William Patten Primary School

D&T Recovery Plan

EYFS Framework
Personal, Social and Emotional Development **ELG: Self-Regulation** Set and work towards simple goals, being able to wait for what they want and control their impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. **Physical Development** **ELG: Fine Motor Skills** Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy when drawing. **Expressive Arts and Design** **ELG: Creating with Materials** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the processes they have used.

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 and making. They should work in a range of relevant contexts.					
	Designing	**Making**	**Evaluating**	**Technical Knowledge**	**Food Technology**
KS1	Design - purposeful, functional, appealing products for themselves and other users based on design criteria. Design - 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, including construction materials, textiles and ingredients, according to their characteristics.	Explore and evaluate a range of existing products evaluate their ideas and products against design criteria.	Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	Use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.
KS2	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. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.	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 wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.	Investigate and analyse a range of existing products, evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world.	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. Apply their understanding of computing to program, monitor and control their products.	Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

Approach to knowledge and skills progression mapping developed by William Patten Primary School (http://www.williampatten.hackney.sch.uk/).

Reception Compromised content (Spring 2021)
EYFS End Points (Informed by the Early Learning Goals)
<u>Personal, Social and Emotional Development</u> **ELG: Self-Regulation** ● Can set and work towards simple goals, and is able to wait for what they want and control their impulses when appropriate. ● Gives focused attention to what the teacher says, responding appropriately even when engaged in activity, and shows an ability to follow instructions involving several ideas or actions. **<u>Physical Development</u>** **ELG: Fine Motor Skills** ● Uses a range of small tools, including scissors and paint brushes. ● Is beginning to show accuracy when drawing. **<u>Expressive Arts and Design</u>** **ELG: Creating with Materials** ● Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ● Shares their creations, explaining the processes they have used.

Year 1 2021-22

KS1 DT Curriculum NC End Points:

Designing:
Is able to design purposeful, functional, appealing products for themselves and other users based on design criteria.

Can generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

Making:
Is able to select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].

Can select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

Evaluating:
Can explore and evaluate a range of existing products evaluate their ideas and products against design criteria.

Technical Knowledge
Can build structures, exploring how they can be made stronger, stiffer and more stable.

Is able to explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Food Technology:
Uses the basic principles of a healthy and varied diet to prepare dishes, understanding where food comes from.

Term	Autumn	Spring	Summer
Half Term Coverage	Autumn 2 Week 6	Spring 2 Week 3	Summer 2 Week 6
Topic	Summer: Food (Selecting and Preparing Raw Ingredients: Fruit Snack)	Freestanding Structures (Rockets)	Toys: Moving Pictures
Recovery content: • Be mindful that children might need initial practice and demonstration in the use of small tools. They would also benefit from increased opportunity for the exploration of a variety of materials, tools and techniques, as they experiment with form and function.			
Key Knowledge	• It is important to wash hands before preparing food and also to wash fruit before we eat it. • Simple utensils can be used to process food and make it easier to eat. • Fruit is an essential part of a balanced diet and 5 portions of fruit and vegetables are recommended per day. • Fruit and vegetables can be farmed or grown at home. • A Fruit usually contains a plant or tree's edible seed. • A Vegetable is a plant used for food. • Nutrients are the things in food that the body needs to remain healthy. • Pith is the soft white lining inside fruit such as oranges. • A fruit Salad is a cold dish of fresh and/or cooked fruit. • Sensory evaluation is when senses are used to evaluate qualities such as appearance, smell, taste, texture (mouth feel). • A Kebab has cooked and/or fresh ingredients on a skewer.	• ***Apollo 11*** was the spaceflight that first landed humans on the Moon and they will Design and create a rocket replica ensuring that it is freestanding. • To know how to join components together effectively. • Know that a range of tools can be used for different purposes: cutting, sticking, curling, bending, joining etc. • To understand how structures can be made stronger and stiffer.	• Understand that different mechanisms produce different types of movement. • Know and use technical vocabulary relevant to the project. • Understand the steps to make a moving picture or toy • Understand that products are designed for users based on criteria, and what simple criteria for a moving toy could be: the mechanism should work smoothly, it should make the right type of movement
Cross Curricular Links	• Science: Healthy Diet • Literacy: Writing instructions	• Maths: 2D and 3D shapes • Science: Materials • History - link with space topic	• History Topic: Toys from the Past
Recovery content: • Provide increased opportunities for children to share their creations and explain the processes they have used. • Provide children with visual cues when required to follow instructions involving several ideas or actions			
Key Skills	• Design appealing products for a particular user based on simple design criteria. • Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. • Communicate these ideas through talk and drawings. • Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. • Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. • Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. • Evaluate ideas and finished products against design criteria, including intended user and purpose.	• Explore initial ideas using drawings and mock-ups. • Use tools for different purposes: cutting, sticking, curling, bending, joining etc. • Select and use a range of materials and components, such as paper, card, plastic and wood according to their characteristics. • Build structures by selecting appropriate materials and investigating ways to strengthen them. • Evaluate their ideas throughout the process and review their products against original criteria.	• Generate ideas based on simple design criteria and their own experiences • Develop, model and communicate their ideas through drawings and mock-ups with card and paper. • Plan and suggest steps in the creation phase. • Select and use tools, explaining their choices, to cut, shape and join paper and card.

	School Context		
	• Children use fruit from planters on the roof garden and edible playground. • Consider why organic ingredients might be used and where these can be sources in the local area or grown from seed.	• Relate to school workshop about rockets in space. • Identify structures in the school environment that are free standing.	• Make a moving picture book as a class to show EYFS classes examples of toys from the past.