



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>In the EYFS framework, the curriculum is set out across 7 areas of learning. The DT pre-requisites for Nursery aged children which feed into the KS1 National Curriculum include:</p> <p style="text-align: center;">Personal, Social and Emotional Development: Select and use activities and resources, with help when needed.</p> <p>Physical Development: Choose the right resources to carry out their own plan; Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p style="text-align: center;">Understanding the World: Explore how things work.</p> <p>Expressive Arts and Design: Make imaginative and complex 'small worlds' with blocks and construction kits; Explore different materials freely, in order to develop their ideas about how to use them and what to make; Develop their own ideas and then decide which materials to use to express them.</p>					
Getting to know my Nursery	<p>In their first term at school, we aim to provide children with a range of construction, malleable and creative resources which they can explore and begin to use for their own purposes.</p> <p>Design Explore a selected range of construction and creative resources and use these for own purposes. Explore different</p>	<p>DT focus: Making a Rainbow Meal</p> <p>Design Discuss their work as it progresses Make Create a 'rainbow' meal with food, eg. a fruit salad. Evaluate Say what they like and do not like about items (foods) they have made and attempt to say. Technical Knowledge Learn about the use of tools, such as knives for cutting,</p>	<p>DT focus: Making a kite</p> <p>Design Select materials from a limited range that will meet a simple design. Select and name the tools needed to work the materials e.g. scissors for paper. Make Make kites, exploring using a variety of materials. Attach string to kite using tape. Evaluate Test out their kites to</p>	<p>DT focus: Simple vehicles</p> <p>Design Develop their own ideas and then decide which materials to use to express these. Make Look at simple wheels and axles, exploring how these work. Use a variety of construction resources with wheels (e.g. Duplo, Mobilo, KNEX) and create vehicles which move. Evaluate Talk about their</p>	<p>DT focus: Making instruments</p> <p>Design Develop their own ideas and then decide which materials to use to express these. Make Make their own instruments using recyclable materials. Explore different materials freely in order to develop their ideas about how to use them and what to make. Join different materials and explore different textures.</p>	<p>DT focus: Making clay minibeasts</p> <p>Design Discuss their work as it progresses, explaining what they are making and describing the material they are using. Make Begin to create their designs using basic techniques and tools (shaping, rolling, pinching, nipping, etc). Evaluate Say what they like and do not like about</p>

