Design and Technology

Teaching children practical skills for life.

Key Objectives EYFS *In Foundation the past is taught through the curriculum area 'understanding the world'. The Early Learning Goal for this area is:*	Key Objectives Year One *Children will learn:*	Key Objectives Year Two
Expressive Art and Design: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	**Cooking** use the basic principles of a healthy and varied diet to prepare dishes **Design** design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology **Make** select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **Evaluate** explore and evaluate a range of existing products evaluate their ideas and products against design criteria	**Cooking** understand where food comes from. **Design** design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology **Make** select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **Evaluate** explore and evaluate a range of existing products evaluate their ideas and products against design criteria **Technical knowledge**

	Technical knowledge explore and use mechanisms [for example, wheels and axles], in their products.	explore and use mechanisms [for example, wheels and axles], in their products.

Throughout Foundation, opportunities for children to develop design and technology skills are created throughout the curriculum. Children are taught and given opportunity to develop skills such as cutting, mixing, attaching materials using a range of tools and construction equipment. As part of ongoing dialogue, teachers question children to consider the success of their work and to develop children's ability to evaluate what they have done. Skills in Foundation are to be taught explicitly and through continuous provision. Teachers skilfully build upon skills observed and increased the complexity of tasks set.

Key skills to be developed in Foundation

Cutting

Fixing (using glue, tape etc)

Folding

Key Tools/Materials to be used in Foundation

Scissors

Hole Punch and butterfly hooks

Pencil

Glue

Staples and Stapler

Various tapes (sellotape and masking tape)

Sewing equipment (needle and thread)

Cooking equipment

Key Stage One

In Key stage one, good Design Technology follow a progression of teaching:

Design Brief – Considering the purpose for design and construction

Evaluation – Evaluation of current products against a given design criterion

Focus Practice Task – The teaching of specific construction skills and technique – for example, teaching children various ways of constructing an axel, teaching children how to use cooking utensils.

Design – Using what children have already learnt to design a functional product to meet a design brief

Make – Using learnt skills to create an appealing product

Evaluation – Testing out the finished product and offering modifications

In Key Stage One, Design Technology is taught as a sequence of lessons, each term. Each Block focusses on a different skill

	Wheels and Axels	Textile	Food (basic principles of a varied diet)
Year 1	- Design Brief - Evaluate various products which use wheels and axels - Teach children how to make moving wheels – fixed axels, attached axels and individualised axels (Evaluate construction methods for strength and stability) - Design a product based on given criteria - Make product - Evaluate against design brief	- Design brief - Evaluate existing products i.e. puppets - Teach three different techniques for joining fabrics, (Evaluate construction methods for strength and stability) - Design a product based on given criteria - Make product - Evaluate against design brief	- Design Brief - Evaluate various meals, considering things which are and are not healthy - Teach children how to use cooking tools sensibly and safety and evaluate which tools to use for which foods. - Design a product/meal based on given criteria - Make product - Evaluate against design brief
	Levers and sliders	Where food comes from	Textile
Year 2	- Design Brief - Evaluate various products which use levers and sliders - Teach children who to make moving pictures – exploring pivot points with levers and various ways of constructing sliders. (Evaluate construction methods for strength and stability) - Design a product based on given criteria	- Design brief e.g. sustainable food - Evaluate existing products - Teach the children how to 'cook' combine foods to make a product (i.e. smoothie) - Design a product based on given criteria - Make product - Evaluate against design brief	- Design brief - Evaluate existing products i.e. puppets - Teach three different techniques for joining fabrics, (Evaluate construction methods for strength and stability) - Design a product based on given criteria - Make product - Evaluate against design brief

	▪ *Make product* ▪ *Evaluate against design brief*		