

DT Curriculum

Implementation of the DT Curriculum

Nursery					
Aut 1 – Nursery Rhymes Make 3D spiders from junk modelling/pipe cleaners Collaborative collage to make ducks Drawing spiders using circles and lines. Making salt dough faces with natural materials the children have collected.	Aut 2 – Brilliant Birds Making binoculars for bird watching Making finger puppets of Peter n Paul Making Xmas cards using foot finger printing Puffin masks Collaborative shades of blue whale picture Collaborative collage of an owl using ripping and tearing technique Chalk pictures on black card of a forest at night time. Creating shades of autumn leaves.	Spr 1 – Pets Drawing a friend Paint animals Creating different dogs, (spotty/hairy/curly) using collaging and different techniques – Animal masks Building kennels for George	Spr 2 – Splash Water themed artwork – wax resist and collaging a water droplet Drawing a present for Billy Decorating plastic buckets with whiteboard pens. Designing own buckets. 3D paper plate under the sea craft Tracing sharks Making our own boats Make and write Easter cards Paint a picture of a daffodil.	Sum 1 - Transport Use paint to make representation from the story Junk modelling bus/train Making oil pastel seaside images Self portraits Making small world city	Sum 2 – Mini beast Madness Paper plate caterpillars Paint pictures of bugs /animals we saw! Make a symmetrical butterfly print by folding over the paper. Painting the busy spider Make glittery web pictures like the ones in the story
I can statements I can join different materials and explore different textures EAD NUR I can develop my own ideas and decide what materials to use to express them EAD NUR I can create closed shapes and line to represent objects EAD NUR	I can statements I can draw with increasing detail EAD NUR I can use drawing to represent ideas like movement and noise EAD NUR I can explore colour and colour mixing EAD NUR I can use one handed tools and equipment PD NUR	I can statements I can use one handed tools and equipment PD NUR I can show different emotions in my drawing EAD NUR I can make imaginative small worlds with blocks EAD NUR I can create closed shapes and line to represent objects EAD NUR	I can statements I can draw with increasing detail EAD NUR I can show preference for dominate hand PD NUR I can join different materials and explore different textures EAD NUR	I can statements I can make imaginative small worlds with blocks EAD NUR I can draw with increasing detail EAD NUR I can join different materials and explore different textures EAD NUR I can show different emotions in my drawing EAD NUR	I can statements I can join different materials and explore different textures EAD NUR I can use one handed tools and equipment PD NUR I can explore colour and colour mixing EAD NUR

Ongoing as part of the provision: Art and DT area, daily construction activities indoors and out using a variety of construction kits. Regular opportunities to practice cutting and gluing skills and colour mixing.					
Key Vocab to be developed Cut, stick, glue, draw, brush, pattern, mix					
Reception					
Aut 1 – Friendship - Can we be friends? <ul style="list-style-type: none"> - Self-portraits/portraits of new friends. - Box modelling-making and designing. - Making monsters from playdough. - Collaborative collages - Wax resist pictures. - Printing Autumn trees. - Leaf monsters 	Aut 2 - Who helps us? <ul style="list-style-type: none"> -Threading cars. - Rangoli patterns - clay divas -Observation Drawing- people who help us - map drawing -firework pictures- glitter and chalk -Diwali cards 	Spr 1 – What’s it like far away? <ul style="list-style-type: none"> - Collage ice pictures. - Shades of blue colour mixing. - African patterns/Animal prints/collaging - Clay masks - Animal Observation Drawing 	Spr 2 – Can we save the world? <ul style="list-style-type: none"> - Natural landscapes using Claude Monet- oil pastels - Observational drawings. - Rubbings. - Baking - making Easter buns. - -natural material collages 	Sum 1 - What did Grandma use to read? <ul style="list-style-type: none"> - Landscape printing - Little red riding hood. Combining different media - Building and designing a house using construction material collaboratively - Creating Indian landscapes - Character Drawing 	Sum 2 – What’s it like down on the Farm? <ul style="list-style-type: none"> - Animal masks-farm animals - Free painting- farm animals we saw - Animal Pencil Drawing
I can statements I can develop my small motor skills to draw PD REC I can talk about my own work in detail and using new vocabulary CL ELG	I can statements I can build on pervious learning to develop my skills EAD REC I can safely use and explore a variety of materials, tools and techniques,	I can statements I can Use a range of small tools, including scissors, paintbrushes PD REC I can Begin to show accuracy and care when drawing.	I can statements I can explore and refine a variety of artistic effects to express my ideas EAD REC I can build on pervious learning to develop my skills EAD REC	I can statements I can explore and refine a variety of artistic effects to express my ideas EAD REC I can Begin to show accuracy and care when drawing. PD ELG	I can statements I can Use a range of small tools- scissors PD REC I can show accuracy and care when drawing. PD ELG

