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| Aims: * Children will be introduced to subject specific vocabulary that a designer/creator would use
* Children will use subject specific vocabulary to talk like a designer/creator
* Children will use subject specific vocabulary and definitions that a designer/creator would use
* Children will research, interpret and present like a designer/creator
* Children will learn, work and talk like a designer/creator
 |
| EYFS | Knowledge | Skills - Ideas | Vocabulary | Skills - Practical | Skills - Evaluation |
| * To recognise and name a variety of tools.
* To recognise and name a variety of materials.
* To recognise and name a variety of equipment.
 | **Specific teaching sequence for DT using Rosenshine’s principles in action:**- Daily Review: Each lesson to begin with a recap of subject specific vocabulary and definitions- Introduction of new learning and asking questions: introduction of technique and focused skill- Provide models/scaffolds: support children with learning and applying new skill alongside evaluating using modelled vocabulary- Independent practise: children further develop the new skill-Weekly review: draw back upon this learning when exploring other skills and to revisit subject specific vocabulary**Planning and designing:*** Make products as a group or in pairs e.g. models/structures or food products.
* Design simple things and make them e.g. box model vehicle.
* Work from observation, imagination and memory.
 | **Healthy** **Variety****Health****Safely****Utensils****equipment** | Cooking & Nutrition | **EYFS Statutory Framework Links:*** I can eat a healthy range of foodstuffs and understand need for variety in food.
* I can show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
 | * Use and explore a variety of materials, tools and techniques experimenting with design, form and function.
* Engage in conversation about their products/models, describing what they are doing and how they are using materials and tools effectively. (Using the name of each tool and material effectively)
* Describe their final product using appropriate vocabulary in the correct context.
* Use what they have learnt about media and materials in original ways, thinking about uses and purposes.
 |
| MaterialsToolsTechniqueFormFunctionTexture | Textiles | **EYFS Statutory Framework Links:*** I can use and explore a variety of materials, tools and techniques experimenting with design, form and function
* I can select appropriate resources and adapts work where
* necessary.
* I can manipulate materials to achieve a planned effect.
* I can experiment to create different textures.
* I can understand that different media can be combined to create new effects.
 |
| Construct - BuildModelShapeStructureToolsDesignAssemble | Mechanisms | **EYFS Statutory Framework Links:*** I can use and explore a variety of materials, tools and techniques to experiment with design, form and function
* I can construct with a purpose in mind, using a variety of resources.
* I can use simple tools and techniques competently and appropriately.
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| MaterialsAssemble JoinBuildBalance | Use of Materials | **EYFS Statutory Framework Links:*** I can use and explore a variety of materials, tools and techniques experimenting with design, form and function
* I can select tools and techniques needed to shape, assemble and join materials they are using.
* I can use various construction materials with a purpose in mind.
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| Year 1 | Knowledge | Skills - Ideas | Vocabulary | Skills - Making | Skills - Evaluation |
| * Looking at a variety of equipment and recognising the correct way to handle it safely. (cutting techniques e.g. bridge)
* Understanding the importance of good hygiene when cooking.
* To understand where a range of fruit and vegetables come from e.g. farmed or grown at home.
* To know and use technical and sensory vocabulary relevant to the project.
* To recognise and name different textures.
* To know and understand the terminology and definitions of textiles.
* To know and understand the terminology and definitions of different mechanisms.
* To know and understand what is meant by the term ‘structure’.
* To explore and use sliders and levers.
* To understand that different mechanisms produce different types of movement.
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* Explain what they want to do
* Use pictures and words to plan and design their product
 | PrepareSurfaceHygieneFood TypeFarmedManufactured | Cooking & Nutrition | **Design and Technology National Curriculum Links:*** I can name different fruit and vegetables
* I can explain where some food grows
* I can explain why I need to eat fruit and vegetables
* I can prepare fruit and vegetables
 | * Describe how something works
* Talk about their own work and things that other people have done.