	<p>materials freely in order to develop their ideas about how to use them and what to make.</p> <p>Make Explore materials and resources, finding out what they are and what they can do. Children to make decisions about how they want to use them.</p> <p>Evaluate Talk about what they have done/ made.</p> <p>Technical Knowledge Begin to create their designs using basic techniques.</p> <p>Cooking and Nutrition Explore foods, saying how they taste, look and smell. Name familiar foods, such as the fruit and vegetables we have for snack. Begin to learn about hygiene: washing hands before eating, etc.</p>	<p>spoons for eating and stirring.</p> <p>Cooking and Nutrition Begin to develop a food vocabulary using taste, smell, texture and feel Learn about hygiene, such as washing hands before handling foods and eating.</p>	<p>find out if the designs have been successful.</p> <p>Technical Knowledge Learn how to join different materials, beginning with tape to connect 2 different parts.</p>	<p>designs as they develop and identify good and bad points. Start to talk about changes made during the making.</p> <p>Technical Knowledge Begin to understand that wheels need to rotate.</p>	<p>Evaluate Create their design using basic techniques- assembling and attaching Listen to the sounds created by our instruments. How do they sound? Do we like the sounds they make?</p> <p>Technical Knowledge Learn how to join different materials, using a range of adhesives.</p>	<p>items they have made and attempt to say why.</p> <p>Technical Knowledge Properties of material, eg malleable, soft, that affect how it can be shaped and used.</p>
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<p>Reception</p>	<p>Following on from Nursery, the EYFS Curriculum for Reception ensures progression in the pre-requisite skills for Design and Technology. These include:</p> <p>Physical Development: Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Expressive Arts and Design: Explore, use and refine a variety of artistic effects to express their ideas and feelings; Return to and build on their previous learning, refining ideas and developing their ability to represent them; Create collaboratively, sharing ideas, resources and skills.</p> <p>By the time, Reception children reach the end of the year, the Early Learning Goals state what they should be able to do. With reference to DT, they should:</p> <ul style="list-style-type: none"> • Use a range of small tools, including scissors, paintbrushes and cutlery (Physical Development: Fine Motor) • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used (Expressive Arts and Design Creating with Materials). 				
<p>DT focus: Creating a home for a fox</p> <p>Design Discuss what design features their model will need to have for intended purpose (design criteria). Explore ideas by arranging and re-arranging materials.</p> <p>Make Use boxes and other materials to create a home for an animal. Create their design using basic techniques.</p> <p>Build structures, joining components together. Use a variety of ways to join 'box models' –</p>	<p>DT focus: A healthy wrap</p> <p>Design Select what will be needed, based on preferences and tastes.</p> <p>Make Make a healthy vegetable wrap.</p> <p>Evaluate Evaluate in terms of appearance, how well it stays together, and taste. Discuss things that may have gone wrong whilst making wrap and how these were put right.</p> <p>Technical Knowledge Develop their understanding of how tools (eg knives,</p>	<p>DT focus: A spaceship, using recycled materials</p> <p>Design Children work with a variety of recycled materials to create their designs. They begin to make decisions about what they will use, why they have chosen these particular resources and how they will arrange/ attach resources to create a model.</p> <p>Make Begin to build models, joining components together. Give children opportunities to paint and decorate their</p>	<p>DT focus: A card for Easter</p> <p>Design Children will select materials from a range that will meet a simple design criteria and they will make decisions about how they will arrange items to decorate their card.</p> <p>Make Children will learn about techniques that include folding and using scissors to cut straight and curved edges with increasing accuracy.</p> <p>Evaluate Opportunities to discuss how they made their card, what</p>	<p>DT focus: A vehicle with wheels</p> <p>Design Explore different materials freely in order to develop their ideas about how to use them and what to make.</p> <p>Make Children make a simple vehicle with wheels and wheel holders.</p> <p>Evaluate Children evaluate the effectiveness of the design, exploring if the wheels move freely.</p> <p>Technical Knowledge Learn how to join different materials.</p>	<p>DT focus: A puppet</p> <p>Design Explore different materials freely in order to develop their ideas about how to use them and what to make.</p> <p>Make Children are introduced to sewing as the technique for joining 2 pieces of fabric, creating a simple puppet</p> <p>Evaluate Children consider the effectiveness of running stitches- have the stitches remained intact?</p> <p>Technical Knowledge Plan where stitches will go</p>

	<p>glue, Sellotape, string. Carefully cut items as needed to accommodate them in the plan.</p> <p>Evaluate Children begin to evaluate work in relation to the design criteria.</p>	<p>peelers) can be used in food preparation.</p> <p>Cooking and Nutrition Cut, shape, roll and shape food items. Explore familiar food products.</p>	<p>models. Use a variety of modelling materials – construction resources (e.g. KNEX, Duplo) to experiment with ideas and plans.</p> <p>Evaluate Children are encouraged to talk about what they have used to make their rocket, how they have attached components and how their model looks.</p> <p>Technical Knowledge Learn how to join different materials.</p>	<p>they like about this and any difficult parts they encountered.</p> <p>Technical Knowledge How to fold and use scissors to cut accurately.</p>		<p>Threading a needle Secure thread by tying a knot</p>
Year 1	<p>DT focus: A healthy lunch box</p> <p>Design Describe their design. Generate their own ideas and share them with their friends. Explain what they want to do. Explore existing products and talk about what they like and don't like about these.</p> <p>Make Select tools and equipment to cut, shape, join and finish.</p> <p>Evaluate Talk about what they have done. Say what they like about their product. Taste and evaluate different food combinations.</p>	<p>DT focus: A pit lamp</p> <p>Design Generate their own ideas and share them with their friends. Describe their design. Describe how existing products work.</p> <p>Make Creating joints and structures from paper/card and tape. Follow instructions to cut and assemble the supporting structure. Describe the tools they are using and why.</p> <p>Evaluate Talk about their work linked to what they were asked to do.</p>		<p>DT focus: A pop up book</p> <p>Design Generate own ideas on how to make a pop-up book. Describe their design. Describe the tools they are using and why these have been chosen. Describe how existing products work.</p> <p>Make Measure materials to use in model. Explore joining materials in different ways, such as gluing, stapling and taping. Select tools and equipment to cut, shape, join and finish. Describe the tools they are using and why.</p>		

