown or to use a hacksaw safely. This includes using a G clamp to hold the wood in positon. They will pull the hacksaw backwards only (they don’t pull it forwards and backwards like a usual saw) Ensuring their fingers are out of the way.  Under clse adult supervision children will have a turn using a hacksaw to saw wood. | Child will understand how to use a hacksaw safely and have had a chance to use one under close adult supervision. |
| They can independently cut wood/ dowelling using a hacksaw and bench hook.(make) | Children will use their design to create their own bird scarers using a hacksaw to cut the wood. | Children will independently have sawn the wood and made their bird scarers attaches different parts together using string.. |

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| Year Group  Year 1 | Term  Summer- All about Trees | Unit of Learning  Cookery |
| Prior Learning  Development matters 2020 and Early learning goals (early adopters)  Three and Four-Year-Olds statements  **Personal, Social and Emotional Development**  Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.  **Physical Development**   * Use large-muscle movements to wave flags and streamers,   paint and make marks.   * Choose the right resources to carry out their own plan.   Use one-handed tools and equipment, for example, making snips in paper with scissors.  **Understanding the World**  Explore how things work.  **Expressive Arts and Design**   * Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. * Explore different materials freely, in order to develop their ideas about how to use them and what to make. * Develop their own ideas and then decide which materials to use to express them.   Create closed shapes with continuous lines, and begin to use these shapes to represent objects.  **Reception Statements**  **Physical Development**   * Progress towards a more fluent style of moving, with   developing control and grace.   * Develop their small motor skills so that they can use a range of   tools competently, safely and confidently.   * Use their core muscle strength to achieve a good posture   when sitting at a table or sitting on the floor.  **Expressive Arts and Design**   * 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.  **DT ELG Statements**  **Physical Development- Fine Motor Skills**  Use a range of small tools, including scissors, paintbrushes and cutlery.  **Expressive Arts and Design Creating with Materials**   * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.   Share their creations, explaining the process they have used. | Vocabulary  Peel, grate, chop, food, tools, peelers, core, opinions, test tasting, existing, range, variety, fruit, sweet, sour, designing, discussion, design, evaluate, likes, dislike, improve, sharp, jiggered, bridge, techniques, hold, safety, | Resources  Range of fruit, ingredients, ingredients for porridge, peelers, chopping boards, child knives, adults, videos on correct techniques, |
| Assessment (By the end of this unit the children will be able to…)  They can use the right tools to peel, grate and chop (food)  They can say what they like and don’t like about existing products (evaluate) | | |
| Learning Objective | Possible teaching Activities | Learning Outcomes |
| They can say what they like and don’t like about existing products (evaluate) | Children will test taste a range of different fruits, food to g o into their porridge, They will complete a taste opinion sheets on what they liked/disliked. This could be blindfolded in order to allow children to try new foods (if they feel comfortable to do so.) | Children will have discussed opinions on their likes and dislikes,  A completed evaluation sheet. |
| Design  They can create a drawing of their idea and templates for their design. (Design) | Using their design sheet the children will design their porridge with their selected ingredients. | Children will |
| Learning the correct techniques and tools to peel, grate | Children will learn how to use peel using the correct grips,  Chop using the bridge technique  Grate using a grater | Children will know how to use the different techniques to peel, grate, chop etc. |
| They can use the right tools to peel, grate and chop (food) | Children will prepare their ingredients for their porridge from their design.  Assess that children are using the correct techniques and support where necessary  Children can eat their porridge and discuss their opinions | Complete assessment on using tools safely and correctly |
| Evaluate their design and creation | Children will discuss what they liked about their product,  What they disliked?  What they would change next time? | Complete their evaluation sheets. |
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| Year Group  Reception | Term  Autumn | | Unit of Learning  Construction/textiles |
| About the unit  T | | Where the unit fits in  Theme- Pets | |
| Prior Learning | Vocabulary  Join, attach, glue, create , cut, scissors | | Resources  Wooden spoons, card, split pins, string, boxes, a range of different scissors to support cutting |
| Assessment (By the end of this unit the children will be able to…)  Development Matters Three and Four  Year Old statements  **Physical develoment**   * Choose the right resources to carry out their own plan.   Use one-handed tools and equipment, for example, making snips in paper with scissors.  **Expressive Arts and Design**   * Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. * Explore different materials freely, in order to develop their ideas about how to use them and what to make. * Develop their own ideas and then decide which materials to use to express them.   Create closed shapes with continuous lines, and begin to use these shapes to represent objects.  **Reception Statements**   * Develop their small motor skills so that they can use a range of   tools competently, safely and confidently.   * Use their core muscle strength to achieve a good posture   when sitting at a table or sitting on the floor.  **DT ELG Statements**  **Physical Development- Fine Motor Skills**  Use a range of small tools, including scissors, paintbrushes and cutlery.  **Expressive Arts and Design Creating with Materials**   * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.   Share their creations, explaining the process they have used. | | | |
