

Dimple Well Infant School and Nursery

Design Technology Yearly Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<u>Designing and Making</u> Building a rocket <u>Food</u> Tasting indian food, baking cakes, tasting a variety of foods Observing kitchen utensils being used		<u>Designing and Making</u> A winter wand Make a lantern/snowglobe <u>Food</u> Chinese food tasting		<u>Designing and Making</u> Joining together a track with duplo Making boats/cars	
	DT skills – cutting, learning how to use a stapler, gluing, joining					
	Workshop – variety of materials out every day for making/designing. Regular focus and changes according to the topic					
Upper Foundation	<u>Designing and making</u> Baskets		<u>Designing and making</u> Model houses. Designing a shoe	<u>Designing and solving problems</u> Workshop Area. Designing and building homes for pets. Combining different medias to make models including masks of different animals.	<u>Designing and making</u> Boats. Making a pirate hat.	
	Children learn the names of a variety of kitchen utensils during cooking and tasting. They learn how to use them safely.					
	<u>Cooking</u> Trifle Porridge Making a healthy sandwich	<u>Cooking</u> Xmas biscuits	<u>Cooking</u> Pancakes	<u>Cooking</u> Easter nests	<u>Cooking</u> Gingerbread Men	

	<u>Tasting</u> Fruit Healthy food	<u>Tasting</u> Celebrations including food from different cultures (Diwali,Hanukkah)	<u>Tasting</u> Chinese new year food	<u>Tasting</u> Different vegetables	<u>Tasting</u> Spanish food
EYFS 2021 Curriculum Statements	<p>Physical Development Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Develop small motor skills so that a range of tools can be used competently, safely and confidently. Begin to show accuracy and care when drawing. Use a range of small tools, including scissors, paintbrushes and cutlery. Know the importance for good health of a healthy diet and talk about ways to keep healthy and safe. Manage basic hygiene such as washing hands, fruit and vegetables.</p> <p>Expressive Arts and Design Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Share their creations, explaining the process they have used. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology.</p> <p>Personal, Social and Emotional Development Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children. Say why they like some activities more than others. Show confidence to speak in a familiar group, talk about their ideas and choose the resources they need for their chosen activities. Say when they do or don’t need help. Take account of one another’s ideas about how to organise their activity as part of a group or class.</p>				
Year 1	<u>Food Technology</u> 5 a day Plant or animal Kitchen safety Grating, cutting, slicing and peeling fruit/vegetables	<u>Food Technology</u> Tasting bonfire food	<u>Designing and making Mechanisms</u> Moving pictures linked to Traditional Tales (levers and sliders)	<u>Textiles</u> Sewing practise at Colne Valley Museum Lavender Bags	<u>Design and making</u> Puppets – link with Toys topic 1.Joining materials using staples,glue,sellotape,safety pins. 2.Sewing a hand puppet using felt and running stitch. 3.Decorating using different

	Making a fruit/vegetable smoothie and designing packaging.		Cooking Baking Bear biscuits link Traditional Tales		joining techniques. Making toys from the past Cup and ball toy (link history) using different materials.	
KS1 Curriculum Statements	<p>Design:</p> <ul style="list-style-type: none"> * To design purposeful, functional, appealing products for themselves and other users based on design criteria. * To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and where appropriate, information and communication technology. <p>Make:</p> <ul style="list-style-type: none"> * To select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing. * To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. <p>Evaluate:</p> <ul style="list-style-type: none"> * To explore and evaluate a range of existing products. * To evaluate their ideas and products against design criteria. <p>Technical Knowledge:</p> <ul style="list-style-type: none"> * To build structures, exploring how they can be made stronger, stiffer and more stable. * To explore and use mechanisms, such as levers, sliders, wheels and axles in their products. <p>Cooking and Nutrition:</p> <ul style="list-style-type: none"> * To use the basic principles of a healthy and varied diet * To understand where food comes from. <p>Design:</p> <ul style="list-style-type: none"> * To design purposeful, functional, appealing products for themselves and other users based on design criteria. * To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and where appropriate, information and communication technology. <p>Make:</p> <ul style="list-style-type: none"> * To select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing. * To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. <p>Evaluate:</p> <ul style="list-style-type: none"> * To explore and evaluate a range of existing products. * To evaluate their ideas and products against design criteria. <p>Technical Knowledge:</p>					

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<p>Year 2</p>	<p><u>Designing & Making</u> <u>Mechanisms</u> Design a pulley to transport a golden egg/Jack up the beanstalk</p>		<p><u>Textiles</u> Binca Sewing – Bethan Ash Adding various materials using running stitch? Mother’s Day gift</p>	<p><u>Food Technology</u> 5 Food Groups Preparing vegetables grating, chopping, slicing Health and safety Designing and making a food product thinking about appearance and taste. Think about where the product is sold in the community. Design packaging. <i>Rainbow Foods</i> <u>Textiles/Mixed Media</u> <u>Sewing</u> 1.Begin to use running stitch correctly 2. Decorate fabric using</p>	<p><u>Big Build</u> Ossett Schools participating in designing and building products in groups.</p>	

				glue, staple, stitch, apply tape, safety pins to join fabric/materials together		
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