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| Squirrels Class Medium Term Planning for **DT Summer 2023** | |
| **Topic: Flight**   * Junk modelling | 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 models of rockets. Consider our likes and dislikes, encourage reasoning and questioning. Suggest improvements to existing models. | **Lesson 2 – Learn it**  **Joining materials**  Model joining materials to make a paper bowl flying saucer or tube rocket.  Exploration of junk modelling - let children try out new skills to create a model. | **Lesson 3 – Check it**  **Design a rocket**  Recap on ways to join materials verbally. Children to apply knowledge and design of a rocket. Use of drawing, words, symbols.  What materials will we need?  What tools?  What colours will it be? | **Lesson 4 – Show it.**  **Create our rocket**  Children to use their design to create a rocket ‘final piece’ using junk modelling. Evaluate and improve as we go. | **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.   **Y1/2 Design throughout history**   * Explore objects and designs to identify likes and dislikes of the designs. * Suggest improvements to existing designs. * Explore how products have been created. |

**Progression of Learning**

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| ‘Link It’ | ‘Learn It’ | ‘Check It’ | ‘Show It’ | ‘Know It’ |
| Exploration of and feedback of photos of existing junk model rockets. | Practise joining techniques which have been modelled. | Apply knowledge and design our junk model rocket. | Create our junk model rocket. | Evaluate final pieces. |