

Design and Technology – Reception KAPOW 2024

<p align="center"><u>Honesty</u></p> <p>Learning to communicate with confidence Asking for help when necessary Giving criticism kindly</p>	<p align="center"><u>Love</u></p> <p>Offering to help</p> <p>Giving praise to self and others</p>	<p align="center"><u>Forgiveness</u></p> <p>Being able to accept kind criticism Learn to be patient when sharing</p>	<p align="center"><u>Respect</u></p> <p>Appreciating the efforts of others Looking after equipment, materials, the classroom environment and each other's work</p>	<p align="center"><u>Cultural Capital Opportunities</u></p> <p>Investigating products in the school environment, the locality and at home Learning about the impact of nutrition on health Learn about significant designers who have shaped the locality and further afield. Learning where food comes from and which foods contribute to a healthy diet. Learning to use unfamiliar equipment, materials and techniques: split pins, knotting, rulers, Sellotape, needles.</p>		
<p><u>A Love Of Language</u></p> <p><u>Reading:</u> -reading technical and other key vocabulary -reading instructions -reading age appropriate information about designers and products -reading peers' writing</p> <p><u>Listening:</u> -listening to instructions -listening to video clips -listening to partners and team members</p> <p><u>Speaking:</u> -communicating with partners and team members -asking questions -using technical and other key vocabulary -describing and explaining ideas, decisions and opinions</p> <p><u>Writing:</u> -labelling drawings -writing product evaluations</p>	<p align="center"><u>Aspirations</u></p> <p>Identify the ways a product will meet the design criteria</p> <p>Identify the positive effect the product will have on the intended user</p> <p>Self-evaluate their use of equipment and skills and set their own targets for improvement</p> <p>Aspire to become a designer, inventor, mechanical engineer, architect, chef</p>	<p align="center"><u>Bringing Learning To Life</u></p> <p>Evaluating a variety of existing products</p> <p>Visits to the locality to investigate products</p> <p>Practical use of a range of techniques and materials</p> <p>Making products that function and are appealing</p>	<p align="center"><u>Emotional Well-Being</u></p> <p>Learning to be supportive and cooperative</p> <p>Being proud of what they have accomplished</p>	<p align="center"><u>Resilience</u></p> <p>Being willing to take risks</p> <p>Persevering with new techniques and equipment</p> <p>Know that practise brings improvement</p>	<p align="center"><u>Valuing Our Diversity</u></p> <p>Learning about foods from around the world</p> <p>Finding out about and valuing people's preferences</p>	<p align="center"><u>Respect and Responsibility</u></p> <p>Listening to safety instructions and using equipment with care</p> <p>Looking after equipment, materials, the classroom / local environment and each other's work</p> <p>Giving praise (to self as well as others)</p> <p>Giving criticism kindly</p> <p>Accept kind criticism</p> <p>Asking for help when necessary</p> <p>Offer to help</p> <p>Learn to be patient when sharing</p>
<p align="center">What will they learn?</p>		<p align="center">In what order?</p>			<p align="center">End points</p>	
<p>Key Concepts</p>	<p align="center">Key Skills</p>	<p align="center">Autumn</p>	<p align="center">Spring</p>	<p align="center">Summer</p>		

