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| updated logo Rabbits Class Medium Term Planning for Design and Technology  Summer Term 2023 | |
| Topic: Making a picnic  Key signing / vocab: spread, cut, share, knife, spoon | 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. |

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| **Lesson 1 - Link it.**  **What’s a picnic?**  Watch a video with a picnic – teddy bear’s picnic  What foods can we have in a picnic? Select from symbols/ photos. | **Lesson 2 – Learn it.**  **Design a picnic**  As a class make a big sized plan for a picnic using photos / drawings of what the children want. | **Lesson 4 – Check it**  **Make a picnic**  Skills developing;  Cutting, spreading, (use of a knife) | **Lesson 4 –Show it**  **Share our picnic with our friends (buddy class)**  Talk about our design and how our picnic turned out. | **Lesson 5 Know it**  **Reflect on our picnic**  **Was it good?**  **Did we do good cutting?**  **What did our friends think?** |

Take the objectives for the LO stickers from this section

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills) |
| * EYFS 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,   KS1 Children design purposeful, functional, appealing products for themselves and other users based on design criteria. | * Construct with purpose in mind, using a variety of resources. * Create simple representations of events, people and objects. * Manipulate and play with different materials; * Use their imagination as they consider what they can do with different materials; * Shows an awareness of the purpose of familiar tools - In class - In the outdoor environment - In the community |

**Progression of Learning**

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| ‘Link It’ | ‘Learn It’ | ‘Check It’ | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils   * How do we already engage with junk materials? | Activities provided during lesson  Resources  Explore junk with lots of support and modelling.  Learn to stick and join. | Independent activities linked to lesson  Resources  Explore junk with some support | How will the pupils share knowledge during or end of lesson  Explore junk independently | Retrieve or generalization of learning after lesson  Build for a purpose with independence, |