

DT Curriculum

Intent of the DT Curriculum

Our high quality CLICK Curriculum in Design and technology will 'inspire the creativity and imagination in pupils to design and make their own products.' (National Curriculum, 2019) Our children will gain a wide range of subject knowledge to apply their skills across different subjects. They will look at ways in becoming resourceful and innovative to take risks safely and become adaptable learners. Our rich curriculum will allow children to develop critical thinking and explore design and technology past and present. As our children leave key stage one they will be able to make contributions to creativity and the wider world.

Our milestone document is carefully thought out to include the statutory components of the national curriculum to ensure all children are progressing in their own learning journey throughout our schools.

Implementation of the DT Curriculum

Nursery

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Nursery Rhymes	Brilliant Birds	Pets	Splash	Transport	Mini beast Madness
<p>Focus/ Content</p>	<p>Make 3D spiders from junk modelling/pipe cleaners Collaborative collage to make ducks Drawing spiders using circles and lines. Making salt dough faces with natural materials the children have collected.</p>	<p>Making binoculars for bird watching Making finger puppets of Peter n Paul Making Xmas cards using foot finger printing Puffin masks Collaborative shades of blue whale picture Collaborative collage of an owl using ripping and tearing technique Chalk pictures on black card of a forest at night time. Creating shades of autumn leaves.</p>	<p>Drawing a friend Paint animals Creating different dogs, (spotty/hairy/curly) using collaging and different techniques – Animal masks Building kennels for George</p>	<p>Water themed artwork – wax resist and collaging a water droplet Drawing a present for Billy Decorating plastic buckets with whiteboard pens. Designing own buckets. 3D paper plate under the sea craft Tracing sharks Making our own boats Make and write Easter cards Paint a picture of a daffodil.</p>	<p>Use paint to make representation from the story Junk modelling bus/train Making oil pastel seaside images Self portraits Making small world city</p>	<p>Paper plate caterpillars Paint pictures of bugs /animals we saw! Make a symmetrical butterfly print by folding over the paper. Painting the busy spider Make glittery web pictures like the ones in the story</p>
<p>Skills</p>	<p>I can join different materials and explore different textures EAD NUR I can create closed shapes and line to represent objects EAD NUR</p>	<p>I can use drawing to represent the storm in the story I can name some colours and what colour they make when mixed I can use one handed tools and equipment – chalk, tape I can explore what happens when you mix paint with crayons I can tear paper to create a collage</p>	<p>I can use a paint brush effectively and with increasing control I can manipulate materials to create different textures I can create closed shapes and line to represent objects</p>	<p>I can draw with increasing detail I can show preference for dominate hand I can join different materials and explore different textures I can use a range of tools (scissors, glue, tape) to create a boat</p>	<p>I can join different materials and explore different textures – oil pastels and collage I can show different emotions in my drawing I can make imaginative small worlds with blocks</p>	<p>I can join different materials and explore different textures I can use one handed tools and equipment – glue, scissors, take, hole punch I can draw my self-using a pencil with increasing detail I can use my own ideas and decide what materials to use to junk model and insect I can fold paper to create a symmetrical butterfly</p>
<p>Knowledge</p>	<p>I know how to create closed shapes with continuous lines, and begin to use these shapes to represent objects. I know that drawings and paintings can show feeling and emotion and I know how to include this in my artwork</p>	<p>I know that drawing can represent ideas like movement or loud noises. I know that colours can be mixed together to create new ones I know how to Join different materials and explore different textures</p>	<p>I know how to Draw with increasing complexity and detail I know how to Join different materials and explore different textures</p>	<p>I know how to Draw with increasing complexity and detail I know how to create closed shapes with continuous lines, and begin to use these shapes to represent objects. I know how to Join different materials and</p>	<p>I know that drawings and paintings can show feeling and emotion and I know how to include this in my artwork I know how to Draw with increasing complexity and detail I know how to Join different materials and explore different textures I know how to explore different materials freely, develop my ideas about how to use them and what to make.</p>	<p>I know that drawings and paintings can show feeling and emotion and I know how to include this in my artwork I know how to Draw with increasing complexity and detail I know how to Join different materials and explore different textures I know how to explore different materials freely, develop my ideas about how to use them and what to make. I know how to Join different materials and explore different textures</p>

				explore different textures		
Vocabulary *Ambitious vocabulary *previous vocabulary	Design: Picture, drawing, use Make: Change, tools, materials, salt dough Evaluate: idea, improve Cooking: food, meal, snack, healthy, diet	Design: Picture, drawing, use Make: Change, tools, materials Evaluate: idea, improve	Design: Picture, drawing, use Make: Change, tools, materials Evaluate: idea, improve	Design: Picture, drawing, use Make: Change, tools, materials Evaluate: idea, improve	Design: Picture, drawing, use Make: Change, tools, materials Evaluate: idea, improve	Design: Picture, drawing, use Make: Change, tools, materials Evaluate: idea, improve