| Learning Objective | Possible teaching Activities | | Learning Outcomes |
| What is a puppet? | Watch a puppet show so child understand what a puppet show is. Have a puppet theatre in the role play area.  Children will be able to play with a range of different puppets  Wooden spoons, fabric, lollypop ones etc | | Children will have the opportunity to play with a range of different puppets. They can discuss with an adult which they like/dislike and why. |
| **Physical development**   * Choose the right resources to carry out their own plan.   Use one-handed tools and equipment, for example, making snips in paper with scissors.  Exploring materials  **Expressive Arts and Design Creating with Materials**   * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.   Explore different materials freely, in order to develop their ideas about how to use them and what to make | Children will experiment and explore making different puppets- Adult focus on using scissors correctly to cut. | | Ensure children can use scissors safely |
| * Design express   their ideas and feeling  Return to and build on their previous learning, refining ideas and developing their ability to represent them.  .   * Explore different materials freely, in order to develop their ideas about how to use them and what to make. * Develop their own ideas and then decide which materials to use to express them.   Create closed shapes with continuous lines, and begin to use these shapes to represent objects. | Children will draw their puppet design and tell a grown up what material they are going to us e. using their exploring last lesson to guide their design A child can have a go at labelling or and adult scribe for the child depending. | | Children will have a create a design |
| **Expressive Arts and Design**   * 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.  **Creating with Materials**   * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.   ] **Reception Statements**   * Develop their small motor skills so that they can use a range of   tools competently, safely and confidently.   * Use their core muscle strength to achieve a good posture   when sitting at a table or sitting on the floor. | Children will have different resources to make their puppet. | | They will have used tool safety and appropriately to make their puppet |
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| Share their creations, explaining the process they have used.  **Reception Statements**  .   * Use their core muscle strength to achieve a good posture   when sitting at a table or sitting on the floor. | Children will put on their own puppet show using their own puppets- continuous provision  Children will tell and share with a group of children how they made their puppet | |  |

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| Year Group  Reception | Term  Spring | | Unit of Learning  Cookery |
| About the unit  Food- Easter nest cakes- children will make Easter nests using different ingredients of their choosing based on their tasting review at the start of the unit. | | Where the unit fits in  Easter cooking- | |
| Prior Learning | Vocabulary  Stir, mix, spoon, melted, heat, mixture, wooden, bowl, | | Resources |
| Assessment (By the end of this unit the children will be able to…)  Manipulates materials to achieve a planned effect  (40-60)  Use simple tools and techniques competently and appropriately (40-60)  Selects appropriate resources and adapts their work where necessary. (40-60)  Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form a function. ELG | | | |
| Learning Objective | Possible teaching Activities | | Learning Outcomes |
| To understand own likes and dislikes, experimenting with different textures.  Exploring ideas | Tasting- children to taste a variety of different ingredients which could go into their easter nest- white chocolate, milk, dark  Mini eggs, smarties, jelly beans to represent the eggs  To complete a simple smiley face/ sad face to show likes/dislikes of products  Mixing chocolate with shredded wheat/ cornflakes/ rice Krispies to taste texture of nest | | Evaluation smiley face of likes and dislikes. Children beginning to think of what they would like to use to make their Easter nest. |
| To create ideas and talk about their ideas to another | Design  Children to draw a design and talk to an adult about their design- adult to label ingredients chosen and reason child gives. (small groups) | |  |
| Selects appropriate resources and adapts their work where necessary. (40-60)  Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form a function. ELG  Use simple tools and techniques competently and appropriately (40-60) | Make/ exploring with equipment  Discussion about resources- What would we use a spoon for? To mix  Children to experiment mixing with a butter knife/? Which is best way to mix? Round and round or up and down?  Children will need to understand the risks when working with melted chocolate and discuss the change that happens. Children to be able to stir the chocolate using a wooden spoonto understand that need to stir carefully so not to spill (intent to manage own risks)  Children to work in small groups to make their Easter nest using their design- children may adapt but with reasons. | | Children to adapt their design as they make but talking to an adult about why.  Children will understand terms such as mix/stir to help them with other cookery skills |
