

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	
Autumn 2	Textiles: joining <ul style="list-style-type: none"> Use what I know about existing products to help develop my ideas Join textiles to make a product, with some support Choose and use appropriate tools / techniques for a task Know that some joining techniques are stronger/weaker than others Know that fabric can be joined in temporary and permanent ways Describe and evaluate existing products considering: the use, materials, how they work, audience, and where they might be used 	<ul style="list-style-type: none"> Experiment using different materials and components Use tools for different purposes: cutting, sticking, joining etc. and explain why Evaluate their ideas throughout the process and review their products against original criteria Evaluate their own and others work suggesting possible improvements 	Science: Materials
Spring 2	Cooking & Nutrition – Muesli, Yoghurt Breakfast <ul style="list-style-type: none"> Describe the properties of ingredients and importance of varied diet Know some solutions to increase breakfast consumption Understand the food groups that different healthy foods belong and demonstrate this by selecting appropriate combinations for a singular meal 	<ul style="list-style-type: none"> Identify breakfast foods and practice classifying them into the food categories Design a balanced breakfast meal – ‘breakfast eat well plate’ Discuss barriers to eating breakfast Can begin to explain hygiene and know how to keep a hygienic kitchen 	Science: Healthy Eating

	<ul style="list-style-type: none"> • Know that food comes from plants or animals and that it has to be farmed, caught, or grown • Know how to wash, peel, slice fruit selecting and use appropriate kitchen equipment safely and purposefully • Evaluate their own and others work suggesting possible improvements 	<ul style="list-style-type: none"> • To begin to cut and peel with increasing confidence • Evaluate the success of their own finished work 	
Summer 1	Mechanisms (Vehicles with Wheels) <ul style="list-style-type: none"> • A mechanism is a device used to create movement in a product and wheels and axles are examples of this. • To know the difference and distinguish between fixed and freely moving axles, using technical vocabulary relevant to the project. • Talk about how I have made my product suitable for the person or people who will use it • To know what components are needed to construct a moving vehicle 	<ul style="list-style-type: none"> • Generate initial ideas and simple design criteria. • Begin to develop and communicate ideas through simple drawings and mock-ups. • Select and use a range of tools and equipment to perform practical tasks, such as cutting and joining to allow movement and finishing. • Choose suitable materials and explain choices depending on characteristics • Use wheels and axles as mechanisms in their product. • Evaluate the success of their product against the design criteria. 	

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.

