

## Lister Infants Recovery Curriculum for Design Technology

### A Recovery Curriculum Statement for Design Technology.

Although remote learning was provided to our pupils throughout COVID 19 lockdown, school recognises access to the learning will not have been the same as being in the classroom. We also recognise our families had different experiences of lockdown and it affected people in different ways. As a result we know there will be gaps that need to be addressed as we return to school. Lister Infants will support pupils through identifying the knowledge, skills and understanding from missed learning and prioritising the most crucial components for progression before new units are taught.

Current Year group	Unit of work missed	Missed Early Years Outcomes (EYFS) Missed KUS (KS1)	Crucial Learning to be revisited	To be taught
<b>Reception</b>	As a result of COVID-19 lockdown, we know the loss of routine, structure, friendship, opportunity and freedom will have an impact on our youngest children, with this in mind we will focus on the Prime Areas within the EYFS- Personal, Social and Emotional Development, Communication and Language and Physical Development. Allowing children time to settle well, build strong relationships and feel secure in a structured routine. This focus will ensure our children are able to relate to each other, communicate effectively and engage with their environment. Opportunities for learning will be provided through a stimulating learning environment, with an emphasis on learning through fun, practical, hands on experiences with language development at the heart of each interaction.			
<b>Year 1</b>	Using junk modelling to make a tower.  Investigating different ways to join materials  Creating their own vehicle mobile.  Using a recycled bottle to make	<ul style="list-style-type: none"> <li>➤ Manipulates materials to achieve a planned effect.</li> <li>➤ Constructs with a purpose in mind, using a variety of resources.</li> <li>➤ Uses simple tools and techniques competently and appropriately.</li> <li>➤ Selects appropriate resources and adapts work where necessary.</li> <li>➤ Selects tools and techniques needed to shape,</li> </ul>	Children have missed opportunities in reception to design, make and evaluate for a purpose (creating a tower to hold a princess and create a vehicle mobile).  The children missed crucial DT learning with regards to exploring and beginning to use simple joins.	During each DT unit taught in year one, the children will design, make and evaluate. Therefore this missed learning in Reception will be continually revisited in year one.  Continuous provision will also provide children plenty of opportunity to explore, design, make and evaluate using various construction materials.

	flowers.	assemble and join materials they are using.		<p>Challenge cards will be used to encourage children to use their DT skills e.g. Make a bridge big and strong enough to hold 3 animals.</p> <p>Teachers to revise simple joins missed in reception during their DT Textiles unit and Construction and Mechanisms unit. These skills will also be revisited through high quality provision for child initiated play.</p> <p>The use of ICT will be used to support the design process.</p>
<b>Year 2</b>	<p><b>Food and Nutrition</b></p> <p>To design, make and evaluate a fruit kebab using the basic principles of a healthy and varied diet. To understand where food comes from.</p>	<ul style="list-style-type: none"> <li>➤ I am beginning to meet the needs of a simple design brief.</li> <li>➤ I can discuss what product I am designing and making and explain who the product is for and why.</li> <li>➤ I can look at existing products and talk about what works well.</li> <li>➤ I am beginning to evaluate my product against the design brief discussing what worked well and an improvement.</li> <li>➤ I can work in different contexts. E.g. imaginary, story based, industry.</li> <li>➤ I can generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and, where appropriate, information and communication technology.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I know we should have five portions of fruit or vegetables each day.</li> <li>➤ I am beginning to know which foods are healthy and which we should have in moderation.</li> <li>➤ I can make healthy choices for prepared dishes.</li> <li>➤ I am beginning to meet the needs of a simple design brief.</li> </ul>	<p>A full day during term 1:1 will be dedicated to food and nutrition during health week to address the missed learning in Year One.</p> <p>In addition, the missed knowledge will be covered during the topic 'Scrumdiddlyumptious' were pupils learn about a balanced diet and a healthy lifestyle.</p> <p>For each DT unit, pupils follow a design brief to design, make and evaluate so these skills will</p>

		<ul style="list-style-type: none"> <li>➤ I can select from a range of tools and equipment.</li> <li>➤ I am beginning to perform practical tasks including cutting, shaping, joining and finishing.</li> <li>➤ I know we should have five portions of fruit or vegetables each day.</li> <li>➤ I am beginning to know which foods are healthy and which we should have in moderation.</li> <li>➤ I can make healthy choices for prepared dishes.</li> <li>➤ I understand that all food comes from animals and plants.</li> <li>➤ I can cut ingredients safely and hygienically.</li> <li>➤ I can assemble and prepare simple dishes without using a heat source</li> </ul>		<p>be constantly revisited throughout the year.</p> <p>During Year 2 pupils will also design and make a healthy sandwich to consolidate their knowledge of the food groups.</p> <p>Shared reading will be used by staff to deepen the pupil's knowledge and understanding of the missed learning.</p> <p>ICT will provide opportunities to support DT learning e.g. Purple Mash and Seesaw.</p>
--	--	---	--	---