



Girnhill Infant School
'Where everyone is valued and futures matter'

The four progress objectives are:

1. *Generating Ideas: The teaching sequence including planning and developing ideas*
2. *Practical Skills: The skills of making*
3. *Evaluating: The skills of judgement and evaluation*
4. *Knowledge & Understanding: Acquiring and applying knowledge to inform progress*

Aims:

- Children will be introduced to subject specific vocabulary that a designer/creator would use
- Children will use subject specific vocabulary to talk like a designer/creator
- Children will use subject specific vocabulary and definitions that a designer/creator would use
- Children will research, interpret and present like a designer/creator
- Children will learn, work and talk like a designer/creator

EYFS	Knowledge	Skills - Ideas	Vocabulary			Skills - Evaluation
	<ul style="list-style-type: none"> • To recognise and name a variety of tools. • To recognise and name a variety of materials. • To recognise and name a variety of equipment. 	<p>Specific teaching sequence for DT using Rosenshine's principles in action:</p> <ul style="list-style-type: none"> - Daily Review: Each lesson to begin with a recap of subject specific vocabulary and definitions - Introduction of new learning and asking questions: introduction of technique and focused skill - Provide models/scaffolds: 	Ingredients Healthy Cook Taste Utensil Wooden spoon Pan Bowl Spatula Rolling pin Scales Measure Weigh A range of fruit and vegetable names	Cooking & Nutrition	<ul style="list-style-type: none"> • Handle food safely • Handle equipment and utensils effectively 	<ul style="list-style-type: none"> • Use and explore a variety of materials, tools and techniques experimenting with design, form and function. • Engage in conversation about their products/models, describing what they are doing and how they are using materials and tools



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		<p>support children with learning and applying new skill alongside evaluating using modelled vocabulary</p> <p>- Independent practise: children further develop the new skill</p> <p>- Weekly review: draw back upon this learning when exploring other skills and to revisit subject specific vocabulary</p> <p>Planning and designing:</p> <ul style="list-style-type: none"> - Make products as a group or in pairs e.g. models/structures or food products. - Design simple things and make 	<p>Stitch Fabric Waterproof</p>	<p>Textiles</p>	<ul style="list-style-type: none"> • use and explore a variety of materials, tools and techniques experimenting with design, form and function 	<p>effectively. (Using the name of each tool and material effectively)</p> <ul style="list-style-type: none"> • Describe their final product using appropriate vocabulary in the correct context. • Use what they have learnt about media and materials in original ways, thinking about uses and purposes.
			<p>Join – Attach Move Construct - Build Model Structure Tools Technique Function</p>	<p>Mechanisms</p>	<ul style="list-style-type: none"> • use and explore a variety of materials, tools and techniques experimenting with design, form and function 	
				<p>Use of Materials</p>	<ul style="list-style-type: none"> • use and explore a variety of materials, tools and techniques experimenting with design, form and function 	



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them e.g. box
model vehicle.
- Work from
observation,
imagination and
memory.



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Year 1	Knowledge	Skills - Ideas	Vocabulary	Skills - Making		Skills - Evaluation
	<ul style="list-style-type: none"> • Looking at a variety of equipment and recognising the correct way to handle it safely. (cutting techniques e.g. bridge) • Understanding the importance of good hygiene when cooking. 	<p>Specific teaching sequence for art and design using Rosenshine's principles in action:</p> <ul style="list-style-type: none"> - Daily Review: Each lesson to begin with a recap of subject specific vocabulary and definitions - Introduction of new learning and asking questions: introduction of artist and focused skill 	<ul style="list-style-type: none"> - Hygiene - Chef - Fruit and Vegetable names - Ingredients - Names of equipment and utensils - Sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, 	Cooking & Nutrition	<ul style="list-style-type: none"> • Cut food safely • Describe the texture of foods explain what they think/like/dislike about it. • Wash their hands and make sure that surfaces are clean • Think of interesting ways of decorating food they have made 	<ul style="list-style-type: none"> • Describe how something works • Talk about their own work and things that other people have done. • Evaluate own work and explore how it can be improved next time.



