



Subject Overview: Design and Technology
 Intent (Skills/ knowledge)
 Implementation (How/ When)

	FS	Year 1	Year 2
INTENT	<p>Early Learning Goal: Expressive Arts and Design</p> <p>Exploring and using media and materials - Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Being imaginative - Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. - They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories</p> <p>Design</p> <ul style="list-style-type: none"> Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. They use and explore a variety of materials, tools and techniques. They represent their own ideas, thoughts and feelings through design and technology. <p>Make</p> <ul style="list-style-type: none"> Use various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Explain what is being made. <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> Wash their hands. Describe the texture of foods. Think of interesting ways of decorating food they have made, e.g. cakes? 	<p>DT1/1.1a design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <ul style="list-style-type: none"> Design a product for themselves following design criteria. Design a product for themselves and others following design criteria. <p>DT1/1.1b generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <ul style="list-style-type: none"> Think of some ideas of their own. Use pictures and words to plan. <p>DT1/1.2a select from and use a range of tools and equipment to perform practical tasks</p> <ul style="list-style-type: none"> Explain what is being made and why. Select tools and equipment to cut, shape, join and finish. <p>DT1/1.2b select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <ul style="list-style-type: none"> Choose the right materials and explain why they are being used. <p>DT1/1.3a explore and evaluate a range of existing products</p> <ul style="list-style-type: none"> Describe how existing products work. Talk about existing products and say what is good and not so good about them. <p>DT1/1.3b evaluate their ideas and products against design criteria</p> <ul style="list-style-type: none"> Talk about their work. 	<p>DT1/1.1a design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <ul style="list-style-type: none"> Design a product for others following design criteria. <p>DT1/1.1b generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <ul style="list-style-type: none"> Think of some ideas of their own. Think of ideas and plan what to do next. Explain what they want to do. Describe designs by using pictures, diagrams, model mock-ups, words and ICT. Choose the best tools and materials. Give a reason why these are best tools or materials. <p>DT1/1.2a select from and use a range of tools and equipment to perform practical tasks</p> <ul style="list-style-type: none"> Explain what is being made and why an audience will like it. Select tools and equipment to cut, shape, join and finish. Describe which tools are being used and why. <p>DT1/1.2b select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <ul style="list-style-type: none"> Join things (materials/ components) together in different ways. Choose materials and explain why they are being used depending on their characteristics. <p>DT1/1.3a explore and evaluate a range of existing products</p> <ul style="list-style-type: none"> Describe how existing products work. Talk about existing products and say what is good and not so good about them. Talk about own work and things that other people have done. <p>DT1/1.3b evaluate their ideas and products against design criteria</p> <ul style="list-style-type: none"> Talk about their own work linked to what they were asked to do. Describe what went well with their work. Evaluate what they would do differently if they did it again and why. Judge own work against the design criteria.

		<p>Technical Knowledge</p> <p>DT1/1.4a build structures, exploring how they can be made stronger, stiffer and more stable</p> <ul style="list-style-type: none"> • Say how to make products stronger. • Measure materials to use in a model or structure. • Join material in different ways. • Use joining, folding or rolling to make it stronger. <p>DT1/1.4b explore and use mechanisms, in their products.</p> <ul style="list-style-type: none"> • Use levers or slides in their work. <p>Cooking & Nutrition</p> <p>DT1/2.1a use the basic principles of a healthy and varied diet to prepare dishes</p> <ul style="list-style-type: none"> • Wash hands and make sure that surfaces are clean. • Cut food safely. <p>DT1/2.1b understand where food comes from.</p> <ul style="list-style-type: none"> • Say what healthy foods are. • Say where some food comes from. 	<p>Technical Knowledge</p> <p>DT1/1.4a build structures, exploring how they can be made stronger, stiffer and more stable</p> <ul style="list-style-type: none"> • Join materials together as part of a moving product. • Measure textiles. • Join textiles together to make something. • Cut textiles. • Explain why they chose a certain textile. <p>DT1/1.4b explore and use mechanisms, in their products.</p> <ul style="list-style-type: none"> • Add a specific design to my product. • Use axels and wheels in their work. <p>Cooking & Nutrition</p> <p>DT1/2.1a use the basic principles of a healthy and varied diet to prepare dishes</p> <ul style="list-style-type: none"> • Describe the properties of the ingredients being used and why it is important to be varied in their diet. • Explain what it means to be hygienic. • Keep a hygienic kitchen. <p>DT1/2.1b understand where food comes from.</p> <ul style="list-style-type: none"> • Say where food comes from i.e. animals, underground, over ground etc.
Vocabulary	Design, make, like, dislike	<p>All EYFS vocabulary and:</p> <p>product, appealing, functional, purpose, design criteria</p> <p>resources, tools, processes, mechanisms, sliders, levers, pivot</p> <p>evaluate, judgment, existing products</p> <p>healthy, unhealthy</p>	<p>All EYFS/Y1 vocabulary and:</p> <p>construction materials, components, axels, wheels, specific, textiles, characteristics</p> <p>improved</p>