	<p>Describe appearance, smell and taste.</p> <p>Technical Knowledge Know that 'joining technique' means connecting 2 pieces of material together. Understand that different techniques for joining materials can be used for different purposes. Know that drawing a design idea is useful to see how a design will look</p> <p>Cooking and Nutrition Describe the properties of the ingredients they are using and why it is important to have a varied diet. Explain what it means to be hygienic. Understand some measures to maintain hygiene in a kitchen. Say where food comes from and know that all food originates from plants or animals. Know how to use techniques such as cutting, peeling and grating. Explore existing products and talk about what they like and don't like.</p>	<p>Say what they like about their product and what they might change.</p> <p>Technical Knowledge Select tools and equipment to cut, shape, join and finish. Use scissors to cut straight and curved lines with increasing accuracy. Describe the tools they are using and why.</p>	<p>Use joining, folding or rolling to make something stronger. Use levers or sliders in their work.</p> <p>Evaluate Talk about their work linked to what they were asked to do. Say what they like about their product and what they might change.</p> <p>Technical Knowledge Measure with increasing accuracy and join materials appropriately. Know that a mechanism is the parts of an object that move together.</p>
<p>Year 2</p>	<p>DT focus: A school bag</p> <p>Design Explain what they have made and why the audience will like it. Explain and describe design, using pictures, drawings, model mock-ups and oral accounts. Design a product for others based on a specific design criteria- a school bag.</p> <p>Make Explore different ways of joining textiles together to make an item, (sewing, gluing, stapling).</p>	<p>DT focus: A fire engine</p> <p>Design Design a product based on a specific design criteria. Explain why they chose a particular material for their product, based on their understanding of the properties of materials. Explain what they are making and why the audience will like it. Explain and describe their design, using pictures, drawings, model mock-ups and oral accounts.</p>	<p>DT focus: An African animal</p> <p>Design Create a group design criteria for a model. Explain why they chose that material for their product, based on the properties of the material. Explain what they are making and why it will be appealing to audience. Explain and describe their design, using pictures, drawings, model mock-ups and oral accounts. Generate ideas and plan what to do next.</p>

	<p>Select and cut fabrics for sewing Thread a needle. Sew a running stitch Neatly cut and pin fabrics, using a template. Measure and cut textiles.</p> <p>Evaluate Explain why they chose a particular material for their product, referring to the characteristics of the materials.</p> <p>Technical Knowledge Measure and cut textiles with increasing accuracy. Know that there are different stitches that can be used when sewing. Understand the importance of tying a knot after sewing to secure stitches.</p>	<p>Generate own ideas and plan what to do next.</p> <p>Make Use axles and wheels in their work. Measure and cut textiles based on their design. Join textiles together to create a 3D fire engine.</p> <p>Evaluate Evaluate and describe what went well with their design. Describe what they would do differently and why.</p> <p>Technical Knowledge Know that wheels need to be round in order to rotate and move. Understand that for a wheel to move it must be attached to a rotating axle. Know that an axle moves within an axle holder which is fixed to the vehicle or toy. Know the frame of a vehicle needs to be balanced.</p>	<p>Design a product for others based on a specific design criterion.</p> <p>Make Measure and cut textiles, with greater accuracy.</p> <p>Evaluate Evaluate and describe what went well with their design. Describe what they would do differently and why.</p> <p>Technical knowledge Show greater proficiency in understanding how to join materials effectively.</p>
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