I can create collaboratively sharing ideas and skills EAD REC	<p>experimenting with colour, design, texture, form and function. EAD ELG</p> <p>I can share my creations, explaining the process they have used. EAD ELG</p>	<p>PD ELG</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants UW REC</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants UW REC</p> <p>I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. EAD ELG</p>	<p>I can share my creations, explaining the process they have used. EAD ELG</p> <p>I can build on previous learning to develop my skills EAD REC</p> <p>I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. EAD ELG</p>	<p>I can explore and refine a variety of artistic effects to express my ideas EAD REC</p>
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Ongoing as part of the provision

Art and DT area, daily construction activities indoors and out using a variety of construction kits. Regular opportunities to practice cutting and gluing skills and colour mixing.

Key Vocab to be developed

colour names mix change light lighter darker collage pattern split pin staple sprinkle draw cut thin thick brush cut scissors glue stick hole punch thread fold join tie fasten texture chalk paint (verb)

Year One Curriculum,

Topics	Aut 1 – Getting to know me and my world.	Aut 2 – A Toy’s Story -- Christmas card -Designing, making and evaluating a playground, use a bench fold to create the steps.	Spr 1 – Our Animal Adventures -Design, make and evaluate Animal Puppets	Spr 2 – To infinity and Beyond	Sum 1 – Ready, Steady, Grow -Design, make and evaluate fruit kebab	Sum 2 – Bright lights, Big city. Junk modelling to create 3D models of London landmarks.
Milestones	I can milestones	<p>I can milestones</p> <p>I can design products that have a clear purpose and an intended user.</p> <p>I can generate, develop, model and</p>	<p>I can milestones</p> <p>I can design products that have a clear purpose and an intended user.</p> <p>I can generate, develop, model and</p>	I can milestones	<p>I can milestones</p> <p>I can cut, peel or grate ingredients safely.</p>	I can milestones

		<p>communicate my ideas through talking, drawing, templates, mock-ups, and where appropriate use software to design.</p> <p>I can demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</p> <p>I can demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</p> <p>I can select from and use a range of tools and equipment to preform practical tasks.</p> <p>I can select from and use a wide range of materials and components, including construction materials, textiles, and ingredients, according to their characteristics.</p> <p>I can build structures, exploring how they can be made stronger.</p> <p>I can explore objects and designs to identify likes and dislikes of the designs.</p> <p>I can suggest improvements to existing designs.</p>	<p>communicate my ideas through talking, drawing, templates, mock-ups, and where appropriate use software to design.</p> <p>I can join materials using glue and/or a stitch.</p> <p>I can select from and use a range of tools and equipment to preform practical tasks.</p> <p>I can select from and use a wide range of materials and components, including construction materials, textiles, and ingredients, according to their characteristics.</p> <p>I can explore objects and designs to identify likes and dislikes of the designs.</p>		<p>I can assemble or cook ingredients.</p> <p>I can understand where food comes from.</p> <p>I can use basic principles of a healthy and varied diet to prepare dishes.</p> <p>I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups, and where appropriate use software to design.</p> <p>I can explore objects and designs to identify likes and dislikes of the designs.</p> <p>I can suggest improvements to existing designs.</p> <p>I can evaluate ideas and products against design criteria.</p>	
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		I can evaluate ideas and products against design criteria.				
Key vocabulary to be taught Design, make, evaluate, product, join, construct, model, tools, equipment, materials, textiles, ingredients, explore, mechanism.						
Year Two Curriculum						
	Aut 1 – Wonders of the World If you had a magic carpet where would you go? -Design a magic carpet. -Make a magic carpet. -Landmarks for inspiration day – pyramid, statue of liberty, Taj Mahal and the great wall of China. -Make an apple pie. -Template of a palm tree for island for ocean artwork.	Aut 2 – London’s Burning! What was it like in London in 1666? --Make Ginger buns -Make Tudor houses -Evaluate Tudor houses friendship picture frames	Spr 1 – African Adventure What is it like to live in Africa? --Explore/critique the design of existing -- African masks. -Design African masks. -Make masks -Evaluate masks	Spr 2 – Ahoy there! What is it like to be a pirate? -Winding mechanism – walk the plank!	Sum 1 – Glorious gardens! -Look at work of local artist Barbara Hepworth and create a natural sculpture. -Look at and re-create natural art/ sculpture inspired by Andy Goldsworthy -Design a garden	Sum 2 – Transport Travelling, trains and the Titanic! - Look at a toy boat and observe what happens when it is placed on water – look at the shape etc. - Design boat and select suitable materials. -Make boat -Test boat -Design a healthy lunch
Milestones	I can milestones I can design products that have a clear purpose and an intended user ML1 I can generate, develop, model and communicate my ideas through talking,	I can milestones I can assemble or cook ingredients ML1 I can measure or weigh using measuring cups or electronic scales. ML1 I can build structures, exploring how they can be made stronger	I can milestones I can explore objects and designs to identify likes and dislikes of the designs. I can suggest improvements to existing designs. ML1 I can design products that have a clear	I can milestones I can explore and use mechanisms (E.g. levers, sliders, wheels and axels) ML1 I can select from and use a range of tools and equipment to preform practical tasks.	I can milestones I can select from and use a wide range of materials and components, including construction materials, textiles, and ingredients, according to their characteristics. ML1	I can milestones I can design products that have a clear purpose and an intended user. ML1 I can generate, develop, model and communicate my ideas through talking, drawing, templates,