Reception

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Friends and feelings	People who help US	What's is like far away	Growing	Traditional tales	Down on the farm
Focus/ Content	Self-portraits/ Portraits of new friends. Printing autumn trees. Colour mixing for feelings pictures- Picassos blue period Collaborative collage	Rangoli patterns/clay divas Christmas cards Bonfire night picture Police car weaving	Shades of blue colour mixing. African patterns/Animal prints Animal bservation Drawing Explore Vincent Van Gogh's art work	Natural landscapes using Claude Monet Daffodil observational drawing Landscape painting mixed media Rubbings of things in wild area- tree leaves etc compare pattern Fairy garden	Pastel Jungle pictures Character Drawing wolf Indian dancing Story acting out Making 3 pig houses with range of materials	Free painting- farm animals we saw Animal Pencil Drawing Summer pictures- pastel drawings with charcoal and colour mixing for a sunset. Ladybird biscuits Ladybird hand prints
Skills	I can develop my small motor skills to draw a face I can talk about my own work in detail and using new vocabulary I can create collaboratively sharing ideas, skills and resources	I can safely use and explore a variety of materials, tools and techniques to create some Diwali art I can share my creations, explaining the process they have used. I can show increasing control to weave paper	I can Use a range of small tools, including scissors, paintbrushes I can Begin to show accuracy and care when drawing a penguin I can build on pervious learning to develop my skills I can create pictures using a variety of materials in African pattern style I can develop my skills and accuracy to create a chalk image in the style of Van Gogh	I can explore and refine a variety of artistic effects to express my ideas I can build on pervious learning to develop my skills I can Explore the natural world around me, making observations and drawing pictures of plants I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	I can explore and refine a variety of artistic effects to create a jungle picture I can Begin to show accuracy and care when drawing. I can share my creations, explaining the process I have used.	I can Use a range of small tools- scissors I can show accuracy and care when drawing.
Knowledge	I know the names of different colours and know how to make new colours by mixing I know how to draw basic features of face to make a face portrait I know how to collage with a range of materials to create a worry monster I know how to share resources and ideas to create a large collage of Ruby	I know how to weave paper to create a pattern I know how to use a range of small tools	I know how to make a colour lighter or darker I know the steps to draw a penguin I know how to show accuracy with my drawing skills I know that Vincent Van Gogh was a famous artist and can talk about his stary night picture I know about Traditional African patterns I know how to create use a range of media to make animal patterns	I know how to improve my own work I know how to make an observational drawing of a plant I know how to combine different materials with natural materials to make a fairy garden I know how to show accuracy with my drawing skills	I know how to use pastel to create a jungle scene I know how to plan my work and follow the plan to build and make houses I know how to talk about what I have made, sharing the process I know how to show accuracy with my drawing skills	I know how to safely use a range of materials, tools and techniques when painting, drawing and collaging I know how to talk about what I have made, sharing the process
Vocabulary	<p>ART Drawing: pencil, line, colour in, straight, circle/other shapes, rubber, portrait Construction: Cut, stick, tape, pull, push, on, below, next to, above Painting: brush, paint, mix, palette, dip, colour, names, rangoli Collage: fabric, collage, stick, positional language Artists: Artist, painter, sculptor DT Design: Picture, drawing, use Make: Change, tools, materials Evaluate: idea, improve Cooking: food, meal, snack, healthy, diet</p>					

