

WILLIAM LILLEY INFANT AND NURSERY SCHOOL



NATIONAL CURRICULUM

INTENT, IMPLEMENTATION, PROGRESSION AND ASSESSMENT

DESIGN TECHNOLOGY

INTENT

Our children develop their DT skills through a broad range of practical experiences. Children are encouraged to solve relevant problems through innovative design and risk taking. They use an iterative design process through critical evaluation and exploration of products and processes.

IMPLEMENTATION

<p>Whole school Design Technology project</p>	<p>Topics incorporating DT knowledge and skills</p>	<p>Challenges are utilised as a strategy to support children's problem solving and application of DT skills.</p>	<p>Progressive child initiated learning opportunities in EYFS and the next in KS1, building on developmental skills eg creative areas, workshops and construction</p>	<p>The process of design is recorded progressively throughout the school, from discussions to written and illustrated plans.</p>
<p>Baking is utilised throughout the school, through Friday enrichment clubs and topic based sessions.</p>	<p>After school club to provide further enhance and promote DT</p>	<p>Enhancements through visits, trips and visitors to the school eg, Newstead Abbey</p>	<p>Family fun – engaging parents in their child's learning through joint DT projects</p>	<p>Homework DT based tasks and related celebration assemblies for completed tasks</p>
<p>Skills based curriculum focusing upon; designing, making and evaluating, textiles, mechanisms, materials, construction, cooking and nutrition</p>				

LONG TERM PLAN OVERVIEW – DESIGN TECHNOLOGY

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
NURSERY	All about me: myself	All about me: my house	The wide, wide world: traditional tales	The wide, wide world: celebrate	Wonderful world: circle of life	Wonderful world: The summertime
RECEPTION	Me and you	Down our street	Cultural explorers We are different we are the same?	Real life superheroes	Squeak, cluck, roar	Before I was born We're off on a journey...
CYCLE A – YEAR 1/ 2	Location, Location, Location	Surprise, Surprise!	Winter Wonderland!	Furry, feathery friends	Land Ahoy!	Our future
CYCLE B – YEAR 1/2	Medieval magic	Best of British	Active planet	Rumble in the Jungle	Pollution solution!	Inside Out

Main foci Minor foci

SKILLS, KNOWLEDGE AND VOCABULARY PROGRESSION - EYFS

DT Curriculum area	Three and Four-Year-Olds	Reception	Three and Four-Year-Olds	Reception	VOCABULARY	
	KNOWLEDGE		SKILLS			
Designing and making	Developing, planning and communicating ideas	<ul style="list-style-type: none"> * Know that appropriate resources can be selected when designing. 	<ul style="list-style-type: none"> Know how to use a variety of artistic effects. Know the importance of making improvements to their ideas or models. Know the importance of working as a team. 	<ul style="list-style-type: none"> PSED - Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. PD - Choose the right resources to carry out their own plan. UW - Explore how things work. EAD - Develop their own ideas and then decide which materials to use to express them. 	<ul style="list-style-type: none"> EAD - Explore, use and refine a variety of artistic effects to express their ideas and feelings. EAD - Return to and build on their previous learning, refining ideas and developing their ability to represent them. EAD ELG - Create collaboratively, sharing ideas, resources and skills. 	picture, drawing, use, plan, ideas, draw
	Working with tools, equipment, materials and components to make quality products	<ul style="list-style-type: none"> Know that materials can be joined using tools and techniques. Know that products need to be strong. Know that products move. 	<ul style="list-style-type: none"> Know how to use different tools and techniques safely. Know how to sit with a good posture and why it is important. Know ways to change colour and texture. 	<ul style="list-style-type: none"> PSED - Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. PD - Choose the right resources to carry out their own plan. PD - Use one-handed tools and equipment, for example, making snips in paper with scissors. EAD - Explore different materials freely, in order to develop their ideas about how to use them and what to make. 	<ul style="list-style-type: none"> PD - Progress towards a more fluent style of moving, with developing control and grace. PD - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor PD EAL - Use a range of small tools, including scissors, paintbrushes and cutlery. EAD ELG - Create collaboratively, sharing ideas, resources and skills. EAD ELG - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	experiment, change, tools, materials, use, make, build, join, shape, tools
	Evaluating processes and products	<ul style="list-style-type: none"> Know that work can be adapted if necessary. 	<ul style="list-style-type: none"> Know the importance of making improvements. 	<ul style="list-style-type: none"> EAD - Explore different materials freely, in order to develop their ideas about how to use them and what to make. 	<ul style="list-style-type: none"> EAD - Return to and build on their previous learning, refining ideas and developing their ability to represent them. EAD ELG - Share their creations, explaining the process they have used. 	materials, use, idea, improve, final, complete, like, change, dislike, next time, better, worse, different, instead
	Textiles	<ul style="list-style-type: none"> Know that materials can be joined using tools and techniques. 	<ul style="list-style-type: none"> Know how to use a range of tools safely. Know the importance of working safely. 	<ul style="list-style-type: none"> PSED - Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. PD - Choose the right resources to carry out their own plan. PD - Use one-handed tools and equipment, for example, making snips in paper with scissors. 	<ul style="list-style-type: none"> PD - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. PD EAL - Use a range of small tools, including scissors, paintbrushes and cutlery. 	experiment, change, tools, materials, use, make, build, join, shape, tools
	Mechanisms			<ul style="list-style-type: none"> PSED - Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. PD - Use large-muscle movements to wave flags and streamers, paint and make marks. PD - Choose the right resources to carry out their own plan. UW - Explore how things work. 	<ul style="list-style-type: none"> PD - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. PD EAL - Use a range of small tools, including scissors, paintbrushes and cutlery. 	
	Use of materials			<ul style="list-style-type: none"> PSED - Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. PD - Choose the right resources to carry out their own plan. PD - Use one-handed tools and equipment, for example, making snips in paper with scissors. EAD - Create closed shapes with continuous lines, and begin to use these shapes to represent objects. 	<ul style="list-style-type: none"> PD - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. PD EAL - Use a range of small tools, including scissors, paintbrushes and cutlery. 	
Construction			<ul style="list-style-type: none"> PSED - Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. PD - Choose the right resources to carry out their own plan. 	<ul style="list-style-type: none"> PD - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. 		

