

Below outlines the learning focus for each term

**KS1 DT Curriculum NC End Points:**
**Designing:**

Is able to design purposeful, functional, appealing products for themselves and other users based on design criteria.

Can generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

**Making:**

Is able to select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].

Can select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

**Evaluating:**

Can explore and evaluate a range of existing products

Can evaluate their ideas and products against design criteria.

**Technical Knowledge**

Can build structures, exploring how they can be made stronger, stiffer and more stable.

Is able to explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

**Food Technology:**

Uses the basic principles of a healthy and varied diet to prepare dishes, understanding where food comes from.

Term	Learning Focus		
	Knowledge	Skills	
Autumn 2	<p><b>Mechanisms – Moving Pictures</b></p> <ul style="list-style-type: none"> <li>• Use knowledge about existing products to help come up with ideas</li> <li>• Think of more than one idea when designing something</li> <li>• To investigate a range of illustrations and objects with moving parts</li> <li>• Explain what I'm making and why</li> <li>• Explore and talk about existing products considering: use, materials, how they work, audience, where they might be used and say what is and isn't good</li> <li>• Understand that levers and sliders are mechanisms that make things move</li> <li>• Identify whether a mechanism is a lever or slider and determine the movement it makes</li> <li>• To know how to join components together effectively.</li> <li>• Know that a range of tools can be used for different purposes: cutting, sticking, curling, bending, joining etc.</li> </ul>	<ul style="list-style-type: none"> <li>• To investigate objects with moving parts</li> <li>• To talk about how simple moving products work</li> <li>• Explore levers and sliders in a product.</li> <li>• Work out my design ideas by talking and drawing</li> <li>• Use tools for different purposes: cutting, sticking, curling, bending, joining etc.</li> <li>• Select and use tools, explaining their choices, to cut, shape and join paper and card.</li> <li>• Evaluate their ideas throughout the process.</li> <li>• Begin to talk about what could make product better</li> </ul>	<p><b>Maths: 2D and 3D shapes</b></p> <p><b>Science: Materials</b></p>

Spring 2	<p><b>Structures – Rocket</b></p> <ul style="list-style-type: none"> <li>• Use knowledge about existing products to help come up with ideas</li> <li>• Think of more than one idea when designing something</li> <li>• To know how to join components together effectively.</li> <li>• Know that a range of tools can be used for different purposes: cutting, sticking, curling, bending, joining etc.</li> <li>• To understand how structures can be made stronger and stiffer.</li> <li>• I can use the computer to plan my ideas and show others (CAD)</li> </ul>	<ul style="list-style-type: none"> <li>• Work out my design ideas by talking and drawing</li> <li>• Use tools for different purposes: cutting, sticking, curling, bending, joining etc.</li> <li>• Select and use a range of materials and components, such as paper, card, plastic and wood according to their characteristics.</li> <li>• Begin to describe differences in materials</li> <li>• Build structures by selecting appropriate materials and investigating ways to strengthen them.</li> <li>• Begin to talk about what could make product better</li> </ul>	<p><b>Maths: 2D and 3D shapes</b></p> <p><b>Science: Materials</b></p>
Summer 2	<p><b>Summer Food</b></p> <p><b>Cooking and Nutrition - smoothie</b></p> <ul style="list-style-type: none"> <li>• It is important to wash hands before preparing food and also to wash fruit before we eat it.</li> <li>• Explain what is needed for a healthy diet</li> <li>• Describe differences between some food groups</li> <li>• Knows the 5 food groups</li> <li>• Describe some foods within each group and why we need them</li> <li>• Describe where some foods come from (plant or animal)</li> <li>• Explore and talk about existing products</li> <li>• Know it is important to wash hands before preparing food and also to wash fruit before we eat it.</li> </ul>	<ul style="list-style-type: none"> <li>• Think of more than one idea when designing something</li> <li>• Use knowledge about existing products to help come up with ideas</li> <li>• Communicate these ideas through talk and drawings.</li> <li>• Work out my design ideas by talking and drawing</li> <li>• Plan a healthy smoothie drink</li> <li>• Design an appealing package for the drink</li> <li>• Explain what I'm making and why</li> <li>• Consider what I need to do next</li> <li>• Begin to cut, peel and grate safely, with support</li> <li>• Taste and evaluate a range of smoothies to determine the intended user's preferences.</li> <li>• Begin to talk about what could make product better</li> </ul>	<p><b>Science: Healthy Diet</b></p> <p><b>Literacy: Writing instructions</b></p>

**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.