	<p>drawing, templates, mock-ups, and where appropriate use software to design ML1</p> <p>I can select from and use a wide range of materials and components, including construction materials, textiles, and ingredients, according to their characteristics ML1</p> <p>I can demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</p> <p>I can demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen) ML1</p> <p>I can select from and use a wide range of materials and components, including construction materials, textiles, and ingredients, according to their characteristics. I can build structures, exploring how they can be made stronger ML1</p>	<p>ML1</p> <p>I can demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling) ML1</p> <p>I can demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen) ML1</p>	<p>purpose and an intended user.</p> <p>I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock- ups, and where appropriate use software to design.ML1</p> <p>I can build structures, exploring how they can be made stronger. I can select from and use a range of tools and equipment to preform practical tasks ML1</p> <p>I can evaluate ideas and products against design criteria ML1</p>	<p>I can select from and use a wide range of materials and components, including construction materials, textiles, and ingredients, according to their characteristics. ML1</p>	<p>I can build structures, exploring how they can be made stronger. ML1</p> <p>I can design products that have a clear purpose and an intended user. ML1</p> <p>I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups, and where appropriate use software to design. ML1</p>	<p>mock-ups, and where appropriate use software to design. ML1</p> <p>I can select from and use a wide range of materials and components, including construction materials, textiles, and ingredients, according to their characteristics. ML1</p> <p>I can build structures, exploring how they can be made stronger. ML1</p> <p>I can evaluate ideas and products against design criteria. ML1</p> <p>I can cut, peel or grate ingredients safely. ML1</p> <p>I can assemble or cook ingredients. ML1</p> <p>I can use basic principles of a healthy and varied diet to prepare dishes. ML1</p>
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- Use the basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from.

Statements taken from National Curriculum – Spoken Language (Literacy) (Statutory Requirements)

Pupils should be taught to:

- *Listen and respond appropriately to adults and their peers*
- *Ask relevant questions to extend their understanding and knowledge*
- *Use relevant strategies to build their vocabulary*
- *Articulate and justify answers, arguments and opinions*
- *Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings*
- *Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments*
- *Participate in discussions, presentations, performances, role play, improvisations and debates*
- *Consider and evaluate different viewpoints, attending to and building on the contributions of others*

Impact of the DT Curriculum

Our Design and Technology curriculum is high quality and allows children to develop creativity in everyday life. Children at our school will develop practical skills which allow them to be confident when participating in technical tasks and be successful in a world enriched with technology. Children will be able to develop knowledge and understanding of the skills that they learn to design and develop products for a wide range of consumers. They will be able to be critical about their products and identify successes and problems by testing to ensure that products are appropriate for the use of others. In addition to this, they will be able to learn about nutrition and the basic skills of cooking. Our Design and Technology curriculum is creative and practical and will allow children to apply these skills in wider life and relevant contexts.

In addition, we will measure the impact of our curriculum through the following methods:

- Regularly assessed pieces of work, using the milestones documents.
- Opportunities for the children to look back at their own learning within their CLICK books to show their understanding.
- Pupil voice discussions with senior leadership to allow children to express their learning and experiences.