				<ul style="list-style-type: none"> • UW - Explore how things work. • EAD - Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. 		
Food Technology	<ul style="list-style-type: none"> • Know that eating well contributes to good health. • Know that ingredients can be stirred, mixed and poured. 	<ul style="list-style-type: none"> • Know what a healthy food choice is. 	<ul style="list-style-type: none"> • PSED - Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. 	<ul style="list-style-type: none"> • PSED MS – Manage their own hygiene and personal needs, including dressing and going to the toilet and understanding the importance of a healthy food choices. • PD EAL - Use a range of small tools, including scissors, paintbrushes and cutlery. 	Fruit, vegetable, flour, sugar, butter, margarine, weigh, change, spoon, mix, cut, knife	

For detailed breakdown of skills per term in EYFS, please refer to EYFS progression of skills documents

SKILLS, KNOWLEDGE AND VOCABULARY PROGRESSION – KS1

Year 1 and Year 2 National Curriculum objectives	<p>Design</p> <ul style="list-style-type: none"> 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>Make</p> <ul style="list-style-type: none"> 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>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products <p>Food Technology</p> <ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from
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		Year 1 Knowledge	Year 2 Knowledge	Year 1 Skills	Year 2 Skills	Y1 and Y2 Vocabulary
Designing and making	Developing, planning and communicating ideas	<ul style="list-style-type: none"> Know that there are similar existing products relating to what is being made. 	<ul style="list-style-type: none"> Know that products serve a purpose. 	<ul style="list-style-type: none"> Can they think of some ideas of their own? Can they explain what they want to do? Can they use pictures and words to plan? 	<ul style="list-style-type: none"> Can they think of ideas and plan what to do next? Can they choose the best tools and materials? Can they give a reason why these are best? Can they describe their design by using pictures, diagrams, models and words? 	purpose, develop, model, template, information, materials, mock up, function, product, media, appeal, prototype, audience
	Working with tools, equipment, materials and components to make quality products	<ul style="list-style-type: none"> Know that tools / equipment can be used to cut, shape, join and finish. 	<ul style="list-style-type: none"> Know that there is a purpose for what is being made. 	<ul style="list-style-type: none"> Can they explain what they are making? Can they explain which tools are they using? 	<ul style="list-style-type: none"> Can they join things (materials/ components) together in different ways? 	evaluating, joining, finishing, tools, equipment
	Evaluating processes and products	<ul style="list-style-type: none"> Know that a final product is linked to what has been asked. 	<ul style="list-style-type: none"> Know that there are strengths and weaknesses of products made 	<ul style="list-style-type: none"> Can they describe how something works? Can they talk about their own work and things that other people have done? 	<ul style="list-style-type: none"> Can they explain what went well with their work? If they did it again, can they explain what they would improve? 	evaluate, improve, design, product, criteria, judge
	Textiles	<ul style="list-style-type: none"> Know that textiles can be cut and joined to make a product. 	<ul style="list-style-type: none"> Know that materials can be measured. Know that textiles can be joined to make a product. 	<ul style="list-style-type: none"> Can they describe how different textiles feel? Can they make a product from textiles by gluing? 	<ul style="list-style-type: none"> Can they measure textile? Can they join textiles together to make something? Can they cut textiles? Can they explain why they chose a certain textile? 	joining, finishing, tools, fabrics, template, pattern, mark out, join, decorate, finish
