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 prov	vision:				
Art and DT area, daily const	ruction activities indoors and	l out using a variety of constr	uction kits. Regular opportu	nities to practice cutting and	gluing skills and colour
mixing.					
Key Vocab to be developed					
Cut, stick, glue, draw, brush	, pattern, mix				
		Rece	ption		
Aut 1 – Friendship - Can	Aut 2 - Who helps us?	Spr 1 – What's it like far	Spr 2 – Can we save the	Sum 1 - What did	Sum 2 – What's it like
 we be friends? 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 	 -Threading cars. Rangoli patterns clay divas -Observation Drawing-people who help us map drawing -firework pictures- glitter and chalk -Diwali cards 	 away? Collage ice pictures. Shades of blue colour mixing. African patterns/Animal prints/collaging Clay masks Animal Observation Drawing 	 world? Natural landscapes using Claude Monet- oil pastels Observational drawings. Rubbings. Baking - making Easter buns. -natural material collages 	 Grandma use to read? Landscape printing - Little red riding hood. Combining different media Building and designing a house using construction material collaboratively Creating Indian landscapes Character Drawing 	 down on the Farm? Animal masks-farm animals Free painting- farm animals we saw Animal Pencil Drawing
l can statements	I can statements	I can statements	l can statements	l can statements	I can statements
I can develop my small motor skills to draw PD REC	I can build on pervious learning to develop my skills EAD REC	I can Use a range of small tools, including scissors, paintbrushes	I can explore and refine a variety of artistic effects to express my ideas	I can explore and refine a variety of artistic effects to express my ideas	I can Use a range of small tools- scissors PD REC
I can talk about my own		PD REC	EAD REC	EAD REC	I can show accuracy and
work in detail and using new	I can safely use and explore		I can build on pervious	I can Begin to show accuracy	care when drawing.
vocabulary	a variety of materials, tools	I can Begin to show accuracy	learning to develop my skills	and care when drawing.	PD ELG
CL ELG	and techniques,	and care when drawing.	EAD REC	PD ELG	

