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| updated logoHedgehogs Class  Medium Term Planning for Design and Technology Summer Term 2023 | |
| Topic: Places  **Design, make & evaluate**  Construction | 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 * Construction * Building * Materials * Joining |

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| **Lesson 1 - Link it (design)**  **Fine motor skills activities**  Small group/ 1:1 activity –  Exploring fine motor activities such as Inset puzzles, jigsaw puzzles, posting and threading. | **Lesson 2 – Learn it (design)**  **Exploring construction activities**  Small group/ 1:1 activity –  Exploring familiar construction activities (e.g. blocks, Lego, Jenga, train tracks, etc.). Do children explore these independently? Do children stack the objects? Do children join the objects independently or with support? | **Lesson 3 – Learn it (design)**  **Copy a simple design**  Small group/ 1:1 activity –  Model using blocks to build a tower by copying a photo of a simple design. Encourage children to copy a simple design using the blocks. | **Lesson 4 – Check it & show it (make)**  **Copy a simple design**  Small group/ 1:1 activity –  Repeat previous lesson. Do children independently copy the design? Do children know that other shapes will not balance on pointed shapes? Do children use pointed shapes as a roof?  Use the blocks on the car mat with the cars. Model creating buildings for a purpose, e.g. a car ramp, a tunnel, a house, etc. | **Lesson 5 - Know it (make and evaluate)**  **Create our own models**  Small group/ 1:1 activity –  Allow children to be creative and create their own construction villages. Use the blocks on the car mat with the cars. Use the blocks on the car mat with the cars. Do children create a purpose for their models (e.g. a car ramp, a tunnel, a house, etc.)? Do children access what they have created for imaginative play?  **Evaluate – children to take photos of their models.** |

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 and role play.  **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 joining and finishing].  They select from and use a wide range of materials and components, including construction materials 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;** * **Understand and follow a simple design criteria;** * **Work in a range of relevant contexts, for example, imaginary**   Make:   * **select from a range of materials according to their characteristics;** * **use a range of materials** * **assemble, join and combine materials**   Evaluate:   * **Talk about their design ideas ad what they are making** * **as they work, start to identify strengths and possible changes they might make to refine their existing design** * **evaluate their products and ideas against their simple design criteria** * **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 familiar fine motor skill activities | Activities provided during lesson  Explore construction materials – stacking and joining  Copying a simple design | Independent activities linked to lesson  Independent exploration of construction materials | How will the pupils share knowledge during or end of lesson  Do children give their models a purpose? | Retrieve or generalization of learning after lesson  Children will create their own models and take photos of them  Children will use the small world toys alongside their models to give their models a purpose |