

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	<p>Structures (rockets)</p> <ul style="list-style-type: none"> • Apollo 11 was the spaceflight that first landed humans on the Moon and they will Design and create a rocket replica ensuring that it is freestanding. • 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>
Spring 2	<p>Cooking & Nutrition</p> <ul style="list-style-type: none"> • To know the purpose of different tools and which to select for use in preparing food (eg colander, sieve, spatula, peeler). • To know how to wash, peel, slice and grate vegetables, selecting and use appropriate kitchen equipment safely and purposefully. • To know how to grow vegetables from seed prepare for 	<ul style="list-style-type: none"> • Plan and prepare a dish of nutritional value. • Prepare a meal safely, using a range of equipment appropriately. • Make and present food in an aesthetically pleasing way and evaluate the success of their own and others' dishes, involving critique of how dishes could be improved. • To begin to use and be aware of a range of 	<p>Science: Healthy Eating</p>

	<p>eating (including peeling, chopping, steaming and boiling)</p> <ul style="list-style-type: none"> To know that some ingredients are easier to acquire according to the season. To know the food groups that different healthy foods belong and demonstrate by selecting appropriate combinations for a singular meal. To know the source of their food. Understand that food comes from plants or animals Understand that food has to be farmed, caught, or grown 	<p>methods of food preparation, such as peeling, chopping, steaming and boiling.</p>	
Summer 1	<p>Mechanisms (Vehicles with Wheels)</p> <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. To know the purpose of their product (that the finished model can be moved on wheels with ease) To know what components are needed to construct a moving vehicle and use this to select materials according to which are most suitable. 	<ul style="list-style-type: none"> Generate initial ideas and simple design criteria. Develop and communicate ideas through drawings and mock-ups. Use a range of tools and equipment to perform practical tasks, such as cutting and joining to allow movement and finishing. Select from and using a range of materials and components, such as paper, card, plastic and wood, according to their characteristics. Use wheels and axles as mechanisms in their product. Evaluate the success of their product against the design criteria. 	
Summer 2	<p>Sculpture – clay pot</p> <ul style="list-style-type: none"> Water makes clay softer and easier to mould, but that too much can make it unworkable. Clay can crack when it dries if it is too thin. Pots are a type of container and that containers are hollow inside (criteria for own work) Pots have been used throughout history, by different civilisations and different types of pots were decorated according to their purpose and the era (eg Ancient Greece) Clay is a natural material and has been used to produce pots because of its malleable nature Materials can be man-made or natural and have different associated qualities The choice of a material affects what the product will look like and its use A sculpture is usually a 3D art form. 	<ul style="list-style-type: none"> Use clay to create sculptures (pots) Create textured pictorial designs using tools. Use scoring and slip to join clay parts together when creating their sculpture. 	<p>Science - materials</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.