

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 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	
Spring 2	<p>Structures</p> <ul style="list-style-type: none"> Is able to design purposeful, functional, appealing product based on design criteria (house) To know how to join components together effectively. Know that a range of tools can be used for different purposes: cutting, sticking, curling, bending, joining etc. To understand how structures can be made stronger and stiffer. I can use the computer to work out and show others my ideas (CAD) 	<ul style="list-style-type: none"> Explore initial ideas using drawings and mock-ups. Use tools for different purposes: cutting, sticking, curling, bending, joining etc. Select and use a range of materials and components, such as paper, card, plastic and wood according to their characteristics. Build structures by selecting appropriate materials and investigating ways to strengthen them. Evaluate their ideas throughout the process and review their products against original criteria. 	<p>Maths: 2D and 3D shapes</p> <p>Science: Materials</p>

<p>Summer 2</p>	<p style="text-align: center;">Summer Food</p> <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> • It is important to wash hands before preparing food and also to wash fruit before we eat it. • Simple utensils can be used to process food and make it easier to eat. • Fruit is an essential part of a balanced diet and 5 portions of fruit and vegetables are recommended per day. • Fruit and vegetables can be farmed or grown at home. • A Fruit usually contains a plant or tree's edible seed. • A Vegetable is a plant used for food. • Nutrients are the things in food that the body needs to remain healthy. • Pith is the soft white lining inside fruit such as oranges. • A fruit Salad is a cold dish of fresh and/or cooked fruit. • Sensory evaluation is when senses are used to evaluate qualities such as appearance, smell, taste, texture (mouth feel). • A Kebab has cooked and/or fresh ingredients on a skewer. 	<ul style="list-style-type: none"> • Design appealing products for a particular user based on simple design criteria. • Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. • Communicate these ideas through talk and drawings. • Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. • Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. • Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. • Evaluate ideas and finished products against design criteria, including intended user and purpose. 	<p>Science: Healthy Diet</p> <p>Literacy: Writing instructions</p>
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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.