

<p>EYFS Framework</p> <p>Personal, Social and Emotional Development</p> <p>ELG: Self-Regulation Set and work towards simple goals, being able to wait for what they want and control their impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Fine Motor Skills Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy when drawing.</p> <p>Expressive Arts and Design</p> <p>ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the processes they have used.</p>

National Curriculum					
Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts.					
	Designing	Making	Evaluating	Technical Knowledge	Food Technology
KS1	<p>Design - purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Design - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p>	<p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p>	<p>Explore and evaluate a range of existing products evaluate their ideas and products against design criteria.</p>	<p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	<p>Use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.</p>
KS2	<p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p>	<p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p> <p>Accurately select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p>	<p>Investigate and analyse a range of existing products, evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p>	<p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</p> <p>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</p> <p>Apply their understanding of computing to program, monitor and control their products.</p>	<p>Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p>

Reception Compromised content (Summer 2020)

EYFS End Points (Informed by the Early Learning Goals)

Personal, Social and Emotional Development

ELG: Self-Regulation

- Can set and work towards simple goals, and is able to wait for what they want and control their impulses when appropriate.
- Gives focused attention to what the teacher says, responding appropriately even when engaged in activity, and shows an ability to follow instructions involving several ideas or actions.

ELG: Fine Motor Skills

- Uses a range of small tools, including scissors and paint brushes.
- Is beginning to show accuracy when drawing.

Expressive Arts and Design

ELG: Creating with Materials

- Safely uses and explores a variety of materials, tools and techniques, experimenting with form and function.
- Shares their creations, explaining the processes they have used.

Year 1 2020-21

KS1 DT Curriculum NC End Points:	Term	Autumn	Spring	Summer
<p><u>Designing:</u> Is able to design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Can generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p><u>Making:</u> Is able to select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p> <p>Can select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p><u>Evaluating:</u> Can explore and evaluate a range of existing products evaluate their ideas and products against design criteria.</p> <p><u>Technical Knowledge</u> Can build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Is able to explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p><u>Food Technology:</u> Uses the basic principles of a healthy and varied diet to prepare dishes, understanding where food comes from.</p>	Half Term Coverage	Autumn 2 (Week 7)	Spring 2 Week 3	Summer 2 Week 4
	Topic	Toys: Moving Pictures	Freestanding Structures (Rockets)	Summer: Food (Selecting and Preparing Raw Ingredients: Fruit Snack)
	Key Knowledge	<ul style="list-style-type: none"> Understand that different mechanisms produce different types of movement. Know and use technical vocabulary relevant to the project. Understand the steps to make a moving picture or toy Understand that products are designed for users based on criteria, and what simple criteria for a moving toy could be: the mechanism should work smoothly, it should make the right type of movement 	<ul style="list-style-type: none"> Apollo 11 was the spaceflight that first landed humans on the Moon (children will Design and create a rocket replica ensuring that it is freestanding). Compromised content: To know how to join components together effectively. Know that a range of tools can be used for different purposes: cutting, sticking, curling, bending, joining etc. To understand how structures can be made stronger and stiffer. 	<ul style="list-style-type: none"> It is important to wash hands before preparing food and also to wash fruit before we eat it. Simple utensils can be used to process food and make it easier to eat. Fruit is an essential part of a balanced diet and 5 portions of fruit and vegetables are recommended per day. Fruit and vegetables can be farmed or grown at home. A Fruit usually contains a plant or tree's edible seed. A Vegetable is a plant used for food. Nutrients are the things in food that the body needs to remain healthy. Pith is the soft white lining inside fruit such as oranges. A fruit Salad is a cold dish of fresh and/or cooked fruit. Sensory evaluation is when senses are used to evaluate qualities such as appearance, smell, taste, texture (mouth feel). A Kebab has cooked and/or fresh ingredients on a skewer.
	Cross Curricular Links	<ul style="list-style-type: none"> History Topic: Toys from the Past 	<ul style="list-style-type: none"> Maths: 2D and 3D shapes Science: Materials History - link with space topic 	<ul style="list-style-type: none"> Science: Healthy Diet Literacy: Writing instructions
	Key Skills	<ul style="list-style-type: none"> Generate ideas based on simple design criteria and their own experiences Develop, model and communicate their ideas through drawings and mock-ups with card and paper. Plan and suggest steps in the creation phase. Select and use tools, explaining their choices, to cut, shape and join paper and card. 	<ul style="list-style-type: none"> Explore initial ideas using drawings and mock-ups. Use tools for different purposes: cutting, sticking, curling, bending, joining etc. Select and use a range of materials and components, such as paper, card, plastic and wood according to their characteristics. Build structures by selecting appropriate materials and investigating ways to strengthen them. Evaluate their ideas throughout the process and review their products against original criteria. 	<ul style="list-style-type: none"> Design appealing products for a particular user based on simple design criteria. Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. Communicate these ideas through talk and drawings. Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. Evaluate ideas and finished products against design criteria, including intended user and purpose.
School Context				
<ul style="list-style-type: none"> Make a moving picture book as a class to show EYFS classes examples of toys from the past. 	<ul style="list-style-type: none"> Relate to school workshop about rockets in space. Identify structures in the school environment that are free standing. 		<ul style="list-style-type: none"> Children use fruit from planters on the roof garden and edible playground. Consider why organic ingredients might be used and where these can be sources in the local area or grown from seed. 	

