

Below outlines the learning focus for each term

Design

- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.

Make

- Use a range of simple tools competently, safely and confidently
- Creating, exploring materials, textures, tools, techniques safely

Evaluate

- Talk about the design/model and suggest an improvements

Technical Knowledge

- Investigate joining using a variety of materials e.g. PVA glue, glue stick, sticky tape, treasury tags.
- Construct with a purpose in mind using a range of resources

Food & Nutrition

- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating.

Term	Learning Focus		Cross-Curricular Links
	EYFS Curriculum	Knowledge and Skills	
Autumn Term	<p>Expressive arts and design: Being imaginative and expressive</p> <ul style="list-style-type: none"> • Begins to create representations of both imaginary and real-life ideas, events, people and objects with adult modelling • Chooses particular colours and materials for their own imaginative purposes <p>Expressive arts and design: Creating with materials</p> <ul style="list-style-type: none"> • Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, water colours, powder paint, to express and communicate their discoveries and understanding. • Joins up lines on paper to make different shapes and uses these shapes to make things I know, like a face or a door • Begins to use a variety of building toys and empty cardboards boxes to make things • Uses various construction materials and can join construction pieces together to build and balance, such Duplo, magnetic bricks etc 	<ul style="list-style-type: none"> • Articulate ideas and thoughts in well informed sentences. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen • Develop their small motor skills so that they can use a range of tools competently, safely and confidently eg. pencils paintbrushes, scissors, play dough tools, tweezers, etc. • Create collaboratively, sharing ideas, resources and skills. • Share creations; explaining the processes • Investigate joining using a variety of materials e.g. PVA glue, glue stick, • To handle tools and materials safely. • To use simple tools to effect changes in materials. • To construct with a purpose in mind using a range of resources. • To select tools and techniques in order to assemble and join materials. • Know and talk about some of the factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing. 	PD (gross and fine motor skills, health and self-care) Maths (shape, space and measure) C&L EAD PSED

Spring Term	<p>Expressive arts and design: Being imaginative and expressive</p> <ul style="list-style-type: none"> • Uses combinations of art forms, e.g. drawing and talking <p>Expressive arts and design: Creating with materials</p> <ul style="list-style-type: none"> • To be able to choose their own materials and tools to construct and discuss what they want to make and how to make it • Explore, use and refine a variety of artistic effects such as colour mixing, pastels to express their ideas and feelings. • Create collaboratively sharing ideas, resources and skills. 	<ul style="list-style-type: none"> • Articulate ideas and thoughts in well informed sentences. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently: pencils paintbrushes, scissors, knives etc. • Create collaboratively, sharing ideas, resources and skills. • Creating, exploring materials, textures, tools, techniques safely • Share creations; explaining the processes. • Talk about their design/model and suggest an improvement • Investigate joining using a variety of materials e.g. PVA glue, glue stick, sticky tape, treasury tags. • I can handle tools and materials safely. • I can use simple tools to effect changes in materials. • I can construct with a purpose in mind using a range of resources. • I can select tools and techniques in order to assemble and join materials. • Begin to cut and join materials with some support. • Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, sleep, relax etc 	C&L EAD PD PSED
Summer Term	<p>Expressive arts and design: Being imaginative and expressive</p> <ul style="list-style-type: none"> • Uses combinations of art forms, e.g. drawing and talking <p>Expressive arts and design: Creating with materials</p> <ul style="list-style-type: none"> • To be able to choose their own materials and tools to construct and discuss what they want to make and how to make it • Explore, use and refine a variety of artistic effects such as colour mixing, pastels to express their ideas and feelings. • Create collaboratively sharing ideas, resources and skills. 	<ul style="list-style-type: none"> • Articulate ideas and thoughts in well informed sentences. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently: pencils paintbrushes, scissors, knives etc. • Create collaboratively, sharing ideas, resources and skills. • Creating, exploring materials, textures, tools, techniques safely • Share creations; explaining the processes • Talk about their design/model and suggest an improvement 	PSED PD EAD C&L

		<ul style="list-style-type: none"> • Return to and build on their previous learning, refining ideas and develop their ability to represent them. • Investigate joining using a variety of materials e.g. PVA glue, glue stick, sticky tape, treasury tags. • Begin to cut and join materials with some support • I can use simple tools to effect changes in materials. • I can construct with a purpose in mind using a range of resources. • I can select tools and techniques in order to assemble and join materials. • I use simple stitching using large plastic needles and large binca • Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy food choices, sleep etc • I understand the need for variety in my diet 	
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Ambition / Intent:

At Camrose Primary School, we believe that Design Technology is essential to a rich and balanced education that develops the whole child. The study of Design Technology gives children an insight into how the world is being shaped around them for the evolving needs of people and communities from past to present. In a rapidly changing age of technology, it is essential that children are equipped with the knowledge and technical skills to creatively solve real life problems, so that they have the ability to make their own impact on the world around them.

Design / Implementation:

The National Curriculum provides the structure and skill development for the Design & Technology curriculum being taught throughout the school. At Camrose, we are dedicated to the teaching and delivery of a high-quality Design and Technology curriculum through well planned and resourced projects and experiences.

We have determined that Design Technology will be taught in two or three units across the school year. During Design and Technology units, our children draw upon subject knowledge and skills within Mathematics, Science, History, Computing and Art. Through the evaluation of past and present technology they can reflect upon the impact of Design Technology on everyday life and the wider world.

Impact:

At Camrose, we ensure all of our pupils are able to approach problems creatively and in a range of ways. By providing a range of contexts and the necessary skills, we endeavour to support pupils in their future educational journey and in the understanding of the ever-developing world around them.

The skills and attributes they develop will benefit them beyond school and into adulthood: the ability to use time efficiently, work with others productively, show initiative, independence, resilience and manage risks effectively will ensure well-rounded citizens who will make a difference in the wider world.