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| updated logoHedgehogs Class  Medium Term Planning for Design and Technology Spring Term 2023 | |
| Topic: Fantasy  **Design, make & evaluate**  Junk model villages | There will be specific planned opportunities to support the children’s progress in design and technology throughout the year.  Design and technology will be continually developed throughout the curriculum through opportunities in continuous provision.  Key vocabulary:   * Design, make, evaluate * Junk modelling * Materials * Joining |

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| **Lesson 1 - Link it (design)**  **Exploring recyclable materials**  Group activity –  Exploring recyclable materials for junk modelling. Allow children to explore them in their own way. | **Lesson 2 – Learn it (design)**  **Exploring recyclable materials**  Group activity –  Model and practise manipulating materials by stacking them, putting them inside each other, lining them up, bending them, tearing them, etc. | **Lesson 3 – Learn it & Check it (design)**  **Practise joining materials**  Group activity –  Model joining materials using glue, sellotape, masking tape, blu-tac, etc. Children to trial which works best with their choice of materials. | **Lesson 4 – Show it (make)**  **Joining materials to make a junk model village**  Group activity –  Look at pictures of model villages. Model making a building using junk modelling.  Small group/ 1:1 activity –  Children will join materials to create a building for a whole class junk model village. | **Lesson 5 - Know it (make and evaluate)**  **Independent exploration of materials for junk modelling**  Small group/ 1:1 activity –  Allow children to be creative and create their own junk model villages. Children can explore their villages with figurines (role play) to evaluate their villages.  Do children apply the techniques that they have been taught? |

Take the objectives for the LO stickers from this section

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills) |
| **EYFS –**  Children safely use and explore a variety of materials, tools and techniques, experimenting with design, texture, form and function.  Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology.  **Key Stage One –**  **Design:**  Children design purposeful, functional, appealing products for themselves and other users based on design criteria.  They generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology**.**  **Make:**  Children select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].  They select from and use a wide range of materials and components, including construction materials and textiles, according to their characteristics.  **Evaluate:**  Children explore and evaluate a range of existing products.  They evaluate their ideas and products against design criteria.  **Technical knowledge:**  Children build structures, exploring how they can be made stronger, stiffer and more stable. | EYFS:   * **Explore different materials, using all their senses to investigate them;** * **Manipulate and play with different materials;** * **Use their imagination as they consider what they can do with different materials;** * **Make simple models which express their ideas;** * **Explore different materials freely, develop their ideas about how to use them and what to make;** * **Develop their ideas and then decide which materials to use to express them;** * **Join different materials and explore different textures;** * **Explore collections of materials with similar and/or different properties;** * **Explore how things work.** * **Return to build on their previous learning, refining ideas and developing their ability to represent them;** * **Create collaboratively, sharing ideas, resources and skills.**   Key Stage One –  Design:   * **use their knowledge of existing products and their own experience to help generate their ideas;** * **design products that have a purpose and are aimed at an intended user;** * **plan and test ideas using templates and mock-ups;**   Make:   * **select from a range of materials, textiles and components according to their characteristics;** * **use a range of materials** * **assemble, join and combine materials**   Evaluate:   * **as they work, start to identify strengths and possible changes they might make to refine their existing design** * **start to understand that the iterative process sometimes involves repeating different stages of the process.**   Technical knowledge:   * **build simple structures, exploring how they can be made stronger, stiffer and more stable;** |

**Progression of Learning**

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| ‘Link It’ | ‘Learn It’ | ‘Check It’ | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils  Exploring junk modelling – recycled familiar materials | Activities provided during lesson  Children will practise joining materials and manipulating materials through the exploration of junk modelling. | Independent activities linked to lesson  Children will practise techniques learned through independent exploration of junk modelling. | How will the pupils share knowledge during or end of lesson  Children will demonstrate that they can join materials and manipulate materials once modelled to them. | Retrieve or generalization of learning after lesson  Children will apply the techniques they have learned to create their own junk model villages. |