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| Squirrels Class Medium Term Planning for **DT Spring 2023** | |
| **Topic: Poles apart**   * Creating a diorama of the poles | Children will access mark-making, fine-motor and gross-motor activities as part of daily continuous provision. |

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| **Lesson 1 - Link it.**  **Look at ideas and design a model.**  Explore photos of 3D models/dioramas of our planet. What materials are used? How are they fixed together? What colours have they used?  Design and make a list of materials/tools we will need to create our own Earth model. | **Lesson 2 – Learn it**  **Use paper mache.**  Use balloons to paper mache a sphere. | **Lesson 3 – Learn it**  **Paint our model.**  Use paint to decorate our models. What colours do we need to use? Does it match our design? | **Lesson 4 – Check it/Show it.**  **Review and complete our model.**  Review our models and make changes if needed. Add materials or details.  Discuss our models. | **Lesson 5 – Know it.**  **Evaluate our final pieces.**  Share our artwork with the group in a final exhibit. Feedback and reflect upon own and peer work. Evaluate what went well and what we could improve. |

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills) |
| **EYFS - Expressive Arts and Design (Exploring and Using Media and Materials)**  Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  **EYFS - Expressive Arts and Design (Being Imaginative)**  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, art, music, dance, role play and stories.  **KS1 – DT**  Design  **a** use their knowledge of existing products and their own experience to help generate their ideas;  **b** design products that have a purpose and are aimed at an intended user;  **c** explain how their products will look and work through talking and simple annotated drawings;  **e** plan and test ideas using templates and mock-ups;  **f** understand and follow simple design criteria;  Make  **c** select from a range of materials, textiles and components according to their characteristics; Practical skills and techniques  **d** learn to use hand tools and kitchen equipment safely and appropriately and learn to follow hygiene procedures;  Evaluate  **d** talk about their design ideas and what they are making;  **e** as they work, start to identify strengths and possible changes they might make to refine their existing design;  **f** evaluate their products and ideas against their simple design criteria;  **g** start to understand that the iterative process sometimes involves repeating different stages of the process. | **ELG – Practical Skills**   * Manipulate materials to achieve a planned effect. * Select tools and techniques needed to shape, assemble and join materials   **ELG - Designing, Making, evaluating and Improving**   * 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.   **Y1/2 – Practical Skills**   * Cut, peel or grate ingredients safely and hygienically. * Assemble or cook ingredients. * 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.   **Y1/2 - Designing, Making, evaluating and Improving**   * 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. |

**Progression of Learning**

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| ‘Link It’ | ‘Learn It’ | ‘Check It’ | ‘Show It’ | ‘Know It’ |
| Exploration of Earth models.  Design a model. | Use paper mache to create a sphere.  Paint our model. | Review / add details. | Discuss our models. | Evaluate final pieces. |