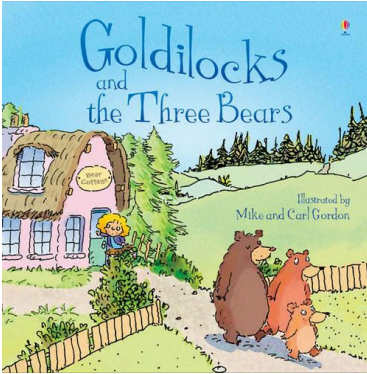
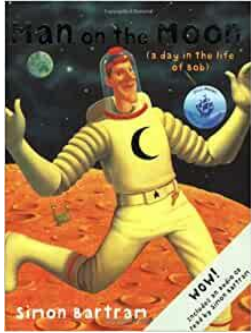

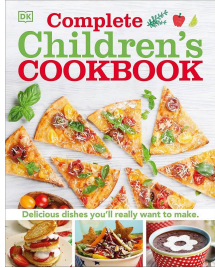


Curriculum Narratives: Design Technology (North Elmham) 2024-2025

DT	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Summer 2
Acorn Class (Year R, Year 1 and Year 2)	In addition to the units shown below, reception children will also access design technology skills through continuous provision each week. For example fine motor skills including threading, dough modelling and cutting Children will return to and build on their previous learning, explore different materials freely, to develop their ideas about how to use them and what to make, develop their own ideas and then decide which materials to use to express them, join different materials and explore different textures. They will refine ideas and develop their ability to represent them. They will create collaboratively , sharing ideas, resources and skills.					
	<u>Structures</u> (3 sessions) Use strengthening techniques Explore the stability of different shapes and learn how to strengthen materials. Design and make a chair for baby bear.		<u>Cooking and Nutrition</u> (6 sessions) Design and make a smoothie Use a basic principle of a healthy and varied diet to prepare dishes. 1st Half Term, Taste and evaluate food - ie fruits, leaves, juices, seeds? Also test a mixed smoothie. 2nd Half Term, design and make their own healthy smoothie.	<u>Mechanisms</u> Make a moving vehicle Wheels and Axles Design a moon buggy to help Bob with his jobs on the Moon. Investigate how wheels move Text: Man on the moon		
Oak Class (Year 3, 4, 5 and 6)	<u>Mechanisms:</u> (6 sessions) Design and make a Pop-Up Book with a range of pop-up mechanisms. Practice making different pop up mechanisms and test on Reception Class - use this feedback to create ... pop up books.	<u>Electrical systems:</u> (Control): (2 sessions) Use Makey Makey to control musical instruments	<u>Electrical systems:</u> (4 sessions) Design and make a torch with a working switch. Use a range of	<u>Cooking and Nutrition</u> (6 sessions) Evaluate, design and make a healthy pizza Revise healthy foods and the food pyramid. Evaluate a range of bought pizzas. Design, make and evaluate a healthy pizza. VOCAB: nutrition, mixing, kneading, slicing,		

	<p>VOCAB: Rotate, Pivot, Lever, Linkage Design criteria, Critique, Evaluate, Purposeful, Functional , Strengthen, Reinforce, Mechanical</p>  <p>Any pop up book showing a range of mechanisms (lift the flap, spinning wheel, levers, pivots and pop ups) would work here. Good author Robert Sabuda.</p>	<p>Children learn to use control equipment (Makey Makey) and use it to make a working piano.</p> <p>VOCAB: Conductive material, input device, touchpads, Coding, crocodile clips, connector wires, USB cable, Earth, ground, grounded, key, non conductor.</p>	<p>materials to create a torch. Torch should include a working electrical circuit and a switch to turn the torch on and off.</p> <p>VOCAB: reflector, circuit, switch, bulb, wires.</p>	<p>presentation, taste, texture</p> 
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design	Selects appropriate resources and adapts work where necessary.	Explore and investigate existing products. <ul style="list-style-type: none"> • Draw on their own experience to help generate ideas • Suggest ideas and explain what they are going to do • Talk about their design as they develop and identify good and bad points • Note changes made during the making process as annotation to plans/drawings. 	Generate ideas by drawing on their own and other people's experiences <ul style="list-style-type: none"> • Develop their design ideas through discussion, observation , drawing and modelling • Identify a purpose for what they intend to design and make • Identify simple design criteria • Make simple drawings and label parts 	Generate ideas for an item, considering its purpose and the user/s <ul style="list-style-type: none"> • Identify a purpose and establish criteria for a successful product. • Plan the order of their work before starting • Explore, develop and communicate design proposals by modelling ideas • Make drawings with labels when designing 	Generate ideas, considering the purposes for which they are designing <ul style="list-style-type: none"> • Make labelled drawings from different views showing specific features • Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first 	Generate ideas through brainstorming and identify a purpose for their product <ul style="list-style-type: none"> • Draw up a specification for their design • Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail 	Communicate their ideas through detailed labelled drawings <ul style="list-style-type: none"> • Develop a design specification • Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways • Plan the order of their work, choosing appropriate materials, tools and techniques