<p>Structures: Boats and Junk Modelling</p> <p>Physical Development</p> <ul style="list-style-type: none"> Develop small motor skills so that they can use a range of tools competently, safely and confidently. -ELG: Fine Motor Skills> Use a range of small tools, including scissors, paint brushes and cutlery <p>Expressive Arts and Design –</p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express 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: Creating with materials> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. -ELG: Creating with materials> Share their creations, explaining the process they have used. <p>Communication and language</p> <p>-Articulate their ideas and thoughts in well-formed sentences. -Connect one idea or action to another using a range of connectives. -Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. -ELG: Speaking> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. -ELG: Speaking> Offer explanations for why things might happen.</p> <p>Understanding the world</p> <p>-Explore the natural world around them. -ELG: The Natural World>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Expressive Arts and Design</p> <p>-Explore, use and refine a variety of artistic effects to express ideas and feelings. -ELG: Creating with materials> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. -ELG: Creating with materials> Share their creations, explaining the process they have used.</p>	<p>Structures: Explore junk modelling, tinkering with temporary and permanent joins, and a range of materials. Create basic models to test in different conditions.</p> <p>Mechanisms: Explore a simple paper slider mechanism.</p> <p>Textiles: Explore and develop threading and weaving skills with different materials and objects.</p> <p>Cooking and Nutrition Explore and become familiar with different fruits and vegetables, using their senses.</p>	<p>Junk Modelling: 5 lessons</p> <p>Exploring materials through junk modelling, children develop their scissor skills and awareness of different materials and joining techniques. Children begin to make verbal plans and material choices before starting and problem solve while making their model.</p> <p>https://www.kapowprimary.com/subjects/design-technology/dt-reception/reception-units/workshop-junk-modelling/lesson-1-exploring-junk-modelling/</p> <p>Cooking and Nutrition: SOUP 5 lessons</p> <p>In this unit, children explore the differences between fruits and vegetables using their senses (taste, texture, smell etc.). They listen to the story 'The best pumpkin soup' and discuss the key ingredients the characters used before developing a class-based vegetable soup recipe.</p> <p>https://www.kapowprimary.com/subjects/design-technology/dt-reception/reception-units/food-soup/</p>	<p>Textiles: Book marks</p> <p>Pupils develop and practise threading and weaving techniques using various materials and objects. They look at the history of the bookmark from Victorian times versus modern-day styles. The pupils apply their knowledge and skills to design and sew their own bookmarks.</p> <p>https://www.kapowprimary.com/subjects/design-technology/dt-reception/reception-units/textiles-bookmarks/</p>	<p>Structures: Boats</p> <p>In this unit, children explore what is meant by 'waterproof', 'floating' and 'sinking', then experiment and make predictions with various materials to carry out a series of tests. They learn about the different features of boats and ships before investigating their shape and structures to build their own.</p> <p>https://www.kapowprimary.com/subjects/design-technology/dt-reception/reception-units/structures-boats/</p>	<p>Autumn: Junk modelling</p> <ul style="list-style-type: none"> To explore and investigate the tools and materials in the junk modelling area. To investigate cutting different materials To learn how to plan and select the correct resources to make a model. To verbally plan and create a junk model. To share a finished model and talk about the processes in creation. To explore different ways to temporarily join materials together. <p>Autumn: Cooking and Nutrition: Soup</p> <ul style="list-style-type: none"> To explore fruits and vegetables and the differences between them. To use adjectives to describe how fruits and vegetables look, feel, smell and taste. To explore a pumpkin and describe it using the 5 senses. To design and fruit a vegetable recipe To learn how to use a knife safely To safely use tools to prepare ingredients. To design food packaging
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<p>Cooking and Nutrition: Soup</p> <p>Communication and language -Learn new vocabulary. -Use new vocabulary throughout the day. –</p> <p>ELG: Speaking> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Personal, social and emotional development -Know and talk about the different factors that support their overall health and wellbeing: healthy eating.</p> <p>ELG: Managing self> Manage their own basic hygiene and personal needs, including... understanding the importance of healthy food choices.</p> <p>Physical development -Develop small motor skills so that they can use a range of tools competently, safely and confidently. - ELG: Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Understanding the world -Explore the natural world around them. -ELG: The Natural World>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Expressive Arts and Design -Explore, use and refine a variety of artistic effects to express ideas and feelings. -ELG: Creating with materials> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Textiles: Book marks</p> <p>Physical development -Develop small motor skills so that they can use a range of tools competently, safely and confidently. -ELG: Fine Motor Skills> Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Expressive Arts and Design -Explore, use and refine a variety of artistic effects to express ideas and feelings. -Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>-ELG: Creating with materials> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>-ELG: Creating with materials> Share their creations, explaining the process they have used.</p>							<p>Spring:</p> <p>Textiles: Bookmarks</p> <ul style="list-style-type: none"> • To develop threading and weaving skills. • To practise and apply weaving to a specific materials e.g. paper • To practise and apply weaving to a specific material e.g. hessian and wool • To use threading or sewing to design a product (bookmark) • To create a textiles project (bookmark) following their own design. • To reflect with children on how they achieved their aims. <p>Summer:</p> <p>Structures: Boats:</p> <ul style="list-style-type: none"> • To understand what waterproof means and to test whether materials are waterproof • To test and make predictions for which materials float and sink • To compare the uses of boats • To investigate how shape and structure of boats affect the way they move. • To design a boat • To create a boat based on their own design.
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