

Sapphire Class (Year 1 and Year 2) Medium Term Curriculum Map –Design AND Technology

Year A & Year B

- Differentiation by input see the weekly planning sheet/
- Key vocab for each learning objective is in red font /
- Resources -see the weekly planning /
- Minimum Assessment for Learning strategies for all topics = Peer Talk; targeted questioning; mini white boards; and self and peer marking
- Long term memory development strategies= Recapping pervious learning at the start of each new topic / Long term memory strategy linked to the objectives on this sheet for each week
- Art and DT Cultural Capital = Using and applying different techniques using a range of different media

EYFS links

Year A

DT		
Three and Four-Year-Olds	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.
	Physical Development	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors.
	Understanding the World	<ul style="list-style-type: none"> • Explore how things work.
	Expressive Arts and Design	<ul style="list-style-type: none"> • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
Reception	Physical Development	<ul style="list-style-type: none"> • Progress towards a more fluent style of moving, with developing control and grace. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
	Expressive Arts and Design	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.

ELG	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> • Use a range of small tools, including scissors, paintbrushes and cutlery.
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.

Sapphire Class	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
The learning objectives must be taught in the numbered order							
AUTUMN Great Fire of London – house models (DT) Cross Curricular with History	How are we going to build our houses? Generate a thought shower of how we could build our houses showing the children a range of different materials/objects <hr/> <ul style="list-style-type: none"> - design purposeful, functional, appealing products for themselves and other users based on design criteria 	Practise drawing a house both by free-house and using resources such as stencils etc and then using different fastenings to attach pieces of paper together <hr/> <ul style="list-style-type: none"> - design purposeful, functional, appealing products for themselves and other users based on design criterias 	Using last week, children will be shown a range of equipment, they will plan what their houses will look like (how many windows – the shape of the windows). They will draw their design and explain choices (where appropriate) <hr/> <ul style="list-style-type: none"> - design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology 	Children to apply what they have learnt in week 2 (which will be recapped) to construct their house Different resources/equipment to be left out for the children to use from (i.e. colouring pencils, whiteboard pens, split pins etc) Week 4 = design and make a template 'mock house' Week 5 = evaluate the template mock house before creating it 'for real' <hr/> <ul style="list-style-type: none"> - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] - select from and use a wide range of materials and components 	Children are to evaluate their product against sturdiness, whether it can stand, easy/hard bits etc. <hr/> <ul style="list-style-type: none"> - evaluate their ideas and products against design criteria - build structures, exploring how they can be made stronger, stiffer and more stable 	Assessment, Consolidation and Review	

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SPRING Food/cookery?	<p style="text-align: center;"><u>Where does our food come from?</u></p> <p>Children are introduced to different fruit and vegetables and will name a range of these as well as understanding where they come from</p> <hr/> <ul style="list-style-type: none"> - understand where food comes from 	<p style="text-align: center;"><u>Fruit and vegetable evaluation</u></p> <p>Children will sample and taste different fruits, vegetables and salads before evaluating each of these in relation to taste</p> <hr/> <ul style="list-style-type: none"> - explore and evaluate a range of existing products 	<p style="text-align: center;"><u>Key Skills</u></p> <p>Children to have a session focusing on different skills and using a variety of equipment, such as how to correctly cut different fruit and vegetables correctly and safely</p> <hr/> <ul style="list-style-type: none"> - select from and use a range of tools and equipment to perform practical tasks 	<p style="text-align: center;"><u>Following a recipe</u></p> <p>Children are to use a recipe that is given to them to consolidate these key skills to make the same fruit salad</p> <hr/> <ul style="list-style-type: none"> - select from and use a range of tools and equipment to perform practical tasks 	<p style="text-align: center;"><u>Planning a recipe</u></p> <p>Children are plan their own recipe using the recipe from last week and the resources provided in the lesson</p> <hr/> <ul style="list-style-type: none"> - design purposeful, functional, appealing products for themselves and other users based on design criteria - use the basic principles of a healthy and varied diet to prepare dishes - select from and use a range of tools and equipment to perform practical tasks 	<p style="text-align: center;"><u>Make and evaluate our fruit salads</u></p> <p>Children are to make and evaluate their own salads in this lesson. The evaluation may be set as homework depending on the time the making of the salad takes</p> <hr/> <ul style="list-style-type: none"> - use the basic principles of a healthy and varied diet to prepare dishes - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] - evaluate their ideas and products against design criteria 	Assessment, Consolidation and Review
SUMMER Sewing Animals (D&T)	<p style="text-align: center;"><u>Introduction to sewing</u></p> <p>Children to have a variety of different animals that have been sewn and are going to evaluate these existing products, such as what they like and why</p> <hr/> <ul style="list-style-type: none"> - explore and evaluate a range of existing products 	<p>Sewing – key skills</p> <p>Children to go through the key skills of sewing, including threading the needle, knotting this and then to sew two pieces (or more) together</p> <hr/> <ul style="list-style-type: none"> - generate, develop, model and communicate their ideas through talking 	<p>Sewing animals – planning</p> <p>Children to draw, plan and explain their planning regarding their own animal they are going to create by sewing</p> <hr/> <ul style="list-style-type: none"> - design purposeful, functional, appealing products for themselves and other users based on design criteria 	<p>Sewing animals – making</p> <p>Two lessons to be spent creating their own stitch animal</p> <hr/> <ul style="list-style-type: none"> - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] 	<p>Sewing animals – evaluating their product</p> <p>To evaluate their product against a design criteria</p> <hr/> <ul style="list-style-type: none"> - evaluate their ideas and products against design criteria 	Assessment, Consolidation and Review	