KS1 DT Curriculum NC End Points:	Term	Autumn	Spring	Summer	
	Half Term Coverage	Autumn 2 Week 7	Spring 1 Week 6	Summer 1 Week 4	
<p><u>Designing:</u> Is able to design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Can generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p><u>Making:</u> Is able to select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p> <p>Can select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p><u>Evaluating:</u> Can explore and evaluate a range of existing products evaluate their ideas and products against design criteria.</p> <p><u>Technical Knowledge</u> Can build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Is able to explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p><u>Food Technology:</u> Uses the basic principles of a healthy and varied diet to prepare dishes, understanding where food comes from.</p>	Topic	Autumn: Textiles (Winter Puppets)	Spring: Mechanisms (Vehicles with Wheels)	Summer: Food (Selecting and Preparing Raw Ingredients: Savoury)	
	Key Knowledge	<ul style="list-style-type: none"> To know what Design criteria is and how it can be used to create a product. To know which equipment is needed to sew material together. To know and use key vocabulary, as relevant to the project: seam, thread, stitch. To know how to evaluate their product against the design criteria and suggest improvements. 	<p>Recovery content:</p> <ul style="list-style-type: none"> Make explicit the different ways of effectively joining different materials. Incorporate content on how parts of the model, such as joins, can be strengthened. <ul style="list-style-type: none"> A mechanism is a device used to create movement in a product and wheels and axles are examples of this. To know the difference and distinguish between fixed and freely moving axles, using technical vocabulary relevant to the project. To know the purpose of their product (that the finished model can be moved on wheels with ease) To know what components are needed to construct a moving vehicle and use this to select materials according to which are most suitable. <p>Recovery content:</p> <ul style="list-style-type: none"> At the end of this topic, show pictures of the Nasa mars rover and look at the alternative structure of the wheel system – point out that the wheels need to be able to move up and down more to be able to travel over the uneven surface. Show children pictures of the Lunar Module from the Apollo 11 mission (which the children learned about last year). It didn't have to move, so no wheels, but like the Mars rover, it's movable legs mean it can be 'freestanding' on an uneven surface. 	<ul style="list-style-type: none"> To know the purpose of different tools and which to select for use in preparing food (eg culindar, sieve, spatula, peeler). To know how to wash, peel, slice and grate vegetables, selecting and use appropriate kitchen equipment safely and purposefully. To know how to grow vegetables from seed prepare for eating (including peeling, chopping, steaming and boiling) To know that some ingredients are easier to acquire according to the season. To now the food groups that different healthy foods belong and demonstrate by selecting appropriate combinations for a singular meal. To know the source of their food. 	
	Cross Curricular Links	Science: Features of Seasons			<ul style="list-style-type: none"> Science: Healthy Eating School event; Tastes of the World
	Key Skills	<ul style="list-style-type: none"> Design and create a puppet, sewing the material together effectively at the seams. Thread and use a needle safely. Evaluate own and each other's product(s) against the design criteria. 	<ul style="list-style-type: none"> Generate initial ideas and simple design criteria. Develop and communicate ideas through drawings and mock-ups. Use a range of tools and equipment to perform practical tasks, such as cutting and joining to allow movement and finishing. Select from and using a range of materials and components, such as paper, card, plastic and wood, according to their characteristics. Use wheels and axles as mechanisms in their product. Evaluate the success of their product against the design criteria. 	<ul style="list-style-type: none"> Plan and prepare a dish of nutritional value. Prepare a meal safely, using a range of equipment appropriately. Make and present food in an aesthetically pleasing way and evaluate the success of their own and others' dishes, involving critique of how dishes could be improved. To begin to use and be aware of a range of methods of food preparation peeling, chopping, steaming and boiling. 	
School Context					
		<ul style="list-style-type: none"> Discuss moving vehicles in our local area, following observation. Relate learning to class text involving moving vehicles 	<ul style="list-style-type: none"> Children refer learning to what they are growing on the rooftop terrace and in the edible playground Children consolidate learning during the outdoor picnic with school grown food in the summer term 		

