Evaluation should ensure that our curriculum is:

- is broad and balanced, complies with legislation and provides a wide range of subjects, preparing pupils for the opportunities, responsibilities and experiences of later life in modern Britain
- actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- focuses on the necessary priorities for ensuring that all pupils make excellent progress in reading, writing and mathematics
- promotes high levels of achievement and good behaviour
- links to the school's system of assessment and that together they set out what pupils are expected to know, understand and do
- information about what is taught in the curriculum each year is shared with parents and carers, including by meeting the statutory requirements to make curriculum information available on the school's website
- promotes tolerance of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics) through the effective spiritual, moral, social and cultural development of pupils, including through the extent to which schools engage their pupils in extra-curricular activity and volunteering within their local community

Each year, in DT, children will engage in construction, textiles and food projects

SUBJECT LEADER: Mrs Julia Burns			
SUBJECT: Design Technology including Cooking and Nutrition			
Year Group	Autumn	Spring	Summer
Preschool			
Reception			
1	**Design and make Construction** Design a structure based on design criteria Develop ideas and designs through drawings Experiment with cutting techniques Explore and use wheels and axles to make a moving car or bus	**Design, make and evaluate Textiles** Decide on design criteria for a puppet linked to animals Design, make and evaluate a puppet Use basic templates, cut and sew puppet Design decorations for puppet Evaluate puppet against design criteria	**Design and make and evaluate Cooking and Nutrition** Make Mr Grinling a healthy snack after reading Mr Grinling's Picnic Evaluate existing fruit kebabs and fruit salads Design your own fruit dish Cut fruit to make a fruit kebab or fruit salad
2	Design make and evaluate Textiles Sewing running stitch making masks Design purposeful functional and appealing products for themselves based on a design criteria	**Design, make and evaluate Cooking and Nutrition** Cutting and mixing skills Make a healthy meal for the astronauts to have upon returning to earth.	**Design, make and evaluate Construction** Design and make a catapult. Cut strip wood/dowel using hacksaw and bench hook (with goggles) Observe glue gun used by an adult
3	**Make and evaluate Cooking & Nutrition** **Ancient Egyptian Bread** Children will research an Ancient Egyptian's diet and bake their own bread from scratch	**Design, make and evaluate Textiles** **Viking Bag** Children will design, make and evaluate their own Viking bag using sewing, computer design and strength testing	**Design, make and evaluate Construction** **Robot Jitterbugs** Children will take part in a robot building project including knowledge of circuits, constructions and electrical units

	Understand and apply the principles of a healthy and varied diet Cook a repertoire of predominantly savoury dishes so that they can feed themselves and others a healthy and varied diet Become competent in a range of cooking techniques, for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes Understand the source, seasonality and characteristics of a broad range of ingredients	<u>Design</u> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <u>Make</u> Select from and use a wider range of tools and equipment to perform practical tasks accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <u>Evaluate</u> Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world <u>Technical Knowledge</u> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures	<u>Design</u> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <u>Make</u> Select from and use a wider range of tools and equipment to perform practical tasks accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <u>Evaluate</u> Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world <u>Technical Knowledge</u> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Understand and use electrical systems Apply their understanding of computing to programme, monitor and control their products
4	**Design, make and evaluate Textiles**	**Design, make and evaluate Textiles**	**Design, make and evaluate Construction**

