

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 2020	Spring 2021	Summer 2021
Preschool	<p>Explore different materials and media to create Autumn related paintings, drawings, models, and collages</p> <p>Understand we can grow our own food and use our senses to collect, prepare, cook, and taste fruit and vegetables grown at Preschool, home, and collected from the local environment</p>		
Reception	<p>Moving and Handling Uses simple tools to effect changes to materials</p> <p>Handle tools, objects, construction, and malleable materials safely and with increasing control</p> <p>Health and Self Care Eats a healthy range of foodstuffs and understands need for variety in food</p> <p>Shows some understanding that good practices about exercise, eating, sleeping and hygiene can contribute to good health</p> <p>Shows understanding of the</p>		

	<p>need for safety when tackling new challenges and considers and manages some risks</p> <p>Shows understanding of how to transport and store equipment safely</p> <p>Practices some appropriate safety measures without direct supervision</p> <p>Exploring and using media materials Experiments to create different textures</p> <p>Understands that different media can be combined to create new effects</p> <p>Manipulates materials to achieve a planned effect</p> <p>Constructs with a purpose in mind, using a variety of resources</p> <p>Uses simple tools and techniques competently and appropriately</p> <p>Selects appropriate resources and adapts work where necessary</p> <p>Selects tools and techniques needed to shape, assemble, and join materials they are using</p>		
1	<p>Design and make Construction</p> <p>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</p>	<p>Design, make and evaluate Textiles</p> <p>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</p>	<p>Design and make and evaluate Cooking and Nutrition</p> <p>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</p>
2	<p>Design make and evaluate Textiles</p> <p>Cutting and mixing skills Make a healthy meal for the</p>	<p>Design, make and evaluate Cooking and Nutrition</p> <p>Sewing running stitch making masks</p>	<p>Design, make and evaluate Construction</p> <p>Design and make a tractor Focus on making the base by</p>

	astronauts to have upon returning to earth	Design purposeful functional and appealing products for themselves based on a design criterion Sewing running stitch to make a Stone Age themed textile piece	cutting strip wood/dowel using hacksaw and bench hook (with goggles) Observe glue gun used by an adult Rest of tractor made with cardboard boxes
3	<p>Design make and evaluate Cooking and nutrition</p> <p>Cook a healthy snack for Oliver after his long day of travels</p> <p>Understand and apply the principles of a healthy and varied diet and where food comes from</p> <p>Skill – use claw grip, use bridge hold, use a peeler and a grater.</p> <p><u>Cooking & Nutrition</u> understand and apply the principles of a healthy and varied diet</p> <p>become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils, using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]</p>	<p>Design make and evaluate Textiles</p> <p>Design, make and evaluate a Viking Bag</p> <p>Children will design, make and evaluate their own Viking bag - using sewing, computer design and strength testing</p> <p><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</p> <p><u>Make</u> select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>select from and use a wider range of materials and according to their functional properties and aesthetic qualities</p> <p><u>Evaluate</u> investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>understand how key events and individuals in design and technology have helped shape the world</p> <p><u>Technological Knowledge</u> apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>Design make and evaluate Construction</p> <p>Create your own moveable creature from the forest e.g. owl or bird of prey</p> <p><u>Design</u> generate, develop, model and communicate their ideas through discussion, annotated sketches</p> <p><u>Evaluate</u> Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>

4	<p>Design make and evaluate Textiles</p> <p>Research, design, create and evaluate weatherproof clothing</p> <p>Able to sew simple stitches to join fabrics (running stitch, over sewing, back stitch)</p> <p>Explore fastenings (sew on buttons and make loops)</p> <p>Experience a range of different threads, strings, materials</p> <p>Create a simple pattern</p> <p>Use language appropriate for skill</p> <p>Able to discuss work and that of others: textiles around school, from the home, from other countries, etc</p>	<p>Design make and evaluate Construction</p> <p>Creating a Tudor House</p> <p>Children will develop their woodwork skills to create a Tudor house...</p> <p>Working within a team</p> <p>Cutting wood to the correct size</p> <p>Creating the structure by gluing the wood together</p> <p>Adding support and strengthening the structure</p> <p>Adding a Tudor style design to the outside of the house</p>	<p>Design make and evaluate Food Technology</p> <p>Children will learn all about the process behind farm to fork linking into saving the environment</p> <p>Children will eventually create their own dishes from vegetables grown by themselves</p>
5	<p>Design, make and evaluate Construction</p> <p>The children will learn about Victorian toys and then focus in on Victorian automata toys.</p> <p>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</p> <p><u>Design</u> Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams</p> <p><u>Make</u> Select from and use a wider range of tools and equipment to perform practical tasks accurately.</p>	<p>Design, make and evaluate Textiles</p> <p>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.</p> <p><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</p> <p><u>Make</u> Select from and use a wider range of materials and components, including textiles according to their</p>	<p>Design, make and evaluate Cooking and Nutrition</p> <p>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.</p> <p>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</p>

	<p><u>Evaluate</u> Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p><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]</p>	<p>functional properties and aesthetic qualities</p> <p><u>Evaluate</u> Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>explain this</p> <p><u>Make</u> Select from and use a wider range of tools and equipment to perform practical tasks accurately</p>
6	<p>Design, make and evaluate Construction</p> <p><u>Design</u> Using research design an appealing product that fits its purpose (use the stand to share your walking in the shoes of a refugee sculpture) Generate, develop and communicate ideas through annotated sketches and prototypes</p> <p><u>Make</u> Build frames or support structures using a range of materials e.g. wood, card corrugated plastic to support mechanisms / products Cut strip wood, dowel, square section wood accurately to 1mm Join materials using appropriate methods</p> <p><u>Evaluate</u> Evaluate own ideas and products against their own designs and consider the views of others to improve their work</p> <p>Does your wooden stand fit your product made in art?</p>	<p>Design, make and evaluate Cooking and Nutrition</p> <p><u>Design</u> Using recipe books and websites Using rationing knowledge Understanding and adapting a recipe</p> <p><u>Make</u> Adapting a recipe by adding or substituting an ingredient Preparing food hygienically and safely Working within a team Converting measurements accurately</p> <p><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</p> <p><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</p>	<p>Design, make and evaluate Textiles</p> <p><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</p> <p><u>Make</u> Select from and use a wider range of stitches and textile materials to create a 3d product Use sharp needles safely and understand how to store safely Follow templates and designs carefully</p> <p><u>Evaluate</u> Investigate and analyse photos of products 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</p>