

WITHINFIELDS PRIMARY SCHOOL

DESIGN TECHNOLOGY CURRICULUM – KS1

To prepare children for the Design Technology curriculum in KS1, Early Years teaching and provision provides opportunities to gain an interest in Design Technology and develop the Characteristics of Effective Learning which are relevant to the subject. The statements that are most relevant to Design Technology are:

- Taking a risk, engaging in new experiences, and learning by trial and error
- Showing a belief that more effort or a different approach will pay off
- Thinking of ideas
- Finding ways to solve problems
- Finding new ways to do things
- Planning, making decisions about how to approach a task, solve a problem and reach a goal
- Checking how well their activities are going
- Changing strategy as needed
- Reviewing how well the approach worked

Nursery and Reception continuous provision contains opportunities for children to explore Design Technology particularly in terms of construction and modelling on a range of scales in child initiated activities as well as Design Technology activities in adult led learning through some topics e.g. 'Materials' in Reception and 'Homes and Buildings' in Nursery.

Throughout DT teaching in KS1, teachers will provide opportunities for children to:

- Develop creative, technical and practical skills, understanding and knowledge to carry out everyday tasks confidently
- Apply these to design and make products that solve real and relevant problems
- Develop the skills to evaluate their work and the work of others

	Y1	Y2
Designing	<u>All Topics</u> Know what products they are designing and making Know who they are making their products for Use knowledge to generate their own original designs <u>Making Kites</u> Develop and communicate ideas through talking and drawing <u>Eat More Fruit and Vegetables</u> Develop and communicate ideas through talking <u>Moving Pictures</u> Develop and communicate ideas through talking and drawing	<u>All Topics</u> Be able to describe what their products are for explaining how their products will work and how they're suitable for intended users Know how to use a simple design criteria to help develop their ideas Be able to generate ideas by drawing on their own experiences and using knowledge of existing products Develop and communicate ideas through talking and drawing diagrams
Making	<u>Making Kites</u> Plan by suggesting what to do next Selects from a range of tools, materials and components Knows how to keep safe Use a range of materials and components	<u>Making Bunting</u> Be able to measure, mark out, cut and shape a range of materials and components safely Be able to use finishing techniques <u>Food</u>

	<p>Be able to measure, mark out, shape and cut most materials</p> <p><u>Eat More Fruit and Vegetables</u></p> <p>Select from a range of tools, materials and components</p> <p>Know procedures for hygiene and safety</p> <p>Use a range of food ingredients</p> <p><u>Moving Pictures</u></p> <p>Be able to plan by suggesting what to do next</p> <p>Select from a range of tools, materials and components</p> <p>Know procedures for safety</p> <p>Use a range of materials, components and mechanical products</p>	<p>Be able to select from a range of materials and components according to their characteristics and explain their choices</p> <p>Know about procedures for safety and hygiene</p> <p>Use a range of food ingredients</p> <p>Assemble, join and combine ingredients</p> <p><u>Wheels and Axles</u></p> <p>Be able to plan and suggest what to do next</p> <p>Select from and use a range of tools, materials and components according to their characteristics and explain their choices</p> <p>Measure, mark out, cut and shape a range of materials and components</p> <p>Assemble, join and combine materials and components</p> <p>Be able to use finishing techniques</p>
Evaluating	<p><u>All topics</u></p> <p>Be able to talk about their designs while making and how they can make their products better</p> <p>Be able to describe what products are, what they are made from, who they are for, how they are used and where they are from</p> <p>Be able to talk about likes and dislikes of existing products</p>	<p><u>All Topics</u></p> <p>Talk about their design ideas and what they are making</p> <p>Be able to make simple judgments about their final product against the design criteria</p> <p>Be able to talk about likes and dislikes of existing products and give reasons</p>
Technical Knowledge	<p><u>Making Kites</u></p> <p>Know how to operate simple equipment</p> <p>Begin to use the correct technical vocabulary for projects</p> <p><u>Eat More Fruit and Vegetables</u></p> <p>Know how to operate simple equipment</p> <p>Recognise that food ingredients should be combined according to their sensory characteristics</p> <p><u>Moving Pictures</u></p> <p>Be able to select and use technology for particular purposes</p> <p>Recognise simple mechanisms e.g. levers, sliders and flaps and be able to operate them</p>	<p><u>Making Bunting</u></p> <p>Know the characteristics of materials</p> <p><u>Food</u></p> <p>Know how to choose and use a range of equipment and ingredients</p> <p><u>Wheels and Axles</u></p> <p>Know the working characteristics of materials and components</p> <p>Know about the simple mechanisms such as wheels and axles</p> <p>Know the correct technical vocabulary e.g. wheel, axle</p>
Food Technology	<p><u>Eat More Fruit and Vegetables</u></p> <p>Be able to name and sort foods into the five groups in 'The Eat well Plate.'</p> <p>Begin to recognise that everyone should eat at least five portions of fruit and vegetables every day</p> <p>Be able to prepare some fruit and vegetables, using techniques e.g. cutting, peeling and grating</p>	<p><u>Food</u></p> <p>Know how to prepare simple dishes safely and hygienically, without using a heat source</p> <p>Be able to prepare food using cutting, chopping, peeling, grating and spreading techniques</p>