Stalyhill Infant School – Long term curriculum plan

Design Technology

Intent: To provide opportunities for all children to learn, apply, discuss and strengthen essential knowledge and skills required in the designing, making and evaluating of an effective product for a given purpose.

	Reception
Exploring and using media & materials	• I can use various construction materials • I can begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • I can join construction pieces together to build and balance.
Goal	• **I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.**
Being Imaginative - Goal	• **I can use what I have learnt about media and materials in original ways, thinking about uses and purposes.** • **I can represent my own ideas, thoughts and feelings through design technology.**

	Year 1	Year 2
As a designer	• I can use my own ideas to make something. • I can describe how something works. • I can cut food safely. • I can make a product which moves. • I can make my model stronger. • I can explain to someone else how I want to make my product. • I can choose appropriate resources and tools. • I can make a simple plan before making.	• I can think of an idea and plan what to do next. • I can choose tools and materials and explain why I have chosen them. • I can join materials and components in different ways. • I can explain what went well with my work. • I can explain why I have chosen specific textiles. • I can measure materials to use in a model or structure. • I can describe the ingredients I am using.

Knowledge, Skills and Understanding for Design Technology

	Year 1	Year 2
Developing, planning and	• Can they think of some ideas of their own? • Can they explain what they want to do? • Can they use pictures and words to plan?	• Can they think of ideas and plan what to do next? • Can they choose the best tools and materials? Can they give a reason why these are best?

communicating ideas		• Can they describe their design by using pictures, diagrams, models and words?
Working with tools, equipment, materials and components to make quality products	• Can they explain what they are making? • Can they explain which tools are they using?	• Can they join things (materials/ components) together in different ways?
Evaluating processes and products	• Can they describe how something works? • Can they talk about their own work and things that other people have done?	• Can they explain what went well with their work? • If they did it again, can they explain what they would improve?
Cooking and nutrition	• Can they cut food safely? • Can they describe the texture of foods? • Do they wash their hands and make sure that surfaces are clean? • Can they think of interesting ways of decorating food they have made, eg, cakes?	• Can they describe the properties of the ingredients they are using? • Can they explain what it means to be hygienic? • Are they hygienic in the kitchen?
Textiles	• Can they describe how different textiles feel? • Can they make a product from textiles by gluing?	• Can they measure textiles? • Can they join textiles together to make something? • Can they cut textiles? • Can they explain why they chose a certain textile?
Mechanisms	• Can they make a product which moves? • Can they cut materials using scissors? • Can they describe the materials using different words? • Can they say why they have chosen moving parts?	• Can they join materials together as part of a moving product? • Can they add some kind of design to their product?
Use of materials	• Can they make a structure/model using different materials? • Is their work tidy? • Can they make their model stronger if it needs to be?	• Can they measure materials to use in a model or structure? • Can they join material in different ways? • Can they use joining, folding or rolling to make it stronger?

Construction	• Can they talk with others about how they want to construct their product? • Can they select appropriate resources and tools for their building projects? • Can they make simple plans before making objects, e.g. drawings, arranging pieces of construction before building?	• Can they make sensible choices as to which material to use for their constructions? • Can they develop their own ideas from initial starting points? • Can they incorporate some type of movement into models? • Can they consider how to improve their construction?