Year 1

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Getting to know me and my world.	A Toy's Story	Our Animal Adventures	To infinity and Beyond	Bright lights, Big city.	Ready, Steady, Grow
Focus/ Content	Design and collaboratively make castle hill	Christmas card-(being clear on which mechanisms you will use) Designing, making and evaluating a playground or specific piece of playground equipment, use a bench fold to create the steps etc	Design, make and evaluate felt Animal Puppets	Easter cards (using a mechanism) (18.4.25)	Design and make a bridge (paper straws) Designing and weaving a rug for the lion (linked to literacy text)	Design, make and evaluate fruit kebab
Skills	<p>Design</p> <p>I can design products that have a clear purpose and an intended user.</p> <p>I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups, and where appropriate use software to design.</p> <p>Make</p> <p>I can demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</p> <p>I can demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</p> <p>I can select from and use a range of tools and equipment to preform practical tasks.</p> <p>I can select from and use a wide range of materials and components, including construction materials, textiles, and ingredients, according to their characteristics.</p> <p>I can explore and use mechanisms (E.g. levers, sliders, wheels and axels)</p> <p>Evaluate</p> <p>I can explore objects and designs to identify likes and dislikes of the designs.</p> <p>I can suggest improvements to existing designs</p> <p>I can evaluate ideas and products</p>	<p>Design</p> <p>I can design products that have a clear purpose and an intended user.</p> <p>I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups, and where appropriate use software to design.</p> <p>Make</p> <p>I can demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</p> <p>I can demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</p> <p>I can select from and use a range of tools and equipment to preform practical tasks.</p> <p>I can select from and use a wide range of materials and components, including construction materials, textiles, and ingredients, according to their characteristics.</p> <p>I can explore and use mechanisms (E.g. levers, sliders, wheels and axels)</p> <p>Evaluate</p> <p>I can explore objects and designs to identify likes and dislikes of the designs.</p> <p>I can suggest improvements to existing designs</p> <p>I can evaluate ideas and products</p>	<p>Design</p> <p>I can design products that have a clear purpose and an intended user.</p> <p>I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups, and where appropriate use software to design.</p> <p>Make</p> <p>I can select from and use a range of tools and equipment to preform practical tasks.</p> <p>I can build structures, exploring how they can be made stronger.</p> <p>Evaluate</p> <p>I can suggest improvements to existing designs</p> <p>I can evaluate ideas and products</p>	<p>Design</p> <p>I can design products that have a clear purpose and an intended user.</p> <p>Cooking & Nutrition</p> <p>I can cut, peel or grate ingredients safely.</p> <p>I can assemble or cook ingredients.</p> <p>Evaluate</p> <p>I can suggest improvements to existing designs</p> <p>I can evaluate ideas and products</p>		
Knowledge	<p>Design</p> <p>I know how to use a design criteria to create products.</p> <p>I know how to share my design in different ways (talking, drawing, templates, mock-ups and ICT).</p> <p>Make</p> <p>I know how to use a variety of tools.</p> <p>I know how to select appropriate materials.</p> <p>Evaluate</p> <p>I know how to evaluate products.</p> <p>I know how to evaluate my own ideas.</p>	<p>Design</p> <p>I know how to use a design criteria to create products.</p> <p>I know how to share my design in different ways (talking, drawing, templates, mock-ups and ICT).</p> <p>Make</p> <p>I know how to use a variety of tools.</p> <p>I know how to select appropriate materials.</p> <p>Evaluate</p> <p>I know how to evaluate products.</p> <p>I know how to evaluate my own ideas.</p>	<p>Design</p> <p>I know how to use a design criteria to create products.</p> <p>I know how to share my design in different ways (talking, drawing, templates, mock-ups and ICT).</p> <p>Make</p> <p>I know how to use a variety of tools.</p> <p>I know how to select appropriate materials based on their characteristics.</p> <p>Evaluate</p> <p>I know how to evaluate products.</p>	<p>Cooking & Nutrition</p> <p>I know where food comes from.</p> <p>I know the basic principles of a healthy and varied diet to prepare dishes.</p> <p>Design</p> <p>I know how to use a design criteria to create products.</p> <p>I know how to share my design in different ways (talking, drawing, templates, mock-ups and ICT).</p> <p>Evaluate</p> <p>I know how to evaluate products.</p> <p>I know how to evaluate my own ideas.</p>		

					I know how to evaluate my own ideas. Designers I know who different artists, craft makers and designers are. (Vivienne Westwood)	
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Year 2

