

DT Curriculum Overview

Year R

| Curriculum area | Learning Intentions |
|---|---|
| Moving and handling | Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing |
| 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. |
| Exploring and using media and materials | Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. |
| 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, art, music, dance, role play and stories. |
| <p>Continuous provision:</p> <ul style="list-style-type: none"> . Purchased and school made jigsaws . Small world . Small scale junk modelling . Construction kits . Nursery rhyme books . Layout games – train set, car mat . Role play <p>Examples of resources:</p> <ul style="list-style-type: none"> . Construction kits e.g. Duplo, Lego, Mobilo, K'nex, Interstar, Marble Run, Magnetix, Technico, Brio, Creative Gears, Hammer and Nails corkboards . Small scale Junk modelling including yoghurt pots, cereal boxes, bottles, rolls, small boxes . Large scale junk modelling including milk crates, bread crates, guttering, tyres, logs . Fixings including sellotape, masking tape, double sided tape, dispensers, glue sticks, PVA, string, wool, ribbon, blutac, split pins, paperclips, paper fasteners, treasury tags, pipe cleaners . Tools including scissors (regular and wiggly), hammers, role play builders sets, rolling pins, cutters, extruders (garlic press, playdough hair tools), tape dispensers, balance scales, rulers, tape measures, hole punch, single hole punch . Straws, card wheels, cotton reels, lolly sticks, paper sticks, match sticks, wooden pegs, . ICT resources e.g. classroom computers, bee bots, roamer, IWB, Role play phones, tape players, digital camera | |

DT Curriculum Overview

| Year 1 | | |
|---|--|---|
| Autumn Term | Spring Term | Summer Term |
| Food | Mechanisms | Structures |
| Preparing fruit and vegetables – Fruit kebabs (including cooking and nutrition requirements for KS1) | Sliders and levers – moving pictures (Halibut Jackson) | Freestanding structures – island homes |
| Assessment Outcomes | | |
| <p><i>At the end of Year 1 children should confidently be able to:</i></p> <ul style="list-style-type: none"> To design products using pictures and words based on a design criteria Choose appropriate resources and tools to make a product Use a range of materials to make a product, including construction materials, textiles and ingredients | | |
| <ul style="list-style-type: none"> To evaluate my designs and products by saying how well they do the job they were designed for To explore and use simple mechanisms in my products. | | |
| Year 2 | | |
| Autumn Term | Spring Term | Summer Term |
| Food | Mechanisms | Textiles |
| Preparing fruit and vegetables – healthy wraps | Wheels and axels – Florence Nightingale’s ambulance | Templates and joining techniques – animal puppets |
| Assessment Outcomes | | |
| <p><i>At the end of Year 2 children should confidently be able to:</i></p> <ul style="list-style-type: none"> To design products that have a clear purpose based on my own design criteria To select from and use a range of tools and equipment to perform practical tasks, for example, cutting, shaping, joining and finishing. explain why materials have been selected for a specific purpose To evaluate my ideas and products against set design criteria To build structures, exploring how they can be made stronger, stiffer and more stable I can use a range of ingredients to prepare a healthy dish | | |