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| **Design and Techonology**  |
| **Unit Overview** | **Designing with a purpose in mind-a home for the little pigs.**  |
| **Development Matters and ELG’s** | * Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG)
* Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. (ELG) Understand some important processes and changes in the natural world around them (ELG)
* Recognise some environments that are different to the one in which they live (ELG)
* Use a range of small tools, including scissors, paintbrushes and cutlery.

• Begin to show accuracy and care when drawing* Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.* Work and play cooperatively and take turns with others
* Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.* Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

 • Share their creations, explaining the process they have used. |
| **Unit Title:**  | **Substantive Knowledge** | **Disciplinary Knowledge** |
| **Key Questions:**What objects are used to make homes? What are they made from (material)? Can you describe the properties of the materials?What materials would be good for making a house and why?  | * Children will be able to name simple objects and their materials
* Children will understand that some materials occur naturally.
* Children will be able to choose materials for a purpose
* Plan, design and review their construction.
 | • Talk about why things happen: what happens to playdough when it is squeezed? What happens to paint when you add sand etc…• Describe objects and materials using simple language.• Group different objects and materials according to specific properties.* Children begin to predict and conduct fair tests.
* They begin to look at make simple conclusions.
* They classify objects according to a criteria
* Describe what they see, hear and feel while they are outside.
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| **Vocabulary** | **Trips/ Visits/Useful Websites/ Resources** | **Key Misconceptions:** |
| **Substantive:**Hard, sopft, rough, smooth, waterproof, absorbant, bendy, flexible,rigid, bendy, dull, elastic, fabrics foil, glass, man – made metal, natural, plastic, rockshiny, stiff, stretchy, Wood, water proof**Disciplinary:**StackOrganiseDesignPlan Review Evaluate  | Fairytale links-3 little pigs building houses.  | Objects are materials and vica versa. |