	Create a class invisibility cloak/magic cloak Children will learn about different stitches and the advantages/disadvantages of their chosen stitch <u>Design</u> Create a simple pattern Explore fastenings (sew on buttons and make loops) <u>Make</u> Able to sew simple stitches to join fabrics (running stitch, over sewing, back stich) Experience a range of different threads, strings, materials Use language appropriate for skill <u>Evaluate</u> Able to discuss own work and that of others: textiles around school, from the home, from other countries **Design, make and evaluate Cooking and Nutrition** **Making Harry Potter cookies.** Use a range of cooking techniques Select and prepare ingredients Using utensils and electrical equipment; applying heat in different ways Using awareness of taste, texture and smell Combine ingredients <u>Design</u> Generate, develop, model and communicate their ideas through discussion <u>Make</u> Select from and use a wider range of tools and equipment to perform practical tasks accurately <u>Evaluate</u> Evaluate their products against their own design criteria and consider the views of others to improve	**Big Art Activity** Batik wax art. Using textiles and mixed media, the children will design, make and evaluate their own Batik wax canvas. This will then be used for the cover of their study work books <u>Design</u> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <u>Make</u> Select from and use a wider range of tools and equipment to perform practical tasks accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <u>Evaluate</u> Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world	**Tudor house** <u>Design</u> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups <u>Make</u> select from and use a wider range of tools and equipment to perform practical tasks accurately <u>Evaluate</u> <u>Technical Knowledge</u> Apply their understanding of how to strengthen, stiffen and reinforce more complex structure. Children will also know which tools to use and why

	their work		
5	**Design, make and evaluate Textiles** The children will learn about the patterns created by the Ancient Greeks. They will use these patterns to create a decorative cushion – the pattern could be painted, stitched, printed or a combination. The children will dye fabric and decorate one side before 'invisible stitch' is used to join the fabric together to create the cushion. <u>Design</u> Use research [existing products as examples] and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups <u>Make</u> Select from and use a wider range of materials and components, including textiles according to their functional properties and aesthetic qualities <u>Evaluate</u> Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	**Design, make and evaluate Construction** The children will learn about Victorian toys and then focus in on Victorian automata toys. They will analyse how different shaped cogs affect movement. Children will then design their own Victorian inspired automata toy; they will construct the frame, cam mechanism and decorative top. The children will work in partners to complete this task <u>Design</u> Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams <u>Make</u> Select from and use a wider range of tools and equipment to perform practical tasks accurately. <u>Evaluate</u> Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <u>Technical Knowledge</u> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Understand and use mechanical systems in their products [for example, ~~gears,~~ ~~pulleys,~~ cams, ~~levers and linkages~~]	**Design, make and evaluate Cooking and Nutrition** Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. We are learning about rainforests in the Summer Term, however the focus dish being made is not Congolese, it is Mexican – the children will make quesadillas, salsa and guacamole as this is something they are more likely to be familiar with and something they could make at home. We will discuss whether this savoury dish is something that could be made by our book's characters, and the children will have to use their knowledge of global foods to explain this <u>Make</u> Select from and use a wider range of tools and equipment to perform practical tasks accurately
6	**Design, make and evaluate Cooking and Nutrition** Understand a healthy diet by creating a wartime menu only from rationed foods. Prepare and cook savoury dishes and	**SATs Prep** **Cooking and Nutrition and Textiles** are covered in Autumn Term to allow flexibility to support SATs preparation	**Design, make and evaluate Construction** **TBC**

	understand seasonality. (link to food rations during WW11 and farming of the land) <u>Design</u> Using recipe books and websites Using rationing knowledge Understanding and adapting a recipe <u>Make</u> Adapting a recipe by adding or substituting an ingredient Preparing food hygienically and safely Working within a team Converting measurements accurately <u>Evaluate</u> Tasting and evaluating product Discuss flavours, texture and appearance Compare to other rationed products made for VE day celebrations Compare to non-rationed products <u>Technical Knowledge</u> Prior knowledge of period of history linking to rationing Develop knowledge of rationed foods available during WW2 Understand what makes a balanced diet **Design, make and evaluate Textiles** <u>Design</u> Using research design an appealing product that fits its purpose Generate, develop and communicate ideas through annotated sketches and prototype templates and patterned pieces <u>Make</u> Select from and use a wider range of stitches and textile materials to create a poppy Use sharp needles safely and understand how to store safely		

	Follow templates and designs carefully <u>Evaluate</u> Investigate and analyse photos of poppies Evaluate own ideas and products against their own designs and consider the views of others to improve their work Understand how key events have shaped their product Apply understanding of how to improve their product using complex stitching		