

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 – 2023 - 2024			
SUBJECT: Design Technology including Cooking and Nutrition			
Year Group	Autumn 2023	Spring 2024	Summer 2024
Preschool	<ul style="list-style-type: none"> • Daily dough disco sessions – pinch, poke, prod, ball it, sausage. • Threading, cutting, and weaving activities. • Handling mark making tools • Making snips with scissors. • Holding scissors in one hand, making snips. 	<ul style="list-style-type: none"> • Daily dough disco sessions – pinch, poke, prod, ball it, sausage. • Threading, cutting and weaving activities. • Use a knife and fork competently to scoop food. • Use a knife and fork to begin to cut up own food. • Use paintbrushes and toothbrushes to excavate bones/fossils in the sand. 	<ul style="list-style-type: none"> • Daily dough disco sessions – pinch, poke, prod, ball it, sausage. • Threading, cutting and weaving activities. • Use a variety of tools with control, such as pencils, paintbrushes, scissors, tweezers etc. • Cutting food with knife and fork and eating with control.
Reception	Develop small motor skills so that children can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.		
1	Area of D&T: Construction Design design purposeful, functional, appealing products for themselves and other users based on design criteria Make select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Evaluate	Area of D&T: Textiles Design generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and ICT. Make select from and use a wide range of textiles according to their characteristics Decide on design criteria for finger puppet linked to	Area of D&T: Cooking and nutrition Design generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups Make select from and use a wide range of ingredients, according to their characteristics Evaluate

	<p>evaluate their ideas and products against design criteria</p> <p>Technical Knowledge build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Explore and use mechanisms [wheels and axles] in their products.</p> <p>Explore and use wheels and axles to make a moving vehicle.</p>	<p>animals.</p> <p>Design, make and evaluate a finger puppet.</p> <p>Use templates, cut and sew puppet. Design decorations for puppet.</p> <p>Evaluate puppet against design criteria.</p>	<p>explore and evaluate a range of existing products</p> <p>Technical Knowledge use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Make a healthy snack / smoothie.</p>
2	<p>Area of D&T: Textiles Design purposeful functional and appealing products for themselves based on a design criteria.</p> <p>Design generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and ICT.</p> <p>Make select from and use a wide range of textiles according to their characteristics</p> <p>Sewing - running stitch to make a themed textile piece.</p>	<p>Area of D&T: Cooking and Nutrition</p> <p>Design generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups</p> <p>Make select from and use a wide range of ingredients, according to their characteristics</p> <p>Evaluate explore and evaluate a range of existing products</p> <p>Technical Knowledge use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from</p> <p>Farm to Fork focus. Creating a healthy meal from fruits and vegetables.</p>	<p>Area of D&T: Construction Design</p> <p>Make Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of construction materials according to their characteristics</p> <p>Evaluate Evaluate their ideas and products against design criteria</p> <p>Technical Knowledge Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>explore and use mechanisms [levers and sliders] in their products.</p> <p>Create a moving picture using levers and slider.</p>
3	<p>Area: Construction Design - generate, develop, model and communicate their ideas through discussion, annotated sketches</p> <p>Make -select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Evaluate -evaluate their ideas and products against their own design criteria and consider the views of others to</p>	<p>Area: Textiles Design - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals.</p> <p>-generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make</p>	<p>Area: Cooking and nutrition Design -use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Make -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</p>

	<p>improve their work -investigate and analyse a range of existing products</p> <p>Technical Knowledge -understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] -understand how key events and individuals in design and technology have helped shape the world.</p> <p>Create your own moveable creature.</p>	<p>- 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 according to their functional properties and aesthetic qualities</p> <p>Evaluate 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</p> <p>Technological Knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Children will work to design, make and evaluate their own necklace - using sewing, computer design and strength testing.</p>	<p>Evaluate -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Technical Knowledge - 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</p>
4	<p>Area of DT: Construction Design - generate, develop, model and communicate their ideas through discussion, annotated sketches</p> <p>Make -select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Evaluate -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work -investigate and analyse a range of existing products</p> <p>Technical Knowledge -understand how key events and individuals in design and technology have helped shape the world. - apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>Area of DT: Textiles Design - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals.</p> <p>-generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make - 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 according to their functional properties and aesthetic qualities</p> <p>Evaluate - investigate and analyse a range of existing products - evaluate their ideas and</p>	<p>Area of DT: Cooking and Nutrition Design -use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Make 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</p> <p>Evaluate -investigate and analyse a range of existing products -understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical Knowledge -understand and apply the principles of a healthy and varied diet -prepare and cook a variety of</p>

	Children will design, make and evaluate a catapult.	products against their own design criteria and consider the views of others to improve their work Design, create and sew a bag	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. Children will plan and cook a stir fry.
5	<p>Area: Construction Design: Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams. Make: select from and use a wider range of tools and equipment to perform practical tasks accurately. Evaluate their ideas and products against own design criteria and consider views of others to improve their work Technical Knowledge: apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and use mechanical systems in their products</p> <p>Children will work in partners to design a Victorian inspired automata toy, analysing how different shaped cogs affect movement, constructing the frame, cam mechanism and decorative top.</p>	<p>Area: Textiles Design: 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 particular individuals or groups Make: Select from and use a wider range of materials and components, including textiles according to their functional properties and aesthetic qualities Evaluate: 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 Technical Knowledge: Children will use Ancient Greeks 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>Area: Cooking and Nutrition Make: select from and use a wider range of tools and equipment to perform practical tasks accurately. Technical Knowledge: 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>Children will make Mexican food – nachos, salsa and guacamole</p>
6	<p>Area: Textiles Design - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals. -generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded</p>	<p>Area: Construction Design - generate, develop, model and communicate their ideas through discussion, annotated sketches Make -select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Evaluate</p>	<p>Area: Cooking and Nutrition Design -use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Make select from and use a wider range of materials and components, including construction materials,</p>

	<p>diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make</p> <ul style="list-style-type: none"> - 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 according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> - 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 <p>-Use templates to create a 3d product relating to WW11 using templates, cutting skills, different stitches (running, over, back, hidden, cross stitch) and seed.</p> <p>GT – French knot, add buttons for extra detail</p>	<ul style="list-style-type: none"> -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work -investigate and analyse a range of existing products <p>Technical Knowledge</p> <ul style="list-style-type: none"> -understand how key events and individuals in design and technology have helped shape the world. - apply their understanding of how to strengthen, stiffen and reinforce more complex structures <p>Children will create a structure using different joins</p>	<p>textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate</p> <ul style="list-style-type: none"> -investigate and analyse a range of existing products -understand how key events and individuals in design and technology have helped shape the world <p>Technical Knowledge</p> <ul style="list-style-type: none"> -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>Children will investigate bread and bake their own.</p>
--	--	--	---