



## Subject: DT

### Curriculum Intent

#### Rationale:

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as numeracy, science, ICT and art. Pupils learn how to take risks, within a safe environment, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

#### Aims and objectives:

##### The national curriculum for design and technology aims to ensure that all pupils:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.
- Critique, evaluate and test their ideas and products and the work of others.
- Understand and apply the principles of nutrition and learn how to cook.

##### The school aims to:

- Provide a relevant, challenging and enjoyable curriculum for D&T for all pupils.
- Develop all pupils' designing and making skills and technical knowledge and understanding using a range of tools equipment and components safely.
- Enable pupils to work with a range of products and in creative problem solving both as individuals and with others.
- Encourage pupils to evaluate products and models.
- Provide pupils with the skills to become understanding and discriminating consumers.

#### Character Development through DT:

**Moral** – Become respectful citizens and develop self-control.

**Social** – Build confidence and self-esteem through effective communication, collaboration, cooperation and determination.

**Cultural** – Develop creativity and individualism and recognise the importance of inspiration and aspiration of themselves and others.

**Knowledge** – Learn to evaluate, reflect, problem solve and apply this to all areas of learning.



## CURRICULUM PROGRESSION STRAND MAP

**Skills** – Encourage tenacity, resilience and independence whilst increasing stamina.

**Professional** – Become strategic and versatile learners who are proud of their achievements with the ability to recognise their own and others potential.

### Enrichment through DT:

**Themed days** – Termly themed days within each year group incorporating various design/creative activities.

**Creative week** – Whole school DT theme day

**Visitors**– Part of creative week i.e. the junk man

**Topic work** – mini beasts, ice, robots etc..

**Displays** –corridor

### Skills and Knowledge Progression

#### Area of Study: DESIGN - Developing, planning and communicating ideas.

EYFS	Year 1	Year 2
<ul style="list-style-type: none"> <li>• Explore and build on own experiences to help generate ideas</li> <li>• Think of ideas and talk about what they are going to do</li> <li>• Draw a simple design</li> <li>• Discuss who they intend to design and make for</li> </ul>	<ul style="list-style-type: none"> <li>• Draw on their own experience to help generate ideas</li> <li>• Suggest ideas and explain what they are going to do</li> <li>• Draw and label a design</li> <li>• Identify a target group for what they intend to design and make</li> </ul>	<ul style="list-style-type: none"> <li>• Generate ideas by drawing on their own and other people's experiences</li> <li>• Develop their design ideas through discussion, observation and modelling</li> <li>• Draw and label a design in detail, giving reasons for their choices</li> <li>• Identify a purpose for what they intend to design and make</li> <li>• Develop their design ideas applying findings from their earlier research</li> </ul>
<p><b>Outcome:</b> Create simple representations of objects</p>	<p><b>Outcome:</b> Design purposeful, functional, appealing products for themselves and other users based on design criteria</p>	<p><b>Outcome:</b> Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>

#### Area of Study: Working with tools, equipment, materials and components to make quality products (including food)



# CURRICULUM PROGRESSION STRAND MAP

EYFS	Year 1	Year 2
<ul style="list-style-type: none"> <li>• Use different tools and techniques</li> <li>• With help cut and shape a range of materials.</li> <li>• Begin to use some tools safely i.e scissors</li> <li>• Explore joining materials together e.g. glues or masking tape</li> <li>• With support learn about basic food handling, hygienic practices and personal hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Make their design using appropriate tools and techniques</li> <li>• With help measure, mark out, cut and shape a range of materials</li> <li>• Use tools eg scissors and a hole punch safely</li> <li>• With support assemble, join and combine materials in order to make a product</li> <li>• Use basic food handling, hygienic practices and personal hygiene</li> <li>• Use simple finishing techniques to improve the appearance of their product</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to select tools and materials; use vocab' to name and describe them</li> <li>• Measure, cut and score with some accuracy</li> <li>• Use hand tools safely and appropriately</li> <li>• Independently assemble, join and combine materials in order to make a product</li> <li>• Cut, shape and join fabric using basic sewing techniques</li> <li>• Follow safe procedures for food safety and hygiene</li> <li>• Choose and use appropriate finishing techniques</li> </ul>
<b>Outcome:</b> Uses tools and techniques confidently and appropriately.	<b>Outcome:</b> Select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing	<b>Outcome:</b> Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
Area of Study: Evaluating processes and products		
EYFS	Year 1	Year 2
<ul style="list-style-type: none"> <li>• Represent their own ideas, thoughts and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate their product by discussing how well it works in relation to the purpose.</li> <li>• Evaluate their products as they are developed, identifying strengths and possible changes they might make.</li> <li>• Evaluate their product by asking questions about what they have made and how they have gone about it.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate against their design criteria.</li> <li>• Evaluate their products as they are developed, identifying strengths and possible changes they might make.</li> <li>• Talk about their ideas, saying what they like and dislike about them.</li> </ul>



## CURRICULUM PROGRESSION STRAND MAP

<b>Outcome:</b> Adapts work where necessary.	<b>Outcome:</b> Explore and evaluate a range of existing products	<b>Outcome:</b> Evaluate their ideas and products against design criteria
<b>Area of Study: Technical knowledge</b>		
<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>
<ul style="list-style-type: none"> <li>Manipulates objects to achieve a planned effect.</li> <li>Selects tools and techniques needed to shape, assemble and join materials they are using,</li> </ul>	<ul style="list-style-type: none"> <li>Say how to make products stronger.</li> <li>Use levers or slides in my work.</li> </ul>	<ul style="list-style-type: none"> <li>Join materials together as part of a moving product.</li> <li>Add a specific design to their product</li> <li>Use axels and wheels in their work.</li> <li>Measure, join and cut textiles together to make something.</li> <li>Explain why they chose a certain textile.</li> </ul>
<b>Outcome:</b> Constructs with a purpose in mind, using a variety of resources.	<b>Outcome:</b> Build structures, exploring how they can be made stronger. Explore and use mechanisms, such as levers, sliders in their products.	<b>Outcome:</b> Build structures, exploring how they can be made more stable. Explore and use mechanisms, such as wheels and axles in their products.
<b>Area of Study: Cooking and nutrition</b>		
<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>
<ul style="list-style-type: none"> <li>Understands the need for variety in their foods</li> <li>Can usually manage washing and drying their hands.</li> </ul>	<ul style="list-style-type: none"> <li>Cut food safely and describe the texture of foods.</li> <li>Wash their hands and make sure that surfaces are clean.</li> <li>Think of interesting ways of decorating food they have made, eg, cakes?</li> <li>Can say what healthy foods are and where some food comes from.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the properties of the ingredients they are using and why it is important to be varied in their diet.</li> <li>Explain what it means to be hygienic.</li> <li>Discuss where food comes from i.e. animals, underground, over ground etc..</li> </ul>
<b>Outcomes:</b> Shows some understanding that good practices with regard to eating and hygiene can contribute to good health.	<b>Outcomes:</b> Use the basic principles of health and safety to prepare dishes Beginning to understand where food comes from.	<b>Outcomes:</b> Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from.