



Foxes Class Medium Term Planning for D and T Summer Term 2024

Topic: Ancient Greeks and the Olympics

POP 2D shape to 3D product

Explore a range of textiles and joining techniques

Explore joining materials by sewing - practise basic stitch techniques

Design and create a toy mascot

Evaluate the product

This topic will be continually developed throughout a range of differentiated activities with a cross-curricular link to this term's topic, Ancient Greeks and the Olympics.

There will be specific planned opportunities to support the children's progress and may be altered to suit the needs of the children during the term while exploring mascots.

Key Vocabulary: Design, threading, sewing, stitching, mascot, fabrics, materials

Lesson 1 - Link it.

Recap prior learning on making dragon masks.

Explore the meaning of a mascot for sporting events.

Explore a range of ideas and materials.

Lesson 2 - Learn it

Exploring cross-stitch

Focus on using a needle and thread to create a simple pattern on cross-stitch.

Lesson 3 - Learn it

Designing our mascot

Think about the different parts of your mascot and draw out your design.

What might your mascot look like? What might your mascot represent?

How might you piece your mascot together?

Lesson 4 - Check it

Making our mascot

Draw and cut out the shapes needed for your mascot.

Engage in shape sorting and cutting skill opportunities.

Lesson 5 - Show it, Know it

Making our mascot

Begin to piece your mascot together.

Evaluate your mascot. Is it sturdy? Is it similar to your original design?

How could your mascot be improved?

Substantive Knowledge (Content)	Disciplinary Knowledge (Skills)
<p><u>EYFS - Expressive Arts and Design (Exploring and Using Media and Materials)</u> Children use what they have learnt about media, tools, techniques and materials in original ways, thinking about uses and purposes.</p> <p><u>KS1 - DT</u> Design 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. 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]. 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.</p> <p>Make 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 making. 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, textiles and ingredients, according to their characteristics.</p> <p>Evaluate</p>	<p><u>EYFS - Expressive Arts and Design (Exploring and Using Media and Materials)</u> They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p><u>EYFS - Expressive Arts and Design (Being Imaginative)</u> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><u>EYFS - Practical Skill and Designing, Making, Evaluating and Improving</u></p> <ul style="list-style-type: none"> • Manipulate materials to achieve a planned effect. • Select tools and techniques needed to shape, assemble and join materials. • Construct with purpose in mind, using a variety of resources. • Select appropriate resources and adapt work where necessary. • Create simple representations of events, people and objects. <p><u>KS1 - DT</u> Design, Make, Evaluate</p> <ul style="list-style-type: none"> • Demonstrate a range of cutting and shaping techniques. • Demonstrate a range of joining techniques. • Choose suitable techniques to construct products. • Cut materials safely using tools provided. <ul style="list-style-type: none"> • Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. • Explore objects and designs to identify likes and dislikes of the designs. <ul style="list-style-type: none"> • Explore objects and designs to identify likes and dislikes of the designs. • Suggest improvements to existing designs. • Explore how products have been created. <p><u>KS2 - DT</u> Design, Make, Evaluate</p> <ul style="list-style-type: none"> • Cut materials with precision and refine the finish with appropriate tools. • Select appropriate joining techniques. • Design with purpose by identifying opportunities to design. • Make products, refining the design as work progresses. • Refine work and techniques as work progresses, continually evaluating the product design.

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.

Children can:

- a) explain positives and things to improve for existing products;
- b) explore what materials products are made from;
- c) talk about their design ideas and what they are making;
- d) as they work, start to identify strengths and possible changes they might make to refine their existing design;

They evaluate their ideas and products against design criteria.

KS2

They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

Children use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.

KS2 - Technical knowledge

Children apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

Progression of Learning

'Link It'	'Learn It'	'Check It'	'Show It'	'Know It'
Link ideas to known products.	How can we improve our products?	Design our own products.	Develop our own product and share our ideas with our peers.	Explain how our products and evaluate to make changes.