	Topic 1	Topic 2	Topic 3
Year 1	<p><u>Mechanisms</u> <u>Can I make a moving card?</u> <u>Concept -</u> Explore a range of moving cards, design a moving card choosing whether to use a slider or lever, making the card using resources provided, evaluate the finished product through talk and demonstration</p> <p>Key questions – Can I explore moving parts and choose a design? Can I follow my design to make a product? Can I talk about my end product?</p> <p><u>Key Teaching Points:</u></p> <ul style="list-style-type: none"> • Explore slide and lever mechanisms in the context of Christmas cards • Complete a simple design process • Create a moving card using the resources and tools provided • Talk about and demonstrate the card once complete • Assess against simple design criteria 	<p><u>D&T</u> <u>Can I make a wooden spoon puppet?</u> <u>Concept -</u> Explore a range of toys and consider their appeal and purpose, create design criteria, design a wooden spoon puppet including thinking about materials needed to make it, making the wooden spoon puppet choosing from the tools and equipment available, evaluate the finished product through a simple evaluation sheet, perform in a puppet show</p> <p>WOW: Puppet Show</p> <p>Key questions – Can I explore a range of toys? Can I design a product against set criteria? Can I make a product following a design? Can I evaluate a product against set criteria?</p> <p><u>Key Teaching Points:</u></p> <ul style="list-style-type: none"> • Explore a wider range of toys and evaluate their purpose and appeal • Create design criteria • Design a wooden spoon puppet linked to the texts used in English • Create a wooden spoon puppet choosing from tools and equipment • Evaluate the wooden spoon puppet once complete • Assess against design criteria set by children 	<p><u>D&T</u> <u>What could be in our fruit salad?</u> <u>Concept –</u> Explore a range of fruits and considering where they come from as well as their appeal, create design criteria, design a group fruit salad including thinking about what tools and equipment will be needed, making the fruit salad choosing from the tools and equipment available, evaluating the fruit salad through a simple evaluation sheet, presenting and sampling all fruit salads made</p> <p>WOW: Evaluation tasting session</p> <p>Key questions – Can I explore a range of fruit? Can I design a product against set criteria? Can I make a product following a design? Can I evaluate a product against set criteria?</p> <p><u>Key Teaching Points:</u></p> <ul style="list-style-type: none"> • Explore a wider range of fruits • Consider what healthy and unhealthy mean, and where fruit comes from • Create design criteria • Design a fruit salad • Create a fruit salad choosing from tools and equipment • Evaluate the fruit salad once complete • Assess against design criteria set by children
Year 2	<p><u>D&T</u> <u>Rainforest masks</u> <u>Concept –</u> Explore, design, make and evaluate a mask based on a rainforest animal</p> <p>WOW: Rainforest mask fashion show</p> <p>Key questions – Can I explore a range of masks? Can I design a product against set criteria? Can I make a product following a design? Can I evaluate a product against set criteria?</p> <p><u>Key Teaching Points:</u></p> <ul style="list-style-type: none"> • Explore a range of rainforest animals and types of masks to evaluate their purpose and appeal • Create design criteria • Design a rainforest animal mask • Create a rainforest animal mask • Evaluate the rainforest animal mask once complete • Assess against design criteria set by children 	<p><u>Mechanisms</u> <u>Famous Queen's – linked into History unit of work</u> <u>Concept –</u> Explore, design, make and evaluate a carriage for the queen using wheels and axels</p> <p>WOW: Carriage presentations</p> <p>Key questions – Can I explore a range of mechanisms? Can I design a product against set criteria? Can I make a product following a design? Can I evaluate a product against set criteria?</p> <p><u>Key Teaching Points:</u></p> <ul style="list-style-type: none"> • Explore a wider range of mechanisms and evaluate their purpose and appeal • Create design criteria • Design a carriage fit for a queen • Create a carriage choosing from tools and equipment • Evaluate the carriage once complete • Assess against design criteria set by children 	<p><u>Textiles</u> <u>Can I</u> <u>Concept –</u></p> <p>WOW: Marketplace Textiles</p> <p>Key questions – Can I explore a range of textiles? Can I design a product against set criteria? Can I make a product following a design? Can I evaluate a product against set criteria?</p> <p><u>Key Teaching Points:</u></p> <ul style="list-style-type: none"> • Explore a range of textiles and evaluate their purpose and appeal • Create design criteria • Design a textile to include mearing, joining and cutting • Explain why they chose a certain textile • Create a textile choosing from tools and equipment available • Evaluate the textile once complete • Present textile in a Marketplace scenario