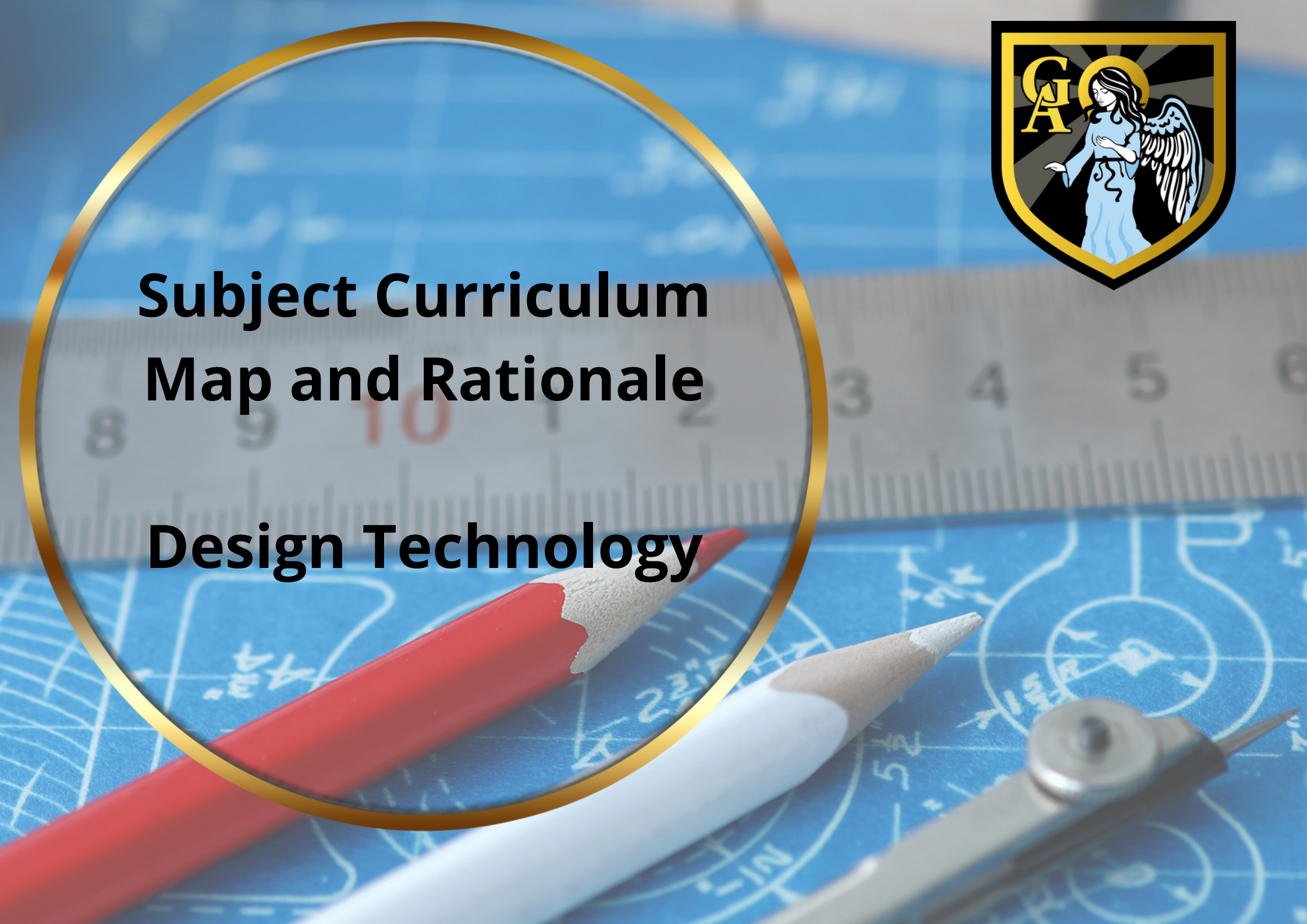
Subject Curriculum Map and Rationale

Design Technology



DT in the Early Years Foundation Stage

The foundations of our DT curriculum begin in EYFS where our children explore and learn through a balance of pupil initiated investigation and adult led learning. Our EYFS class focuses on high quality interactions and a language rich environment preparing every pupil for transition into Year 1 and the National Curriculum.

EYFS	Development Matters 3&4 Years will learn to:	Development Matters Children in Reception will learn to:	Statutory Framework Early Learning Goals
Personal, Social and Emotional Development	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.		
Physical Development	Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors.	Progress towards a more fluent style of moving, with developing control and grace. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor	Use a range of small tools, including scissors, paintbrushes and cutlery.

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EYFS	Development Matters 3&4 Years will learn to:	Development Matters Children in Reception will learn to:	Statutory Framework Early Learning Goals
Understanding the World	Explore how things work.		
Expressive Arts and Design	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, in order 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. Create closed shapes with continuous lines, and begin to use these shapes to represent objects	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.

DT Curriculum Map

	Autumn	Spring	Summer
Year 1	Chop, Slice, Mash	Taxi	Shade and Shelter
Year 2	Remarkable Recipies	Beach Hut	Cut, Stitch, Join
Year 3	Cook Well, Eat Well	Green House	Making it Move
Year 4	Functional and Fancy Fabrics	Fresh Food, Good Food	Builders
Year 5	Moving Mechanics	Eat the Season	Architecture
Year 6	Engineer	Food for Life	Make Do and Mend

Cooking and Nutrition

Sewing

Building

Mechanics and Movement

DT Rationale

Wherever we look, evidence of design is all around us. From chairs to hospital equipment, from clothes to websites, from advertisements on the side of a bus to playground equipment, everything has been designed. This curriculum aims to inspire students to think about the important and integral role which design and the creation of designed products play in our society.

Our curriculum is split into four different areas: ‘cooking and Nutrition’, ‘sewing’, 'Mechanics and Movement' and ‘building’. It is designed so that each year group will complete a unit of work in three different areas once a year. In recognition of limited time and competing curriculum demands in the primary school setting, each unit has been devised to be delivered in a five-hour block, once a term, which can be taught over a single day, two half days or 1 hour per week depending on the area of focus.

Two different ‘aspects’ of design are also interwoven into many of the four areas of study: the environment and sustainability, and enterprise and innovation. These ‘aspects’ acknowledge enduring and contemporary concerns of modern design.

Concepts and skills progress gradually throughout the course of the six years of study. In ‘cooking’ students learn to cook from recipes which gradually build basic culinary skills. Whilst studying these practical skills they learn about concepts relating to food such as nutrition, seasonality, food production, transportation and food from different cultures.

In ‘sewing’ students practise using fabric and thread to learn basic sewing techniques to create objects which demonstrate embroidery, appliqué, weaving and plaiting. Concepts such as the properties and creation of different fabrics, fast fashion, industrialisation, waste, recycling and pollution are interwoven into these activities.

DT Rationale

In 'Mechanics and Movement' students learn about the use of axles making toy taxi, pulleys and gears. The concepts of force and motions are considered.

In ‘building’ students learn about the creation of structures. Once again, the practical process of designing and creating a product is interleaved with learning about concepts which have a bearing on what the students make. The properties of materials are often connected with those encountered in the science curriculum.

The planning for each unit of work specifies the product the children will make, the purpose and user of the product. This specification acknowledges the importance of purpose and user within in the design process. Throughout the course of the lessons the students explore existing products and their uses, generate ideas and designs by creating drawings and prototypes against criteria which they devise having considered purpose, function and appeal. Evaluation against these criteria concludes the process.