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Wonders of the World If you had a magic carpet where would you go?	African Adventure What is it like to live in Africa?	Ahoy there! What is it like to be a pirate	London's Burning! What was it like in London in 1666?	Glorious gardens! Where and how do plants grow?	Transport Travelling, trains and the Titanic!
Focus/Content	-Design a magic carpet. -Make a magic carpet. -Landmarks for inspiration day – pyramid, statue of liberty, Taj Mahal and the great wall of China. Food technology	-Explore/critique the design of existing –African masks. -Design African masks. -Make masks -Evaluate masks	-Winding mechanism – walk the plank!	-Make Tudor houses -Evaluate Tudor houses -friendship picture frames	-Look at work of local artist Barbara Hepworth and create a natural sculpture. -Look at and re-create natural art/ sculpture inspired by Andy Goldsworthy -Design a garden	Look at a toy boat and observe what happens when it is placed on water – look at the shape etc. - Design boat and select suitable materials. -Make boat -Test boat -Design a healthy lunch
Skills	Design I can design products that have a clear purpose and an intended user. Cooking & Nutrition I can cut, peel or grate ingredients safely. I can assemble or cook ingredients. Evaluate I can suggest improvements to existing designs I can evaluate ideas and products	Design I can design products that have a clear purpose and an intended user. I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups, and where appropriate use software to design. Make I can demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). I can demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). I can select from and use a range of tools and equipment to preform practical tasks. I can select from and use a wide range of materials and components, including construction materials, textiles, and ingredients, according to their characteristics. I can explore and use mechanisms (E.g. levers, sliders, wheels and axels) Evaluate I can explore objects and designs to identify likes and dislikes of the designs. I can suggest improvements to existing designs I can evaluate ideas and products			Design I can design products that have a clear purpose and an intended user. Cooking & Nutrition I can cut, peel or grate ingredients safely. I can assemble or cook ingredients. Evaluate I can suggest improvements to existing designs I can evaluate ideas and products	
Knowledge	Cooking & Nutrition I know where food comes from. I know the basic principles of a healthy and varied diet to prepare dishes. Design I know how to use a design criteria to create products. I know how to share my design in different ways (talking, drawing, templates, mock-ups and ICT). Evaluate I know how to evaluate products. I know how to evaluate my own ideas.	Design I know how to use a design criteria to create products. I know how to share my design in different ways (talking, drawing, templates, mock-ups and ICT). Make I know how to use a variety of tools. I know how to select appropriate materials. Evaluate I know how to evaluate products. I know how to evaluate my own ideas.			Cooking & Nutrition I know where food comes from. I know the basic principles of a healthy and varied diet to prepare dishes. Design I know how to use a design criteria to create products. I know how to share my design in different ways (talking, drawing, templates, mock-ups and ICT). Evaluate I know how to evaluate products. I know how to evaluate my own ideas.	
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Local links/Inspiration /Enrichment activities

Nursery- Baking jam tarts

Reception- Junk Modelling competition

Year 1 - Making puppets, Design a planet competition

Year 2 - Pirate Ron Visit in SPR 2- making puppets.

Key Stage 1 Statements taken from National Curriculum –(Statutory Requirements)

Pupils should be taught about:

Design

- 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

Make

- 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

Evaluate

- Explore and evaluate a range of existing products □ evaluate their ideas and products against design criteria

Technical knowledge

- 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.

Cooking and Nutrition

- Use the basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from.

Statements taken from National Curriculum – Spoken Language (Literacy) (Statutory Requirements)

Pupils should be taught to:

- *Listen and respond appropriately to adults and their peers*
- *Ask relevant questions to extend their understanding and knowledge*
- *Use relevant strategies to build their vocabulary*
- *Articulate and justify answers, arguments and opinions*
- *Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings*
- *Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments*
- *Participate in discussions, presentations, performances, role play, improvisations and debates*
- *Consider and evaluate different viewpoints, attending to and building on the contributions of others*

Impact of the DT Curriculum

Our Design and Technology curriculum is high quality and allows children to develop creativity in everyday life. Children at our school will develop practical skills which allow them to be confident when participating in technical tasks and be successful in a world enriched with technology. Children will be able to develop knowledge and understanding of the skills that they learn to design and develop products for a wide range of consumers. They will be able to be critical about their products and identify successes and problems by testing to ensure that products are appropriate for the use of others. In addition to this, they will be able to learn about nutrition and the basic skills of cooking. Our Design and Technology curriculum is creative and practical and will allow children to apply these skills in wider life and relevant contexts.

