|  |
| --- |
| updated logoHedgehogs ClassMedium Term Planning for Design and Technology Summer Term 2024 |
| Topic: Animals and wildlife | 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 vocab: animals, shelter, structure  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Lesson 1 - Link it****Explore**Explore building larger structures using recyclable materials such as cardboard boxes and everyday objects such as pillows and blankets. Can a child fit inside the structure? | **Lesson 2 – Learn it****Design techniques**De-constructed tuff tray using recyclable materials.Practise joining techniques using junk modelling (tape, rope, blu-tac, etc.). | **Lesson 3 – Learn it & check it** **Design**Explore and gather a range of natural resources. Build with a range of natural resources and explore creating structures with these resources. Can a toy animal fit inside the structure? | **Lesson 4 – Show it and know it** **Make & evaluate**Create a shelter for a hedgehog using natural resources and joining techniques. Can a soft toy hedgehog fit inside? Test the shelter – does it stay upright or fall down? |

Take the objectives for the LO stickers from this section

|  |  |
| --- | --- |
| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills)  |
| **EYFS –** Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, 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 –**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**.**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 ingredients, according to their characteristics.Children explore and evaluate a range of existing products.  | 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**
* **Explore different materials freely, develop their ideas about how to use them and what to make**
* **Join different materials and explore different textures**
* **Use all their senses in hands-on exploration of natural materials**
* **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;**

Key Stage One - * **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 simple design criteria**
* **work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment.**
* **begin to select from a range of hand tools and equipment, such as scissors**
* **select from a range of materials, textiles and components according to their characteristics;**
* **with help, measure and mark out**
* **cut, shape and score materials with some accuracy**
* **assemble, join and combine materials, components or ingredients;**
* **demonstrate how to cut, shape and join fabric to make a simple product**
* **manipulate fabrics in simple ways to create the desired effect**
* **explore what materials products are made from**
* **talk about their ideas and what they are making**
* **evaluate their products and ideas against their simple design criteria**
* **talk about and start to understand the simple working characteristics of materials and components;**
 |

**Progression of Learning**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ‘Link It’  | ‘Learn It’ | ‘Check It’  | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils Linking to schemas of play – large scale den building (enclosing, connecting, positioning) | Activities provided during lesson Junk modellingPractising joining techniquesExploration of natural materials | Independent activities linked to lesson Designing - Being creative and imaginative using recyclable materials and natural materials | How will the pupils share knowledge during or end of lessonMaking - Connecting materials and building structures | Retrieve or generalization of learning after lesson Evaluating – Making a shelter for a hedgehog and testing to see if a hedgehog will fit and if the structure is stable |