DT throughout: select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

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AUTUMN	Food evaluation	Jam Sandwiches	Chocolate Krispy Cakes	Cakes – fairy cakes	Christmas Cookies	Mini Christmas Cake	Assessment, Consolidation and Review
Cookery	<p>Children are introduced to different foods and they will taste and order their preferences based on whether they like or dislike</p> <hr/> <ul style="list-style-type: none"> - understand where food comes from - explore and evaluate a range of existing products 	<p>Children to follow instructions to make their own jam sandwiches</p> <hr/> <ul style="list-style-type: none"> - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - understand where food comes from. 	<p>Children to follow instructions to make their own chocolate krispy cakes</p> <hr/> <ul style="list-style-type: none"> - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - understand where food comes from. 	<p>Children identify fairy cake ingredients and will follow a recipe to produce some of their own cakes. Children to plan their decorations.</p> <p style="text-align: center;">Homework – evaluate fairy cakes</p> <hr/> <ul style="list-style-type: none"> - generate, develop, model and communicate their ideas through discussion, annotated sketches - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - understand where food comes from. - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 	<p>Children to design and make their own Christmas cakes using a set of instructions</p> <p style="text-align: center;">Homework – evaluate cookies</p> <hr/> <ul style="list-style-type: none"> - generate, develop, model and communicate their ideas through discussion, annotated sketches - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - understand where food comes from. - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 	<p>Children to design and make their own Christmas cakes using a set of instructions</p> <p style="text-align: center;">Homework – evaluate cake</p> <hr/> <ul style="list-style-type: none"> - generate, develop, model and communicate their ideas through discussion, annotated sketches - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities - understand where food comes from. - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 	

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SPRING	<u>Evaluate and explore</u> Children to identify movement within a story book and will evaluate this. - explore and evaluate a range of existing products	<u>Practising techniques</u> Children to practise joining pieces of paper using a range of equipment and how this can be done where things move (ie.. paper fasteners etc) - generate, develop, model and communicate their ideas through talking, drawing... - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	<u>Gingerbread Man – movement</u> Children to turn part of the story into a moving picture - explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	<u>Jack and the Beanstalk - levers</u> Children to turn part of the story into a moving picture using levers. - explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	<u>Little Red Riding Hood - wheels</u> Children to create a moving wheel to go with a picture extracted from this story explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	<u>Design and make a moving picture</u> Children to design and make a moving picture using a design criteria based on a traditional tale - explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products - Evaluate their ideas against design criteria	Assessment, Consolidation and Review
SUMMER	<u>Week 1</u> Explore and compare existing toy car garage structures and thinking about own design.	<u>Week 2</u> Children will examine the different parts of toy garage structures and think about their features and purposes. Then they will compare a picture of a product to a plan and begin to think about their own design ideas as they modify existing plan	<u>Week 3</u> Explore the properties of different materials and think about which ones are suitable for each section of their car garage.	<u>Week 4</u> Making of a car garage using their plan and given design criteria	<u>Week 5</u>	<u>Week 6</u> Evaluation of car garage	<u>Week 7</u> Assessment, Consolidation and Review
Structures	<p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>explore and evaluate a range of existing products</p> <p>build structures, exploring how they can be made stronger, stiffer and more stable</p>						