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<ul style="list-style-type: none"> To understand where a range of fruit and vegetables come from e.g. farmed or grown at home. To know and use technical and sensory vocabulary relevant to the project. To recognise and name different textures. To know and understand the terminology and definitions of textiles. 	<ul style="list-style-type: none"> Provide models/scaffolds: support children with learning and applying new skill alongside evaluating using modelled vocabulary Independent practise: children further develop the new skill Weekly review: draw back upon this learning when exploring other skills and to revisit subject specific vocabulary. <p>Planning and designing:</p>	sharp, crisp, sour, hard			
		Textile Pattern piece Join Material	Textiles	<ul style="list-style-type: none"> Describe how different textiles feel Make a product from textiles by gluing Join textiles together to make something Cut materials using scissors Describe the materials using different words 	
		Slider, lever, pivot, slot, bridge/guide, card, masking tape, paper fastener, join, pull, push, up, down, straight, curve, forwards, backwards	Mechanisms	<ul style="list-style-type: none"> Make a product which moves Select from a range of materials according to their characteristics to create a chosen product 	
			Use of Materials	<ul style="list-style-type: none"> Make a structure/model using different materials Work is neat and tidy Make their model stronger if it needs to be 	



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- To know and understand the terminology and definitions of different mechanisms.
- To know and understand what is meant by the term 'structure'.
- To explore and use sliders and levers.
- To understand that different mechanisms produce different types of movement.

- Think of some ideas of their own
- Explain what they want to do
- Use pictures and words to plan and design their product



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Year 2	Knowledge	Skills - Ideas	Vocabulary	Skills - Making		Skills - Evaluation
	<ul style="list-style-type: none"> • Looking at a variety of equipment and recognising the correct way to handle it safely. (cutting techniques e.g. bridge) • To understand how senses link to the properties of ingredients e.g. smell, 	<p>Specific teaching sequence for art and design using Rosenshine's principles in action:</p> <ul style="list-style-type: none"> - Daily Review: Each lesson to begin with a recap of subject specific vocabulary and definitions - Introduction of new learning and asking questions: introduction of artist and focused skill 	<ul style="list-style-type: none"> • Hygiene • Chef • Fruit and Vegetable names • Ingredients • Names of equipment and utensils • Sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, 	Cooking & Nutrition	<ul style="list-style-type: none"> • Select and use simple utensils, tools and equipment to perform a job e.g. peel, cut, slice, squeeze, grate and chop safely. • Describe the properties of the ingredients they are using • Explain what it means to be hygienic • Be hygienic in the kitchen 	<ul style="list-style-type: none"> • Explain what went well with their work • If they did it again, explain what they would improve. • Plan by suggesting what to do next – act upon plans and evaluate how the changes have improved the product. • Select the correct equipment/utensils for the task.



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	taste, appearance and texture.	- Provide models/scaffolds: support children with learning and applying new skill alongside evaluating using modelled vocabulary - Independent practise: children further develop the new skill -Weekly review: draw back upon this learning when exploring other skills and to revisit subject specific vocabulary. Planning and designing:	sharp, crisp, sour, hard <ul style="list-style-type: none"> Squeezing Folding Slice Dice Combining 			<ul style="list-style-type: none"> Know and use technical vocabulary relevant to the project.
	<ul style="list-style-type: none"> Understanding what is meant by food hygiene and the importance of it. To know and understand what is meant by the term 'structure'. Identify and name different structures. To understand the term design and be aware of the process. 		-Joining and finishing techniques, tools, fabrics and components, template, pattern pieces, mark out, join, design, decorate, finish	Textiles	<ul style="list-style-type: none"> Join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. Explore different finishing techniques 	
	Vehicle, wheel, axle, axle holder, chassis, body, cab assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism names		Mechanisms	<ul style="list-style-type: none"> Join materials together as part of a moving product Add a design to their product Say why they have chosen moving parts Select new and old materials, components, reclaimed materials and construction kits to build and create their products. 		



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	<ul style="list-style-type: none"> Explore and use wheels, axles and axle holders. Distinguish between fixed and freely moving axles. Know and use technical vocabulary relevant to the project. 	<ul style="list-style-type: none"> Think of ideas and plan what to do next Choose the best tools and materials Give a reason why these are best Describe their design by using pictures, diagrams, models and words 	<p>of tools, equipment and materials used.</p> <p>Structure, weak/strong, framework</p>	<p>Use of Materials</p>	<ul style="list-style-type: none"> Measure materials to use in a model or structure Join material in different ways Use joining, folding or rolling to make it stronger 	