	experimenting with	colour, PD ELG	Explore the	e natural world	i can share	e my creations,	I can explore and refine a
I can create collaborative	ly design, texture, forn	n and	around the	m, making	explaining	g the process they	variety of artistic effects to
sharing ideas and skills EA	AD function.	Explore the natu	Iral world observation	ns and drawing	have used	l.	express my ideas
REC	EAD ELG	around them, m	aking pictures of	animals and	EAD ELG		EAD REC
		observations and	d drawing plants UW	REC	I can build	d on pervious	
	I can share my creat	I can share my creations, pictures of anima		use and explore	learning to	o develop my skills	
	explaining the proce	ss they plants UW REC	a variety of	materials, tools	EAD REC		
	have used.	, ,	and technic		I can safel	y use and explore	
	EAD ELG			ting with colour,		of materials, tools	
				ture, form and	and techn		
			function.	,		nting with colour,	
			EAD ELG		-	xture, form and	
					function.	,	
					EAD ELG		
mixing. <i>Key Vocab to be developed</i> colour names mix chan	nge light lighter darker co	ollage pattern split pin sta	ple sprinkle draw cut thi	n thick brush cut	scissors glu	ue stick hole punch	thread fold join tie fasten
Art and DT area, daily o mixing. <i>Key Vocab to be developed</i> colour names mix chan texture chalk paint (ver	nge light lighter darker co rb)	Ŷ	ear One Curriculur	n,			thread fold join tie fasten
mixing. <i>Key Vocab to be developed</i> colour names mix chan	nge light lighter darker co					ue stick hole punch	thread fold join tie fasten Sum 2 – Bright lights,
mixing. <i>Key Vocab to be developed</i> colour names mix chan	nge light lighter darker co rb)	Y Aut 2 – A Toy's Story	ear One Curriculur	n,	finity		
mixing. <i>Key Vocab to be developed</i> colour names mix chan texture chalk paint (ver	nge light lighter darker co rb) Aut 1 – Getting to	Ŷ	Year One Curriculur Spr 1 – Our Animal Adventures -Design, make and	n, Spr 2 – To in	finity	Sum 1 – Ready, Steady, Grow -Design, make and	Sum 2 – Bright lights Big city.
mixing. <i>Key Vocab to be developed</i> colour names mix chan texture chalk paint (ver	nge light lighter darker co rb) Aut 1 – Getting to know me and my	Y Aut 2 – A Toy's Story	Year One Curriculur Spr 1 – Our Animal Adventures	n, Spr 2 – To in	finity	Sum 1 – Ready, Steady, Grow	Sum 2 – Bright lights
mixing. <i>Key Vocab to be developed</i> colour names mix chan texture chalk paint (ver	nge light lighter darker co rb) Aut 1 – Getting to know me and my	Y Aut 2 – A Toy's Story Christmas card -Designing, making and evaluating a playground, use a bench fold to	Year One Curriculur Spr 1 – Our Animal Adventures -Design, make and	n, Spr 2 – To in	nd	Sum 1 – Ready, Steady, Grow -Design, make and	Sum 2 – Bright lights Big city. Junk modelling to create 3D models of London
mixing. <i>Key Vocab to be developed</i> colour names mix chan texture chalk paint (ver	nge light lighter darker co rb) Aut 1 – Getting to know me and my world.	Y Aut 2 – A Toy's Story Christmas card -Designing, making and evaluating a playground, use a bench fold to create the steps.	Year One Curriculur Spr 1 – Our Animal Adventures -Design, make and evaluate Animal Puppets	n, Spr 2 – To in and Beyo I can milestones	ifinity nd	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.
mixing. <i>Key Vocab to be developed</i> colour names mix chan texture chalk paint (ver	nge light lighter darker co rb) Aut 1 – Getting to know me and my world.	Y Aut 2 – A Toy's Story Christmas card -Designing, making and evaluating a playground, use a bench fold to create the steps. I can milestones I can design products that have a clear purpose	Year One Curriculur Spr 1 – Our Animal Adventures -Design, make and evaluate Animal Puppets I can milestones I can design products that have a clear purpose	n, Spr 2 – To in and Beyo I can milestones	ifinity nd	Sum 1 – Ready, Steady, Grow -Design, make and evaluate fruit kebab can milestones can cut, peel or grate ingredients	Sum 2 – Bright lights Big city. Junk modelling to create 3D models of London landmarks.

comm	nunicate my ideas	communicate my ideas	I can assemble or cook	
throu	igh talking,	through talking,	ingredients.	
	ing, templates,	drawing, templates,		
	-ups, and where	mock-ups, and where	I can understand	
	opriate use	appropriate use	where food comes	
softwa	are to design.	software to design.	from.	
l can d	lemonstrate a range	I can join materials using		
	ting and shaping	glue and/or a stitch.	l can use basic	
techn	niques (such as		principles of a healthy	
	ng, cutting,	I can select from and use	and varied diet to	
foldir	ng and curling).	a range of tools and	prepare dishes.	
		equipment to preform practical tasks.		
	demonstrate a	μιατιίται ιασκό.	l can generate,	
	of joining	I can select from and use	develop, model and	
	niques (such as	a wide range of materials	communicate my ideas	
	g, hinges or	and components,	through talking,	
	ining materials	including construction	drawing, templates,	
	rengthen).	materials, textiles, and ingredients, according to	mock-ups, and where	
l can s	select from and use	their characteristics.	appropriate use	
	ge of tools and		software to design.	
	ment to preform		I can explore objects and	
practi	cal tasks.	I can explore objects and	designs to identify likes	
		designs to identify likes	and dislikes of the	
	select from and use e range of materials	and dislikes of the	designs.	
	omponents,	designs.		
	ling construction		I can suggest improvements to existing	
	ials, textiles, and		designs.	
	dients, according to			
	characteristics.		I can evaluate ideas and	
	build structures,		products against design	
	ring how they can ade stronger.		criteria.	
l can e	explore objects and			
	ns to identify likes			
	islikes of the			
desigr	ns.			
Lcans	suggest			
	vements to existing			
design	-			

