

Sprowston Infant School Medium Term Plan D&T

EYFS – detailed are the enhanced provision or directed activities

KS1 – see the corresponding knowledge organisers

	Autumn	Spring	Summer
Nursery	Christmas decorations – salt dough Christmas tree decorations	Junk modelling – make a shaker	Fruit salad – children chop soft fruits and taste/smell to create a fruit salad
Reception	Puppets – make a simple stick puppet Fastenings – children to create Christmas decorations e.g. paper chains exploring fastening – stapler, glue, tape	Woodwork – learn to use woodwork tools safely Simple soup – children chop vegetables and make soup	Textiles – threading Junk modelling – design and make a boat to float
Year 1	Moving pictures – designing a Christmas card with a moving part Structure – design a chair for baby bear	Design and make – an alien puppet	Community crumble – make a crumble for the local community
Year 2	Making food – dips and pizza	Making a vehicle for a habitat	Textiles – design and make a soft toy

Our D&T Curriculum Journey

Early Years

In Early Years, arts and crafts activities are available to the children most of the time and they have access to a wide range of resources and tools. They are able to explore and practice tools and techniques. In addition to this, there are certain experiences we make sure all pupils have, to help prepare them for KS1. In nursery, we make sure pupils have experience of making things for a purpose. We begin by using simple, familiar materials (salt dough and junk modelling) and less complicated techniques, to create Christmas ornaments and shakers. In the summer, we create fruit salads; children are familiar with fruits via snack and lunch times across the years, they will have had experience of a number of different fruits and staff will discuss these with them. They can then use this knowledge to make their own fruit salads. It also gives staff the opportunity to teach them to chop their own fruit and also teach safety rules, something that becomes much more important in DT as they get older. In Reception, they again begin making things for a purpose based on stories or the time of year. The Christmas decorations have progressed from nursery as they require more skill to make, and this topic is used as a vehicle for them to learn about different fastenings. They build on food technology learning in nursery to make their own soups; this allows them to revisit and practice chopping skills, with staff looking to develop their independence in this area. They are also introduced to woodwork, which builds on their understanding of safety rules and specifically teaches safe use of tools. In summer term, once pupils' fine motor development has improved, they will be taught to use textiles and threading techniques, as well as designing a boat to float. This uses junk modelling, which is familiar to them, but extends it by requiring a specific use based on the object's properties. This link forward to Science and DT work in future years.

Key Stage 1

In Year 1, children first return to making things based on stories, as well as the YR summer learning about specific properties. They move forward again here by designing and making more complex things for specific purposes. They also begin to focus more on the design and make process – e.g. exploring a range of different chairs, materials, techniques; then designing, making and evaluating their final product against criteria. As pupils have had a lot of experience with materials and construction during early years, they are ready to move onto this. This continues with puppet making, which also builds on the Reception textiles work. In the summer term, they return to food technology, extending this into research around food types and nutrition, as well as making the crumble. It is made for a 'bake off' challenge, judged by local care home residents, which further develops the sense of making things for an 'audience', as well as meeting the criteria of your design brief. Year 2 begins by building on summer term learning about food and links this into construction of packaging, designing and making both together, introducing the idea of how designers market a product for an audience. In spring term, they build on previous knowledge of woodwork, measuring and different fastenings to design and build a vehicle for a specific purpose. This unit focuses on more technical knowledge and skills, linking again to Science knowledge of materials and their properties. Finally, they will apply everything they have learnt so far to design and make a soft toy, employing a wider range of materials and stitch types.