

Design & Technology



“Good buildings come from good people, and all problems are solved by good design”

Stephen Gardiner



Intent – we aim to



Ensure children produce products for specific users and for a purpose



Build up children's cooking portfolio to create a wide range of healthy food products



Provide dedicated time for the development of skills which lead to high-quality final products



Encourage children to know how to keep safe within Design & Technology

Implementation – how we achieve our aims



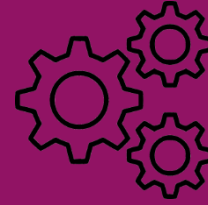
Structures



Textiles



Food and
Nutrition



Mechanisms



Electronics

Within EYFS, DT is covered through both continuous provision and specific activities. Within KS1 and KS2, DT is taught for four half terms throughout the school year: one for textiles; one for food and nutrition; one for mechanisms and one for structures. Electrical systems are taught predominantly within Computing and Science however it is also taught discretely within DT for Years 5 and 6. All units build up skills over time.



Product



User



Purpose



Being Safe



Dedicated time
for practising
skills



The workbooks



Implementation - Structures Journey



Year 4

Demonstrate an understanding of how they can be made stronger and more stable.



Year 5/6

With increasing independence and ability, build innovative, functional, appealing, stable structures that are fit for purpose. Demonstrate confidently how to reinforce and strengthen a 3D framework.



Year 3

With increasing independence, begin to demonstrate a growing understanding of how to reinforce and strengthen finished products.



Year 2

Build structures with some independence exploring how they can be made stronger, stiffer and more stable



EYFS

Begin to build structures with a range of materials



Year 1

Joining components together to create a finished product



Implementation - Textiles Journey



EYFS Weaving



Year 3

Use a range of stitches with increasing independence. Add further decoration to work using buttons, beads, sequins



Year 4

Sewing skills become more accurate with close stitching to ensure rice is contained



Year 1
Running stitch



Year 2
Children use a range of basic stitches



Year 5
Blanket stitching



Year 6

Pin and tack fabric pieces together. Join fabrics by over sewing, back stitch and blanket stitch. Quality products with increasing accuracy and independence





Implementation – Food and Nutrition Journey



EYFS

Begin to develop a food vocabulary using taste, smell, texture and feel. Start to think about the need for a variety of foods in a diet



Year 1

Begin to understand that all food comes from plants or animals. Begin to develop children's peeling and chopping skills



Year 2

Know that food has to be farmed, grown elsewhere (e.g. home) or caught. Name and sort foods into the five groups in 'The Eat well plate.' Begin to use techniques such as cutting, peeling and grating



Year 3

Begin to know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world. Be able to use a range of techniques such as peeling, chopping, slicing and grating



Year 4

Further develop skills including mixing, kneading and baking

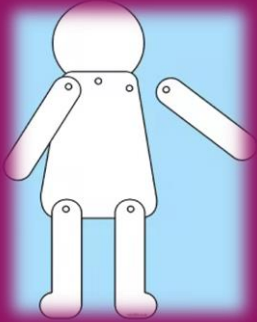


Year 5 and 6 Understand how food is processed into ingredients that can be eaten or used in cooking. Gain confidence in the skills of peeling, chopping, slicing, grating, mixing, kneading and baking





Implementation - Mechanisms Journey



EYFS

Begin to incorporate moving parts in to models. For example, use split pins to make body parts move



Year 1
Use sliders in moving pictures, hinges into models etc.



Year 3/4
Fixed and loose pivots



Year 2
Explore and use winding mechanisms. Begin to incorporate wheels and axles into their products



Year 5/6
Mechanical cars