Springfield School

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| Blackbirds Class Medium Term Planning for D&T |
| Topic: North and South America and a Summer of Sport  | Vocabulary: Design, make, evaluate, join, sew,  |

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| **Lesson 1 ‘link it’** **What would be a good mascot for the Olympics?** Exposition – What mascots have we had for the Olympics so far? Look at the Mascots over the years. Groups – Which is the best one? Why? Plenary – Share work  | **Lesson 2 ‘learn it’** **Designing a mascot**  Exposition – Review the previous mascots (design)Group – Design a mascot for this years Olympics Plenary – Share work  |  **Lesson 3 ‘learn it’** **Creating the pattern** Exposition -Create a pattern for the mascot, give examples – model Group – Create your pattern and select resources for making Plenary – Share work  | **Lesson 4 ‘learn it’** **Making the mascot**  Exposition – Look at how to be safe when making Group – Begin to make the mascot Plenary – Share work  |
|  **Lesson 5 ‘learn it’** **Making the mascot**  Exposition – Look at how to be safe when making Group – Begin to make the mascot Plenary – Share work  | **Lesson 6 ‘learn it’** **Evaluating the mascot**  Exposition – Model the evaluation process Group- Evaluate your mascot Plenary – Share work  |   |  |

Take the objectives for the LO stickers from this section

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills)  |
| **Design** use annotated sketches and cross-sectional drawings to develop and communicate their ideas;When designing, explore different initial ideas before coming up with a final design;**Make** use a wider range of materials and components, including construction materials and kits, textiles and mechanical and electrical components;**Evaluate** consider their design criteria as they make progress and are willing to alter their plans, sometimes considering the views of others if this helps them to improve their product;evaluate their product against their original design criteria;* **User** – who the products are for
* **Purpose** – what tasks the products will perform
* **Functionality** – how the products will work
* **Design decisions** – the opportunities pupils have to make choices
* **Innovation** – the scope pupils have to be original with their thinking
* **Authenticity** – how believable/ real the products will be to pupils
 | **Design** KS2 Design and Technology National Curriculum Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing.They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].Children use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.They generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.**Children can:**a identify the design features of their products that will appeal to intended customers;b use their knowledge of a broad range of existing products to help generate their ideas;c design innovative and appealing products that have a clear purpose and are aimed at a specific user;d explain how particular parts of their products work;e use annotated sketches and cross-sectional drawings to develop and communicate their ideas;f when designing, explore different initial ideas before coming up with a final design;g when planning, start to explain their choice of materials and components including function and aesthetics;h test ideas out through using prototypes;i use computer-aided design to develop and communicate their ideas (see note on p. 1);j develop and follow simple design criteria;k work in a broader range of relevant contexts, for example entertainment, the home, school, leisure, food industry and the wider environment. **Make** Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of making.Children select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] accurately.They 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.**Children can:**Plan a with growing confidence, carefully select from a range of tools and equipment, explaining their choices;b select from a range of materials and components according to their functional properties and aesthetic qualities;c place the main stages of making in a systematic order; Practical skills and techniquesd learn to use a range of tools and equipment safely, appropriately and accurately and learn to follow hygiene procedures;e use a wider range of materials and components, including construction materials and kits, textiles and mechanical and electrical components;f with growing independence, measure and mark out to the nearest cm and millimetre;g cut, shape and score materials with some degree of accuracy;h assemble, join and combine material and components with some degree of accuracy; i demonstrate how to measure, cut, shape and join fabric with some accuracy to make a simple product;j join textiles with an appropriate sewing technique;k begin to select and use different and appropriate finishing techniques to improve the appearance of a product such as hemming, tie-dye, fabric paints and digital graphics. **Evaluate** Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.Children investigate and analyse a range of existing products.They evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. They understand how key events and individuals in design and technology have helped shape the world.**Children can:**a explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet the intended purpose;b explore what materials/ingredients products are made from and suggest reasons for this;c consider their design criteria as they make progress and are willing to alter their plans, sometimes considering the views of others if this helps them to improve their product;d evaluate their product against their original design criteria;e evaluate the key events, including technological developments, and designs of individuals in design and technology that have helped shape the world. |

Progression of Learning

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| ‘Link It’  | ‘Learn It’ | ‘Check It’  | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils * Knowledge of health and safety when making
* Knowledge of characters
 | Activities provided during lesson Resources **PPTs** **Pictures** **Real objects** Activities to plan, make and evaluate mascot | Independent activities linked to lesson Resources **PPTs** **Books** **Pictures** Activities to support designing and making, sewing Evaluate functionality and presentation of mascots  | How will the pupils share knowledge during or end of lesson**Explore and discuss photographs of lessons**Share and compare work  | Retrieve or generalization of learning after lesson * Discuss different characters
* Understand the importance of safety when making
* Use tools and equipment to join materials
* Use planning process to support learning I other subjects
* Use evaluation process to support learning and development
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