		I can evaluate ideas and products against design criteria.	ey vocabulary to be taug	bt		
Design, make, evaluat	te, product, join, construct		, , ,		nism	
	···, p. · · · · · , j , c		/ear Two Curriculur	•		
	Aut 1 – Wonders of	Aut 2 – London's	Spr 1 – African	Spr 2 – Ahoy there!	Sum 1 – Glorious	Sum 2 – Transport
	the World	Burning!	Adventure	What is it like to be a	gardens!	Travelling, trains and
	If you had a magic	What was it like in	What is it like to live	pirate?		the Titanic!
	carpet where would	London in 1666?	in Africa?			
	you go?				-Look at work of local	- Look at a toy boat and
	-Design a magic carpet.	Make Ginger buns	Explore/critique the	-Winding mechanism –	artist Barbara Hepworth	observe what happens
	-Make a magic carpet.	-Make Tudor houses -Evaluate Tudor houses	design of existing African masks.	walk the plank!	and create a natural sculpture.	when it is placed on water – look at the shape etc.
	-Landmarks for		-Design African masks.		-Look at and re-create	shape etc.
	inspiration day – pyramid, statue of	friendship picture frames	-Make masks		natural art/ sculpture inspired by Andy	- Design boat and selec suitable materials.
	liberty, Taj Mahal and		-Evaluate masks		Goldsworthy	
	the great wall of China.					-Make boat
	-Make an apple pie.				-Design a garden	-Test boat -Design a healthy lunch
	-Template of a palm tree for island for ocean artwork.					
Milestones	I can milestones	I can milestones	I can milestones	I can milestones	I can milestones	I can milestones
	I can design products that have a clear purpose and an intended user ML1	I can assemble or cook ingredients ML1 I can measure or weigh using measuring cups or	I can explore objects and designs to identify likes and dislikes of the designs. I can suggest	I can explore and use mechanisms (E.g. levers, sliders, wheels and axels) ML1	I can select from and use a wide range of materials and components, including construction	I can design products that have a clear purpose and an intended user. ML1
	I can generate, develop, model and communicate my ideas	electronic scales. ML1	improvements to existing designs. ML1	I can select from and use a range of tools and equipment to	materials, textiles, and ingredients, according to their	I can generate, develop, model and communicate my ideas
	through talking,	exploring how they can be made stronger	I can design products that have a clear	preform practical tasks.	characteristics. ML1	through talking, drawing, templates,

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

	I can demonstrate a						
	range of joining						
	techniques (split pin)						
	ML1						
	I can cut, peel or grate						
	ingredients safely.						
	I can assemble or cook						
	ingredients. I can understand where						
	food comes from ML1						
		Ke	ey vocabulary to be taug	ht			
Design	, make, evaluate, product, join, construct, de				ts explore criteria struc	ture stable	
mecha				erials, textiles, ingreater			
mecha							
			/ /=				
		Local links,	/Inspiration /Enrichmen	tactivities			
-	- Baking jam tarts						
-	on- Junk Modelling competition Making puppets, Design a planet competition						
	Pirate Ron Visit in SPR 2- making puppets.						
	age 1 Statements taken from National Curri	iculum _(Statutory Re	auiromonts)				
	ould be taught about:		quirements				
Design	•						
Design		roducts for thomsolver	and other users based a	n docian critoria			
•	Design purposeful, functional, appealing pu			-	· · · · · ·		
•	Generate, develop, model and communica	ite their ideas through	taiking, drawing, tempia	tes, mock-ups and, when	re appropriate, informatio	on and communication	
	technology						
<u>Make</u>							
• 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	e made stronger, stiffe	r and more stable				
•				lucts			
•	• Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.						

Cooking and Nutrition

- 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.