

Thurnham Whole School DT Progression **2020-2021 (Recovery Curriculum)**

Progression in DT through our Empowering Curriculum

"At Thurnham our Empowering Curriculum will give pupils the key skills that they need to flourish; Brain Power, Resilience, Independence, Investigating and Creativity"

Year R (taken from development matters)	Year 1 DT is a new subject area following EYFS	Year 2
Design a product		
<p>The main consideration for this Area of Learning is going to be the adaptations to provision this year. We need to insure that the children still have access to the provision needed to meet the Early Learning Goals, whilst being mindful of what we are allowed to use. We can use alternative sensory materials that can be cleaned or disposed of after play. We need to teach the children how to use the self-access areas.</p> <p>Linked to Physical Development, we have noticed there are a much greater number of children who are unable to hold scissors, so will plan in activities to support the children with this.</p> <ul style="list-style-type: none"> ➤ I can talk about other products ➤ I can talk about a plan for a construction 	<ul style="list-style-type: none"> ➤ I can think about products I know to help me generate ideas ➤ I can research some products linked to my design criteria ➤ I can plan and talk about my ideas ➤ I can draw a plan including some ideas for the materials to use ➤ I can talk about the reasons and thinking behind my choices ➤ I can think about who my product is for 	<ul style="list-style-type: none"> ➤ I can generate ideas by drawing on their own and other people's experiences of products ➤ I can independently research ideas linked to my design criteria ➤ I can select pictures to help develop ideas Snail and Whale outdoor maps - Linked to emotional well being and working individually to create part of a group model ➤ I can use drawings to record my ideas as they are developed ➤ I can add notes to drawings to help explanations ➤ I can select an appropriate technique explaining First.....Next.....Last....

<ul style="list-style-type: none"> ➤ I can talk about the purpose for my construction 	<ul style="list-style-type: none"> ➤ I can name some of the tools I will need 	<ul style="list-style-type: none"> ➤ I can discuss my design ideas with my peers and think about improvements ➤ I can identify a purpose for what I intend to design and make. ➤ I can make templates and mock-ups of my ideas in card and paper or using ICT. ➤ I can select and name the tools needed to work the materials
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Making and Technical knowledge

<ul style="list-style-type: none"> ➤ I can select simple tools ➤ I can handle tools, objects, construction and malleable materials safely and with increasing control ➤ I can select appropriate resources and techniques needed to shape, assemble and join materials I am using. ➤ I can use simple tools to effect changes to materials. ➤ I can manipulate materials to achieve a planned effect. 	<ul style="list-style-type: none"> ➤ I can select tools and materials ➤ I can describe what I need to do next ➤ I can build structures, exploring how they can be made stronger, stiffer and more stable. Linked with emotional recovery: working on a collaborative project using the outdoor space as an alternative to the confines of the classroom to ease the transition between home learning and school learning. ➤ With help, I can measure, mark out and cut a range of materials 	<ul style="list-style-type: none"> ➤ I can use correct vocabulary to name and describe the tools and materials I select ➤ I can discuss my work as it progresses ➤ I can investigate how to strengthen sheet materials according to my need ➤ I can explore ideas by rearranging materials ➤ I can measure, mark out and cut a range of materials ➤ I can use different joining techniques both temporary and fixed ➤ I can manipulate different materials to create accurate shapes ➤ I can create hinges
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<ul style="list-style-type: none"> ➤ I can eat a healthy range of foodstuffs and understand the need for variety in food. 	<ul style="list-style-type: none"> ➤ I can join appropriately for different materials and situations e.g. glue, tape ➤ I can manipulate materials to create different shapes ➤ I can use a slider mechanism ➤ I can use levers ➤ I can think about finishing techniques I could use ➤ I can use some techniques to finish my product ➤ I can cut out shapes which have been created by drawing round a template onto the fabric ➤ I can join fabrics by using running stitch and glue ➤ I can decorate fabrics with buttons, beads, sequins, ribbon by attaching with glue ➤ I can understand that all food comes from plants or animals. ➤ I can begin to name and sort foods into the five groups in 'The Eat well plate' ➤ I know how to prepare simple dishes safely and hygienically 	<ul style="list-style-type: none"> ➤ I can use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels ➤ I can attach wheels to a chassis using an axle ➤ I can cut strip wood/dowel using hacksaw and bench hook ➤ I can choose and use appropriate finishing techniques ➤ I can colour fabrics using a range of techniques e.g. fabric paints, printing ➤ I can create my own template as a pattern for my fabric ➤ I can join fabrics by using running stitch and whip stitch ➤ I can begin to use backstitch ➤ I can decorate fabrics with buttons, beads, sequins, ribbon and begin to attach them with stitches These objectives will be an extension of Year 1 objectives as pupils had no textiles experience in Year 1. ➤ I can explain where some food comes from ➤ I can explain the five groups in the 'Eat well' plate ➤ I explain good hygiene methods for preparing food
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	<ul style="list-style-type: none"> ➤ I can demonstrate how to use techniques such as cutting, peeling and grating. 	<ul style="list-style-type: none"> ➤ I can demonstrate techniques for preparing food such as cutting, peeling, grating and blending ➤ I can combine ingredients to make my own recipe <p>These objectives will be an extension of Year 1 objectives as pupils had only an introduction to food preparation in Year 1.</p>
Evaluating processes and products		
<ul style="list-style-type: none"> ➤ I can explain my own knowledge and understanding of my product, and ask appropriate questions of others. ➤ I can adapt work where necessary. 	<ul style="list-style-type: none"> ➤ I can look at existing products and explain what I like and dislike about products and why. ➤ I can say what I like and do not like about items I have made, and I can attempt to say why ➤ I can discuss how well my product works in relation to the purpose (design criteria). 	<ul style="list-style-type: none"> ➤ I can look at a range of existing products explain what makes the product useful or not ➤ I can evaluate my products as they are developed, identifying strengths and possible changes I might make. ➤ I can talk about my ideas, saying what I like and dislike about them. ➤ I can talk about changes made during the making process ➤ I can discuss how closely my finished products meet their design criteria