| Children to talk about what they enjoyed.  What would they try next time? | Evaluate.  Children to talk about what they enjoyed/liked about their nest/ what they would change next time. | | Children will have had time to reflect on their product and the methods used. |

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| Year Group  Reception | Term  Summer | | Unit of Learning  Construction |
| About the unit | | Where the unit fits in  Theme- | |
| Prior Learning | Vocabulary  Structure, join, strong, sturdy, weak, attach, move, | | Resources |
| Assessment (By the end of this unit the children will be able to…)  Make houses for stories characters (structures) Development matters 2020 and Early learning goals (early adopters)  Three and Four-Year-Olds statements  **Personal, Social and Emotional Development**  Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.  **Physical Development**   * Use large-muscle movements to wave flags and streamers,   paint and make marks.   * Choose the right resources to carry out their own plan.   Use one-handed tools and equipment, for example, making snips in paper with scissors.  **Understanding the World**  Explore how things work.  **Expressive Arts and Design**   * Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. * Explore different materials freely, in order to develop their ideas about how to use them and what to make. * Develop their own ideas and then decide which materials to use to express them.   Create closed shapes with continuous lines, and begin to use these shapes to represent objects.  **Reception Statements**  **Physical Development**   * Develop their small motor skills so that they can use a range of   tools competently, safely and confidently.   * Use their core muscle strength to achieve a good posture   when sitting at a table or sitting on the floor.  **Expressive Arts and Design**   * 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.  **DT ELG Statements**  **Physical Development- Fine Motor Skills**  Use a range of small tools, including scissors, paintbrushes and cutlery.  **Expressive Arts and Design Creating with Materials**   * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.   Share their creations, explaining the process they have used.  . | | | |
| Learning Objective | Possible teaching Activities | | Learning Outcomes |
| Introduce- experiment and explore  **Understanding the World**  Explore how things work.  **Expressive Arts and Design**   * Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. * Explore different materials freely, in order to develop their ideas about how to use them and what to make. * Develop their own ideas and then decide which materials to use to express them.   Create closed shapes with continuous lines, and begin to use these shapes to represent objects. | Introduce the idea that the wolf is going around to try and blow all of the houses down in the traditional stories. Explain that they have to make a strong house/structure for the a character to live in to protect them from the Big Bad Wolf.  Have a range of materials available such as  Blocks, boxes, cardboard, spaghetti, lollypop sticks, lego, duplo tc | | Children will have explored a range of different material to make a structure. Can it be blown down? Use a hair dryer to experiment? |
| Design   * Develop their own ideas and then decide which materials to use to express them.   Create closed shapes with continuous lines, and begin to use these shapes to represent objects. | Children will create a design for their house using their knowledge form last lesson on what material were strong. | | Create a design idea for their structure |
| Mock up and evaluate  **Personal, Social and Emotional Development**  Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.  **Physical Development**   * Use large-muscle movements to wave flags and streamers,   paint and make marks.   * Choose the right resources to carry out their own plan.   Use one-handed tools and equipment, for example, making snips in paper with scissors.  **Expressive Arts and Design Creating with Materials**   * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.   Share their creations, explaining the process they have used.  **DT ELG Statements**  **Physical Development- Fine Motor Skills**  Use a range of small tools, including scissors, paintbrushes and cutlery.  **Expressive Arts and Design**   * 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. | Children will create their initial product form their design. They will then discuss whether it is strong enough and how they could improve it. | | Children will have their initial build of their house and discussions with their peers about what they like, need to improve on. |
| Refine  **Personal, Social and Emotional Development**  Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.  **DT ELG Statements**  **Physical Development- Fine Motor Skills**  Use a range of small tools, including scissors, paintbrushes and cutlery.  **Expressive Arts and Design**   * 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. | Children to have the opportunity to refine their houses to make it stronger.  They can paint their structure if they wish. | |  |
| Share their creations explaining the processes they have used | Children can share their product with small group and discuss how they made it, what they like- what they could improve on. | |  |
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