


Year group: 7		Subject: DESIGN AND TECHNOLOGY		
Focus	Outcomes	The link to curriculum aims. Why teach this and why now?	Linked to:	Promoting SMSC
<p><b>Terms 1&amp;2</b> <b>Focus: Fabric and Textiles</b></p> <p><b>TOPICS:</b> T1 - My School T2 - Kings, Queens and heads of State.</p> <p><b>Suggested idea:</b> Puppets e.g. school mascot, famous king or queen</p> 	<p><b>DESIGN:</b> <i>To begin to use symbols, pictures and/or words to convey what I want to design/make.</i></p> <p><b>MAKE:</b> <i>To begin to cut out shapes which have been created by drawing round a template onto the fabric.</i></p> <p><i>To begin to join fabrics by using different methods e.g. running stitch, glue, staples, over sewing, tape</i></p> <p><b>EVALUATE:</b> <i>To begin evaluate their product and comment on ways that it can be improved</i></p> <p><u><b>Vocab:</b></u> Fabric, cotton, thread, needle, sew, puppet, template, felt, stitch, decorate, template.</p>	<p><b>WHY?</b> Gives pupils wider opportunities to start to apply/strengthen their fine motor skills to manipulate different fabrics and textiles, developing pupil interest, creative thinking and providing greater opportunities for life beyond Culverhill.</p> <p>Each unit is planned to give pupils opportunities to consolidate skills linked to their ECHP outcomes as well as other areas of the wider curriculum. See links.</p> <p><b>WHY NOW?</b></p>	<p><b>Communication and interaction</b> *listening and following instructions to complete the task. *expanding vocab to , name/identify a range of materials *Use strategies to organise, sequence and clarify thinking/ideas.</p> <p><b>Self-care and independence</b> *identify and manage safety within a range of situations and environments.</p> <p><b>Social, emotional mental health</b></p>	<p><b>Social -</b> Understanding the value of the learning within the community setting (British Values). Relating learning to real life settings. Work related learning. Social development between peers</p> <p><b>Moral-</b> Offer reasoned views on your thoughts. Following school rules.</p> <p><b>Spiritual-</b>enjoy learning about oneself, others and the surrounding world</p>

<p><a href="https://www.wikihow.com/Make-a-Hand-Puppet">https://www.wikihow.com/Make-a-Hand-Puppet</a></p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>-felt</li> <li>-recycled fabric e.g. socks.</li> <li>-needles (metal and plastic)</li> <li>-cotton</li> <li>-glue gun</li> <li>-dowels</li> <li>-fabric pens</li> </ul>		<p>Tasks link to termly topics.</p> <p>In Year 7, pupils are introduced to the planning, design, evaluate process of the DT curriculum and will apply this to working with fabric.</p> <p>This unit introduces key technical knowledge for joining and naming different fabrics that will enable pupils to progress through the DT curriculum.</p>	<ul style="list-style-type: none"> <li>*working collaboratively with others.</li> <li>*building resilience</li> <li>*behaving appropriately</li> </ul> <p><b>Cognition and learning</b></p> <ul style="list-style-type: none"> <li>*plan, monitor and evaluate learning</li> <li>*developing a sense of pride and achievement</li> <li>*selecting appropriate resources and tools for the task</li> <li>*use strategies to develop resilience and perseverance</li> </ul>	<p><b>Cultural-</b></p> <p>Understand, accept, respect and celebrate your own learning as well as your peers</p>
<p><b>Terms 3&amp;4</b></p> <p><b>Focus: Moving pictures (levers)</b></p> <p><b>TOPICS:</b></p> <p>T3 - Basic tech</p>	<p><b>DESIGN:</b> <i>To begin to use symbols, pictures and/or words to convey what I want to design/make.</i></p> <p><b>MAKE:</b> <i>To begin to fold and cut paper and card, cutting along lines, straight and curved.</i></p>	<p><b>WHY?</b></p> <p>Gives pupils wider opportunities to start to apply/strengthen their fine motor skills to manipulate paper and card using a variety of</p>	<p><b>Physical and Sensory</b></p> <ul style="list-style-type: none"> <li>*developing fine and gross motor control to manipulate a variety of tools.</li> </ul>	

<p>T4 - Emergency Services</p> <p><b>Suggested idea:</b> Design a moving picture of a car / emergency vehicle <a href="https://www.stem.org.uk/resources/elibrary/resource/441077/moving-pictures">https://www.stem.org.uk/resources/elibrary/resource/441077/moving-pictures</a></p> <p><b>Resources:</b> -card -scissors -craft knives -safety rulers -work mats -masking tape -split pins</p>	<p><i>To experiment with levers and sliders to find different ways of making things move in a 2D plane.</i></p> <p><b>EVALUATE:</b> <i>To begin to evaluate their product and comment on ways that it can be improved.</i></p> <p><b>Vocab:</b> <i>Cut, measure, straight, curved, insert, lever, slider, movement, 2D, paper, card, stick.</i></p>	<p>techniques, developing pupils interest, creative thinking and providing greater opportunities for life beyond Culverhill.</p> <p>Each unit is planned to give pupils opportunities to consolidate skills linked to their ECHP outcomes as well as other areas of the wider curriculum. See links.</p> <p><b>WHY NOW?</b> Tasks link to termly topics.</p> <p>Following on from the previous unit, pupils will consolidate the planning, design, evaluate process of the DT curriculum and will apply this to</p>		
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		<p>working with card and paper.</p> <p>This unit introduces key technical knowledge for cutting and folding paper to create movement that will enable pupils to progress through the DT curriculum.</p>		
<p><b>Terms 5&amp;6</b>  <b>Focus:</b>  <b>Structures</b></p> <p><b>TOPICS:</b>  T5 - Weather  T6 -</p> <p><b>Suggested idea:</b>  Design a weather vane and rain gauge</p>	<p><b>DESIGN:</b> <i>To begin to use symbols, pictures and/or words to convey what I want to design/make.</i></p> <p><b>MAKE:</b> <i>To begin to cut materials, measure, select resources, build/stack, stick/join resources to build a specific structure.</i></p> <p><b>EVALUATE:</b> <i>To begin to evaluate their product and comment on ways that it can be improved</i></p>	<p><b>WHY?</b>  Gives pupils wider opportunities to start to apply/strengthen their fine motor to build structures, developing pupil interest, creative thinking and providing greater opportunities for life beyond Culverhill.</p> <p>Each unit is planned to give pupils opportunities</p>		

<p><a href="https://www.twinkl.co.uk/resource/t-sc-136-new-weather-station-craft-instructions">https://www.twinkl.co.uk/resource/t-sc-136-new-weather-station-craft-instructions</a></p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>-straws</li> <li>-cups (paper/plastic)</li> <li>-dowel (use instead of pencil)</li> <li>-glue gun</li> <li>-sticky tape</li> <li>-plasticine</li> <li>-pin</li> </ul>	<p><b><u>Vocab:</u></b></p> <p><i>Cut, materials, measure, build, stack, stick, join, structure, mould, insert.</i></p>	<p>to consolidate skills linked to their ECHP outcomes as well as other areas of the wider curriculum. See links.</p> <p><b>WHY NOW?</b></p> <p>Tasks link to termly topics.</p> <p>Following on from the previous unit, pupils will consolidate the planning, design, evaluate process of the DT curriculum and will apply this to working with structural materials.</p> <p>It introduces key technical knowledge for building, joining and finishing structures that will enable pupils to</p>		
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