* Evaluate own work and explore how it can be improved next time.
 |
| * Fabric
* Join
* Template
* Shape
* Cut
 | Textiles | **Design and Technology National Curriculum Links:*** I can explore fabrics
* I can explore and evaluate different materials
* I can select a material and shape it
* I can join fabrics
* I can attach different materials to fabrics
* I can cut a line on a fabric
* I can use a template
 |
| * **Slider**
* **Lever**
* **Mechanism**
* **Product**
* **Pivot**
* **Slot**
 | Mechanisms | **Design and Technology National Curriculum Links:*** I can make a product which moves
* I can explore and evaluate an existing product
* I can use a mechanism in my product
* I can make a lever and use it in my product
* I can design a working product
* I can make decisions about my product design
* I can use mechanisms to make a product
* I can evaluate my product against a design criteria
* I can select from a range of materials according to their characteristics to create a chosen product
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|  | Use of Materials | **Design and Technology National Curriculum Links:*** I can use a paper template to help cut out a fabric shape
* I can use a running stitch to join fabric
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| Year 2 | Knowledge | Skills - Ideas | Vocabulary | Skills - Making | Skills - Evaluation |
| * Looking at a variety of equipment and recognising the correct way to handle it safely. (cutting techniques e.g. bridge)
* To understand how senses link to the properties of ingredients e.g. smell, taste, appearance and texture.
* Understanding what is meant by food hygiene and the importance of it.
* To know and understand what is meant by the term ‘structure’. Identify and name different structures.
* To understand the term design and be aware of the process.
* Explore and use wheels, axles and axle holders.
* Distinguish between fixed and freely moving axles.
* Know and use technical vocabulary relevant to the project.
 | **Specific teaching sequence for DT using Rosenshine’s principles in action:**- Daily Review: Each lesson to begin with a recap of subject specific vocabulary and definitions- Introduction of new learning and asking questions: introduction of artist and focused skill- Provide models/scaffolds: support children with learning and applying new skill alongside evaluating using modelled vocabulary- Independent practise: children further develop the new skill-Weekly review: draw back upon this learning when exploring other skills and to revisit subject specific vocabulary.**Planning and designing:*** Think of ideas and plan what to do next
* Choose the best tools and materials
* Give a reason why these are best
* Describe their design by using pictures, diagrams, models and words
 | * Ingredients
* Appealing
* Variety
* Food groups
* Balanced
* healthy
 | Cooking & Nutrition | **Design and Technology National Curriculum Links:*** I can explain why I need to eat a balanced and a variety of food groups to stay healthy.
* I can plan my own appealing product and clearly show my ideas.
* I can evaluate my product.
 | * Explain what went well with their work
* If they did it again, explain what they would improve.
* Plan by suggesting what to do next – act upon plans and evaluate how the changes have improved the product.
* Select the correct equipment/utensils for the task.
* Know and use technical vocabulary relevant to the project.
 |
| * Joining and finishing techniques
* Components
* Template
* Pattern
 | Textiles | **Design and Technology National Curriculum Links:**• I can follow a design criteria.* I can think of ideas, discuss them and create a design
* I can carefully select fabric and materials
* I can follow my design carefully
 |
| * **Vehicle**
* **Wheel**
* **Axle**
* **Axle holder**
* **Chassis**
* **Motion**
 | Mechanisms | * I can make a wheel mechanism and use it in my product

**Design and Technology National Curriculum Links:*** I can design a working product thinking about who it is for and what it needs
* I can make decisions about my product design and use an annotated sketch to show them
 |
| * Structure
* Weak
* Strong
* Framework
* Folding
* Rolling
 | Use of Materials | **Design and Technology National Curriculum Links:*** I can join a variety of materials in different ways appropriate
* I can use joining, folding or rolling techniques to make a product stronger
* I can select fabrics that are suitable for decorating such as hessian and binca.
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