



DESIGN TECHNOLOGY

EXPRESSIVE ARTS AND DESIGN 1 (Exploring and Using Media and Materials)

This document shows how our Design Technology curriculum develops from Nursery to Year 2.

Intent: EYFS

In the Early Years Foundation Stage (Nursery and Reception) our focus for teaching and learning is on giving children opportunities to explore a range of creative experiences and to be able to apply skills they have been taught to adult directed and child-initiated learning. Children will be introduced to a variety of construction resources that can be used on both a large and small scale. They will be encouraged to problem solve and to combine resources in the environment to extend their imaginative and creative play e.g. adding small world resources, mark making tools. The focus should always be on process, and the learning that is taking place in the process, as much as the outcome or finished product. The learning environment is planned to enable children to revisit skills and refine their ideas in child-initiated learning. Experiences are sufficiently open-ended to enable children to be able to express their creativity as individuals.

	Learning experiences	Key vocabulary	Birth to 5 Matters
Nursery	<p>Children are introduced to scissors in adult-led learning and revisit and refine their skills through opportunities in child-initiated learning</p> <p>Children are introduced to a range of joining skills in adult led learning; different types of glue, tying, using treasury tags</p> <p>Children are able to use junk materials to make models</p> <p>Children have access to a wide range of open-ended resources for construction on a large and small scale; wooden blocks, Duplo, planks</p> <p><u>The environment is organised so that children know where to find tools and resources independently.</u></p>	Fix, join, mend	<ul style="list-style-type: none"> Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects
Reception	Children's experience of and skill with scissors is supported and developed through adult-led learning. They revisit and refine their skills through opportunities in child-initiated learning.	Fix, join, mend Plan	<ul style="list-style-type: none"> Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors,

	<p>Children are introduced to a range of joining skills in adult led learning; different types of glue, tying, using treasury tags, using split pins, sewing. They revisit and refine their skills through opportunities in child-initiated learning.</p> <p>Children are introduced to a variety of tools in adult led learning. They revisit and revise their skills in child-initiated learning so that they can use a variety of tools independently; hole punch, stapler</p> <p>Children are able to use junk materials to make models in child-initiated learning. They are able to talk about their designs and the choices they have made. They can identify ways to improve their model. They may develop a design over several sessions.</p> <p>Children have access to a wide range of open-ended resources for construction on a large and small scale; wooden blocks, planks, guttering, crates, Duplo, Lego, Mobilo. They construct with a purpose in mind. This may be a problem initiated by an adult.</p> <p><u>The environment is organised so that children know where to find tools and resources independently.</u></p>	<p>Evaluate</p> <p>Improve</p>	<p>hairbrushes, toothbrush, scarves or ribbons</p> <ul style="list-style-type: none"> • Uses simple tools to effect changes to materials • Handles tools, objects, construction and malleable materials safely and with increasing control and intention • Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces • Uses tools for a purpose • Develops their own ideas through experimentation • with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to • express and communicate their discoveries and understanding.
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Intent: Year 1 and 2

As the children move into Key Stage 1, we follow on and develop from their experiences in the EYFS. In Key Stage 1 Design Technology teaching introduces children to a planning cycle of 'design, make, evaluate'. In Year 1 and 2 children are introduced to technical knowledge that enables them to practice, revisit and refine their Design Technology skills across Year 1 and 2.

The National Curriculum Key Stage 1 Programmes of Study for Design Technology tell us that Key Stage 1 pupils should:

- **Design:** 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
- **Make:** 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
- **Evaluate:** explore and evaluate a range of existing products evaluate their ideas and products against design criteria
- **Technical knowledge:** build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products

	Learning experiences	Key vocabulary
Year 1	Autumn 1: Make apple pies (<i>use tools and equipment, using ingredients</i>)	Ingredient Method Recipe
	Autumn 2: Make a Christmas card with moving parts (<i>explore existing products, use design criteria, use tools and equipment</i>)	Design Make Evaluate
	Autumn 2: Use large scale wooden meccano to design and make a vehicle to travel around the UK (<i>using design criteria, exploring and using mechanisms, use tools and equipment</i>)	
	Summer 1: Links to Castles topic – Design and make a (<i>using design criteria, build structures, exploring and using mechanisms, use tools and equipment</i>)	

	Summer 2: Links to Let's Move it! topic – Explore clothing that is designed for fitness and exercise, what makes it effective for purpose? Design a trainer. <i>(using design criteria, use tools and equipment)</i>	
Year 2	<p>Autumn 1 (Healthy Eating): Cooking – Making mini pizzas <i>(use tools and equipment, use design criteria, use ingredients)</i></p> <p>Autumn 2 (Puppets): Explore different types of puppets (glove, string, stick) and make own puppets (sewing a simple glove puppet, making stick/shadow puppets) <i>(explore existing products, use design criteria, exploring and using mechanisms, use tools and equipment)</i></p> <p>Making clay diyas (thumb pots) and decorating them <i>(select from and use a wide range of materials and components, including construction materials, textiles and ingredients)</i></p> <p>Spring 1: (Famous People- Samuel Pepys) Design and make a 3D Tudor house to be part of London in the time of the Great Fire <i>(generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology) (build structures, exploring how they can be made stronger, stiffer and more stable)</i></p> <p>Summer 2: (Rainforests) Design and make moving rainforest puppets, building on previous puppet experience <i>(design purposeful, functional, appealing products for themselves and other users based on design criteria)</i> and evaluate their finished product <i>(evaluate their ideas and products against design criteria)</i></p>	<p>Ingredient Method Recipe</p> <p>Design Make Evaluate</p> <p>Shape Mould Decorate</p> <p>Materials Joining Measure Strong Stable</p> <p>Design Joining Evaluate</p>