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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. |
| Materials  Tools  Technique  Form  Function  Texture | 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 - Build  Model  Shape  Structure  Tools  Design  Assemble | 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. |
| Materials  Assemble  Join  Build  Balance | 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. | **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 some ideas of their own * Explain what they want to do * Use pictures and words to plan and design their product | Prepare  Surface  Hygiene  Food Type  Farmed  Manufactured | 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 |
|  | 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. |