	Mechanisms	<ul style="list-style-type: none"> Know that levers can be used to create movement. 	<ul style="list-style-type: none"> Know that wheels and axles can be used to create movement. 	<ul style="list-style-type: none"> Can they make a product which moves? Can they cut materials using scissors? Can they describe the materials using different words? Can they say why they have chosen moving parts? 	<ul style="list-style-type: none"> Can they join materials together as part of a moving product? Can they add some kind of design to their product? 	slider, lever, pivot, slot, bridge, card, masking tape, paper fastener, join, pull, push, up, down, straight, curve, forwards, backwards, vehicle, wheel, axle, axle holder, cutting, joining, shaping, finishing, fixed, free, moving, tools, equipment materials
	Use of materials	<ul style="list-style-type: none"> Know that there are ways to make a product stronger. 	<ul style="list-style-type: none"> Know that materials can be measured. 	<ul style="list-style-type: none"> Can they make a structure/model using different materials? Is their work tidy? Can they make their model stronger if it needs to be? 	<ul style="list-style-type: none"> Can they measure materials to use in a model or structure? Can they join material in different ways? Can they use joining, folding or rolling to make it stronger? 	Materials, natural, man-made, manufactured, object, change, bend, twist, stretch, squash, heat

	Construction	<ul style="list-style-type: none"> • Know that there are ways to make a product stronger. 	<ul style="list-style-type: none"> • Know how to make a product stronger 	<ul style="list-style-type: none"> • Can they talk with others about how they want to construct their product? • Can they select appropriate resources and tools for their building projects? • Can they make simple plans before making objects, e.g. drawings, arranging pieces of construction before building? 	<ul style="list-style-type: none"> • Can they make sensible choices as to which material to use for their constructions? • Can they develop their own ideas from initial starting points? • Can they incorporate some type of movement into models? • Can they consider how to improve their construction? 	design, equipment, material, fabric, thread, shape, glue, cut, fold, sew, staple, join, function, refine, mechanism, adhesive, template
Food Technology Cooking and nutrition		<ul style="list-style-type: none"> • Know that food comes from plants or animals. • Know that with support, food can be cut, peeled and grated. 	<ul style="list-style-type: none"> • Know that food has to be farmed, grown or caught. • Know that with safety and good hygiene, food can be cut, peeled and grated. 	<ul style="list-style-type: none"> • Can they cut food safely? • Can they describe the texture of foods? • Do they wash their hands and make sure that surfaces are clean? • Can they think of interesting ways of decorating food they have made, eg. cakes? 	<ul style="list-style-type: none"> • Can they describe the properties of the ingredients they are using? • Can they explain what it means to be hygienic? • Are they hygienic in the kitchen? 	healthy, unhealthy, source, fruit, vegetables, clean, safe, dirty, unsafe, amount, ingredients, recipe, weight, nutrients, vegetarian, dietary requirements

END OF KS1 ASSESSMENT STATEMENT

CHILDREN WILL EITHER HAVE 'MET' OR 'NOT MET' THE FOLLOWING STANDARD AT THE END OF EACH YEAR.

	Assessment statement
Year 1	Children are able to create simple designs using drawings, templates and talking. They plan their ideas using simple designs through drawings, templates and talking. Children make amend and create their designs using construction materials and food. They are able to make a moving mechanism, selecting their own tools, techniques and equipment. Children are beginning to plan and evaluate their own and others designs.
Year 2 (End of KS1)	Children are able to create their own plans and are beginning to explain reasons for their ideas. Children are beginning to describe the effectiveness of their plans and creations. They are able to explain how to improve their structure or creation. Children are able to make their constructions stronger, stiffer and more stable. They use a variety of tools, techniques and equipment to realise their ideas within their textile, food, construction and mechanism creations.