

Design Technology Medium Term Planning

Year: FS2

(to be utilised alongside the EYFS overview of coverage - shows when new learning will be introduced or covered more specifically. Most learning will be covered, consolidated and practised throughout the year through a variety of contexts and themes relevant to the time)

Term	Main Enquiry/Knowledge	Sub Questions	End Point	Subject Specific Vocabulary	Linked Visits in / Visits out/Experiences/Stories	Assessment will be based on a formative approach of children being able to answer the questions using the knowledge acquired over the term.
Autumn Term	To use their increasing understanding of a variety of techniques, materials, tools and processes to develop their own ideas and communicate their understanding.	How can I utilise my inspiration from the works of others in my own designs and creations? How many different uses can I find and explore for a particular material? What processes, materials and tools will help me to achieve a desired result?	I can find out and discover different uses and properties of a wide range of materials and loose parts. I can design and make a model or structure in 3-dimensional form using the range of materials available to me. I can adapt, extend or amend my methods based on my prior learning or from what I find out through my explorations. I can make decisions about the best material, process and tools to use for a specific purpose. I know the techniques and materials of famous artists such as Goldsworthy and can explore and utilise this in my own creations and designs.	Design Technique Method Material Tool	Exploring different media – to create an effect Andy Goldsworthy (natural materials link) Christmas crafts/Celebration crafts Collage and loose parts play linked to materials or a story Cooking/baking – celebration food and linked to stories.	
Spring Term	To understand how artists communicate working theories, feelings and understandings through the arts .to create representations of imaginary and real-life ideas, events, people and objects.	How can I use the materials available to me to show what I have learnt about a particular technique or the techniques of a particular artist? What do I notice, think, feel about the ideas, structures, models and objects created by different people?	I know how some architects, sculptors (Goldsworthy, Moore etc.) express their feelings and ideas. I know different techniques for building, joining and assembling materials such as cardboard, paper and natural materials. I know how to create simple moving parts on a model or image. I can take inspiration from the ideas of others to create my own representation of imaginary and real-life events, people and objects.	Plan Model Structure Idea Project	Building and architecture Vehicles/Moving parts Sculptures and patterns Traditional tales and familiar stories	
Summer Term	To build on prior learning and refine and develop their use of materials and tools	What are the basic techniques of sculpture/3d design and building? What different ways can I find to create images and representations of stories, characters and	I can use what I have learnt to design, plan and create my own representations in 3-dimensional form.	3d Sculpture Process Loose Parts	Transient art – loose parts to tell/re-tell a story/event Sculpture and 3d forms	

	<p>– (link to UTW NW), transient art, collage and sculpture etc.</p>	<p>the things I have learnt about using loose parts and materials? How can I improve my technique and tool use when creating representations of pictures, patterns, shape and form?</p>	<p>I can show and describe the improvement in my work from the beginning of the year to the end. I can describe the processes I have used/will use to develop my ideas. I can independently create 3-dimensional shapes and forms for a specific purpose with a increasingly wide range of materials.</p>	<p>Representation Shape Form Pattern</p>	<p>Representing stories – familiar and imagined by the children. Box modelling</p>	
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