



DESIGN & TECHNOLOGY Overview

<p>EYFS Area of Learning: Expressive Arts and Design Aspects: Creating with materials</p>	<p>Design and Technology National Curriculum KS1 Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. When designing and making, pupils should be taught to: Design</p> <ul style="list-style-type: none"> 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 <p>Make</p> <ul style="list-style-type: none"> 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 <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria 			<p>Design and Technology National Curriculum KS2 Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. When designing and making, pupils should be taught to: Design</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world 				
<p>Children at the expected level of development will:</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>	<p>Technical Knowledge Pupils should be taught to:</p> <p>build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>Cooking and Nutrition Pupils should be taught to:</p> <p>use the basic principles of a healthy and varied diet to prepare dishes</p> <p>understand where food comes from.</p>	<p>KS1 Cycle 1</p> <p>SPG 2 Draw bridge</p> <p>AUT 2 Moving pictures</p> <p>SUM 2 Food for an athlete</p> <p>SUM 2 Food for an athlete</p>	<p>KS1 Cycle 2</p> <p>SUM 2 Railway Bridge</p> <p>AUT 2 Post delivery vehicle</p> <p>SPG 1 Food from the UK</p> <p>SPG 1 Food from the UK</p>	<p>Technical Knowledge Pupils should be taught to:</p> <p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>apply their understanding of computing to program, monitor and control their products.</p> <p>Cooking and Nutrition Pupils should be taught to:</p> <p>understand and apply the principles of a healthy and varied diet</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>LKS2 Cycle 1</p> <p>AUT 1 Greek Textiles</p> <p>SUM 1 Roman Catapults</p> <p>SPG 2 Italian Food</p> <p>SPG 2 Italian Food</p> <p>SPG 2</p>	<p>LKS2 Cycle 2</p> <p>SUM 1 Bridges</p> <p>SPG 1 Science link Loop game</p> <p>AUT 2 Scandinavian Buffet</p> <p>AUT 2 Scandinavian Buffet</p> <p>AUT 2</p>	<p>UKS2 Cycle 1</p> <p>AUT 2 Spinning Planets</p> <p>SPG 1 Burglar Alarm</p> <p>SUM 1 Seaside Picnic</p> <p>SUM 1 Seaside Picnic</p> <p>SUM 1</p>	<p>UKS2 Cycle 2</p> <p>AUT 2 Structures</p> <p>SPG 2 Moving Vehicle</p> <p>SPG 1 Burglar Alarm</p> <p>SUM 2 Making Soup</p> <p>SUM 2 Making Soup</p> <p>SUM 2</p>

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