

Our Design Technology Curriculum



Chandag Infant School

EYFS

ELG 15 – Understanding the World – Technology

Children recognise that a range of technology is used in places such as homes and schools.

They select and use technology for particular purposes.

ELG 16 – Expressive arts and design – Exploring media and materials

They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

ELG 17 – Expressive arts and design – 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.

An enabling environment should provide –

- Provide a range of materials and objects to play with that work in different ways for different purposes, for example, egg whisk, torch, other household implements, pulleys, construction kits and tape recorder.
- Provide a range of programmable toys, as well as equipment involving ICT, such as computers.
- Provide resources for mixing colours, joining things together and combining materials, demonstrating where appropriate.

Chandag Infant School - DT Scheme of Work

- Provide children with opportunities to use their skills and explore concepts and ideas through their representations.
- Have a 'holding bay' where models and works can be retained for a period for children to enjoy, develop, or refer to.
- Make materials accessible so that children are able to imagine and develop their projects and ideas while they are still fresh in their minds and important to them.

Provide children with opportunities to use their skills and explore concepts and ideas through their representations.

First hand experiences and pupil offer:

Design Technology at Foundation Stage is introduced indirectly through activities that encourage children to be creative, problem solve, plan, make decisions and make products. Children informally evaluate their products through discussions with adults. They have opportunities to explore a variety of materials and experiment with different designs. In EYFS children:

- Learn to use woodwork tools safely
- Learn to make toast and discuss hygiene
- Learn to make a den
- Make pancakes and discuss hygiene
- Develop woodwork skills
- Making houses for 3 Little Pigs
- Junk modelling and construction
- Make a healthy sandwich and discuss hygiene
- Pick food at Windmill Hill City Farm and cook on site

Year 1 Outcomes	Year 2 Outcomes
<p>Design:</p> <input type="checkbox"/> I can be given an idea and know what to do. <input type="checkbox"/> I can describe my design using pictures. <input type="checkbox"/> I can follow a design criteria. <p>Make:</p> <input type="checkbox"/> I can select appropriate tools and materials to use and why. <input type="checkbox"/> I can use tools safely. <p>Evaluate:</p> <input type="checkbox"/> I can talk about my own work identifying likes and dislikes of the design. <input type="checkbox"/> I can identify ways to improve my design. <p>Technical Knowledge:</p> <input type="checkbox"/> I can use and explore different levers and slides in my work. <input type="checkbox"/> I can demonstrate a range of cutting and shaping techniques; tearing/cutting/folding and curling. <input type="checkbox"/> I can understand the importance of food safety and hygiene; washing hands <input type="checkbox"/> I can say what healthy foods are and where some come from. <input type="checkbox"/> I can think of interesting ways to decorate food that I have made.	<p>Design:</p> <input type="checkbox"/> I can think of my own ideas and explain what I want to do. <input type="checkbox"/> I can describe my design using pictures, model mock-ups and words. <input type="checkbox"/> I can make my own simple design criteria, using a simple design brief. <p>Make:</p> <input type="checkbox"/> I can select appropriate tools and materials to use and why. <input type="checkbox"/> I can use tools safely. <p>Evaluate:</p> <input type="checkbox"/> I can talk about my own work identifying likes and dislikes of the design. <input type="checkbox"/> I can identify ways to improve my design by reflecting on the design brief. <p>Technical Knowledge:</p> <input type="checkbox"/> I can use and explore different mechanisms; levers and slides in my work. <input type="checkbox"/> I can demonstrate a range of cutting and shaping techniques; tearing/cutting/folding and curling. <input type="checkbox"/> I can understand the importance of food safety and hygiene; washing hands <input type="checkbox"/> I can say what healthy foods are and where they come from. <input type="checkbox"/> I can think of interesting ways to decorate food that I have made thinking of what would be best for the person eating it.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Food and nutrition</p> <p>Making a Superhero Superfood exploring healthy eating and hygiene.</p>	<p>Structures building structures.</p> <p>Designing, making and testing bridges inspired by Brunel.</p>	<p>Technical knowledge – levers.</p> <p>Levers and sliders-moving pictures.</p>	<p>Food and nutrition</p> <p>Food technology, making Easter baskets. Link to a balanced diet and being sugar smart.</p>	<p>Textiles – weaving</p> <p>Woodland and paper weaving using a range of textiles.</p>	<p>Materials - Making boats.</p> <p>Design and test joining materials together and making learning from mistakes.</p>
Year 2	<p>Food and nutrition</p> <p>Making our own chocolate bars with healthy toppings.</p> <p>Evaluating the product in line with a design brief.</p>	<p>Technical knowledge – wheels and axels.</p> <p>Designing, Making and evaluating a moon buggy and testing scientifically.</p>	<p>Experimenting with materials and techniques.</p> <p>Making props for TV documentary – green screen.</p> <p>Generate, develop, model and communicate ideas mock-ups using technology</p>	<p>Food and nutrition</p> <p>Baking hot cross buns. Following a recipe independently without adult support instructional writing.</p>	<p>Products – board game</p> <p>Design, make and evaluate an animal board game.</p>	<p>Year 5 transition project – paper Mache’ hot air balloons/eggs. (tearing skill)</p>



Chandag Infant School Design Technology Curriculum

Intent: Our intent for Design Technology at Chandag Infant School is to unlock the potential within all children to become inspired, resilient designers, who work practically in this subject. Children are encouraged to use their imagination and creativity to design thoughtful plans and problem solve in a variety of situations; thinking about their own and others' needs, wants and values. Design Technology is a cross-curricular subject, inspiring children to use mathematical, scientific, computing and art skills. We intend to have resilient, resourceful and innovative children who work well in teams and reflect on their designs and projects. Children are aware of the importance of the skills they learn in this area of the curriculum and understand the impact of this in daily life. We want children to experience situations where problem solving is a vital skill and they gain cultural capital through these various experiences.

Implement: Our curriculum is organised through a series of well-planned lessons, which enable children to progress and acquire new skills. Children revisit techniques and skills from previous learning which enables them to have deeper knowledge and understanding of the subject. To ensure deep learning and progression, these skills have been written into long term and medium term planning across KS1. Teachers have secure subject knowledge and use the *National Curriculum 2014* to plan and evaluate lessons that have been taught. Each term, children have the opportunity to develop and attain new skills in the subject as new skills are focused on each term; such as, planning, experimenting or using technical knowledge. Cross-curricular work is done in this subject when children focus on problem solving in different contexts, such as maths or science.

Impact: We measure outcomes through both formative and summative assessments. Through creating skills and vocabulary in long term and medium term planning, teachers can confidently use formative assessments, which informs their short term planning. Annotations on planning, observation notes, photographs, alongside examples of quality work in children's books are used to evidence impact. However, due to the practical nature of our curriculum, listening to learners is used as a central measure of impact when measuring pupil outcomes. In term 6 a summative teacher assessment against the intended outcomes for the end of each year group is made by the class teacher for each child; this is shared with subject leader and SLT providing important information regarding which pupils are exceeding, at or below age related expectations. This information informs future curriculum action plans and provision to ensure a responsive and ever evolving school curriculum.