					attempts fail • Evaluate products and identify criteria that can be used for their own designs	• Use results of investigations, information sources, including ICT when developing design ideas	
Make	<p>-Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>-Constructs with a purpose in mind, using a variety of resources.</p> <p>-Uses simple tools and techniques competently and appropriately.</p>	<p>Make their design using appropriate techniques • With help measure, mark out, cut and shape a range of materials.</p> <ul style="list-style-type: none"> • Use tools eg scissors and a hole punch safely • Assemble, join and combine materials and components together. • Select and use appropriate fruit and vegetables, processes and tools • Use basic food handling, hygienic practices and personal hygiene • Use simple finishing techniques to improve the appearance of their product. 	<p>Begin to select tools and materials; use vocab' to name and describe them</p> <ul style="list-style-type: none"> • Measure, cut and score with some accuracy • Use hand tools safely and appropriately • Assemble, join and combine materials in order to make a product • Cut, shape and join fabric to make a simple garment. <p>Use basic sewing techniques</p> <ul style="list-style-type: none"> • Follow safe procedures for food safety and hygiene • Choose and use appropriate finishing techniques 	<ul style="list-style-type: none"> • Select tools and techniques for making their product • Measure, mark out, cut, score and assemble components with more accuracy • Work safely and accurately with a range of simple tools • Think about their ideas as they make progress and be willing to change things if this helps them improve their work. Measure, tape or pin, cut and join fabric with some accuracy • Demonstrate hygienic food preparation and storage • Use finishing techniques strengthen and improve the appearance of their product using ICT 	<p>Select appropriate tools and techniques for making their product</p> <ul style="list-style-type: none"> • Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques • Join and combine materials and components accurately in temporary and permanent ways • Sew using a range of different stitches • Measure, tape or pin, cut and join fabric with some accuracy. • Use simple graphical communication techniques 	<p>Select appropriate materials, tools and techniques</p> <ul style="list-style-type: none"> • Measure and mark out accurately • Use skills in using different tools and equipment safely and accurately • Weigh and measure accurately (time, dry ingredients, liquids) • Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens • Cut and join with accuracy to ensure a good-quality finish to the product 	<p>Select appropriate tools, materials, components and techniques</p> <ul style="list-style-type: none"> • Assemble components make working models • Use tools safely and accurately • Construct products using permanent joining techniques • Make modifications as they go along • Pin, sew and stitch materials together create a product • Achieve a quality product
Evaluate	Adapts work where necessary	• Evaluate their product by	Evaluate against their design criteria	• Evaluate their product against	Evaluate their work both during and at	Evaluate a product against the original	Evaluate their products, identifying

		<p>discussing how well it works in relation to the purpose and attempting to say why.</p> <ul style="list-style-type: none"> • Evaluate their product by asking questions about what they have made and how they have gone about it. 	<ul style="list-style-type: none"> • Evaluate their products as they are developed, identifying strengths and possible changes they might make • Talk about their ideas, saying what they like and dislike about them 	<p>original design criteria e.g. how well it meets its intended purpose</p> <ul style="list-style-type: none"> • Disassemble and evaluate familiar products 	<p>the end of the assignment</p> <ul style="list-style-type: none"> • Evaluate their products carrying out appropriate tests 	<p>design specification</p> <ul style="list-style-type: none"> • Evaluate it personally and seek evaluation from others 	<p>strengths and areas for development, and carrying out appropriate tests</p> <ul style="list-style-type: none"> • Record their evaluations using drawings with labels • Evaluate and suggest ways that their product could be improved
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