



# Design and Technology

*Teaching children practical skills for life.*

<p><i>Key Objectives EYFS</i>  <i>In Foundation the past is taught through the curriculum area 'understanding the world'. The Early Learning Goal for this area is:</i></p>	<p><i>Key Objectives Year One</i>  <i>Children will learn:</i></p>	<p><i>Key Objectives Year Two</i></p>
<p><u>Expressive Art and Design:</u> 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.</p>	<p><u>Cooking</u>            use the basic principles of a healthy and varied diet to prepare dishes</p> <p><u>Design</u>            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</p> <p><u>Make</u>            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</p> <p><u>Evaluate</u>            explore and evaluate a range of existing products            evaluate their ideas and products against design criteria</p>	<p><u>Cooking</u>            understand where food comes from.</p> <p><u>Design</u>            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</p> <p><u>Make</u>            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</p> <p><u>Evaluate</u>            explore and evaluate a range of existing products            evaluate their ideas and products against design criteria</p> <p><u>Technical knowledge</u></p>

	<u>Technical knowledge</u> explore and use mechanisms [for example, wheels and axles], in their products.	explore and use mechanisms [for example, wheels and axles], in their products.
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*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, evaluating against the design brief 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*

*The key knowledge and skills to be mastered are highlighted in purple, which will enable children to progress through this particle subject.*

	<i>Levers and sliders</i>	<i>Textile</i>	<i>Food (basic principles of a varied diet)</i>
<i>Year 1</i>	<ul style="list-style-type: none"> <li>Design Brief</li> <li>Evaluate various products which use levers and sliders</li> <li>FPT – Children will taught the term pivot. Children will learn how to make moving pictures – <b>exploring pivot points</b> with levers and various ways of constructing sliders. (Evaluate construction methods for strength and stability). Children will also be taught an example of a multiple pivot lever.</li> <li>Design a product based on given criteria</li> <li>Make product</li> <li>Evaluate against design brief</li> </ul>	<ul style="list-style-type: none"> <li>Design brief</li> <li>Evaluate existing products i.e. puppets</li> <li>FPT - Teach three different techniques for joining fabrics – stitch, adhesive and staples (Evaluate construction methods for strength and stability)</li> <li>Design a product based on given criteria</li> <li>Make product</li> <li>Evaluate against design brief</li> </ul>	<ul style="list-style-type: none"> <li>Design Brief</li> <li>Evaluate various meals, considering things which are and are not healthy</li> <li>FPT -Teach children how to use cooking tools sensibly and safety and evaluate which tools to use for which foods.</li> <li>Design a product/meal based on given criteria</li> <li>Make product</li> <li>Evaluate against design brief</li> </ul>
	<i>Wheels and Axels</i>	<i>Where food comes from</i>	<i>Textile</i>
<i>Year 2</i>	<ul style="list-style-type: none"> <li>Design Brief</li> <li>Evaluate various products which use wheels and axels</li> <li>FPT -Teach children how to make moving wheels – <b>fixed axels, attached axels and individualised axels</b></li> </ul>	<ul style="list-style-type: none"> <li>Design brief e.g. sustainable food</li> <li>Evaluate existing products</li> <li>FPT -Teach the children how to 'cook' combine foods to make a product (i.e. smoothie)</li> </ul>	<ul style="list-style-type: none"> <li>Design brief</li> <li>Evaluate existing products i.e. decorations</li> <li>FPT -Teach three different stitch techniques for joining fabrics (running stitch, whip stitch and back stitch) – For children with particular SEND,</li> </ul>

	<p><i>(Evaluate construction methods for strength and stability)</i></p> <ul style="list-style-type: none"> <li>▪ <i>Design a product based on given criteria</i></li> <li>▪ <i>Make product</i></li> <li>▪ <i>Evaluate against design brief</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Design a product based on given criteria</i></li> <li>▪ <i>Make product</i></li> <li>▪ <i>Evaluate against design brief</i></li> </ul>	<p><i>succeeding in running stich will be key.</i>  <i>(Evaluate construction methods for strength and stability)</i></p> <ul style="list-style-type: none"> <li>▪ <i>Design a product based on given criteria</i></li> <li>▪ <i>Make product</i></li> <li>▪ <i>Evaluate against design brief</i></li> </ul>
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