



Nevill Road Infant School Design Technology Curriculum



National Curriculum Subject Content

EYFS

ESSENTIAL OBJECTIVES / ESSENTIAL OPPORTUNITIES

Children at the expected level of development will:

- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.

KEY STAGE 1

ESSENTIAL OBJECTIVES

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Select from and use a range of tools and equipment to perform practical tasks.
- Explore and evaluate a range of existing products.
- Build structures, exploring how they can be made stronger, stiffer and more stable.
- Use the basic principles of a healthy and varied diet to prepare dishes.

ESSENTIAL OPPORTUNITIES

- To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and where appropriate, information and communication technology.
- To select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics.
- To evaluate their ideas and products against design criteria.
- To explore and use mechanisms (levers, sliders, wheels and axles) in their products.
- Understand where food comes from.

EYFS BREADTH OF STUDY		KS1 BREADTH OF STUDY	Y1	Y2
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<p>Three and Four Year Olds</p>	<p>Personal, Social and Emotional Development Select and use activities and resources, with help when needed.</p> <p>Physical Development Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Choose the right resources to carry out their own plan.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Understanding the World Explore how things work.</p> <p>Expressive Arts and Design Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p>	<p>Design Make Evaluate Technical knowledge</p>	<p>MECHANISMS: SLIDERS AND LEVERS: Can I explore and use sliders and levers?</p> <p>Can I understand that mechanisms produce different types of movement?</p> <p>Can I show knowledge and use of technical vocabulary relevant to the project?</p> <p>Can I plan by suggesting what to do next?</p> <p>Can I select and use tools suitable for the task, explaining my choices, to cut, shape and join paper and card?</p> <p>Can I use simple finishing techniques suitable for the product I am creating?</p> <p>Can I explore a range of existing books and everyday products that use simple sliders and levers?</p> <p>Can I evaluate my product by discussing how well it works in relation to the purpose and user and whether it meets design criteria?</p> <p>STRUCTURES: FREESTANDING STRUCTURES Can I explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings?</p> <p>Can I generate ideas based on simple design criteria and my own experiences, explaining what I can make?</p>	<p>TEXTILES: TEMPLATES AND JOINING TECHNIQUES: Can I select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing?</p> <p>Can I select from and use textiles according to their characteristics?</p> <p>Can I explore and evaluate a range of existing textile products relevant to the project being undertaken?</p> <p>Can I understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling?</p> <p>Can I explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons?</p> <p>Can I show knowledge and use of technical vocabulary relevant to the project?</p> <p>Can I understand how simple 3-D textile products are made, using a template to create two identical shapes?</p> <p>MECHANISMS: WHEELS AND AXLES: Can I generate initial ideas and simple design criteria through talking and using my own experiences?</p> <p>Can I explore and evaluate a range of products with wheels and axles?</p>
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Reception	<p>Physical Development Progress towards a more fluent style of moving, with developing control and grace. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Expressive Arts and Design Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Can I develop, model and communicate my ideas through talking, mock-ups and drawings?</p> <p>Can I select new and reclaimed materials and construction kits to build my structures?</p> <p>Can I use simple finishing techniques for the structure I am creating?</p> <p>Can I plan by suggesting what to do next?</p> <p>Can I show I know how to make freestanding structures stronger, stiffer and more stable?</p> <p>Can I show knowledge and use of technical vocabulary relevant to the project?</p>	<p>Can I develop and communicate ideas through drawings and mock-ups? Can I explore and use wheels, axles and axle holders?</p> <p>Can I distinguish between fixed and freely moving axles?</p> <p>Can I show knowledge and use of technical vocabulary relevant to the project?</p>
	<p>Cooking & Nutrition</p>	<p>FOOD: PREPARING FRUIT AND VEGETABLES Can I design appealing products for a particular user based on simple design criteria?</p> <p>Can I generate initial ideas and design criteria through investigating a variety of fruit and vegetables?</p> <p>Can I communicate these ideas through talk and drawings?</p> <p>Can I taste and evaluate a range of fruit and vegetables to determine the intended user's preferences?</p> <p>Can I evaluate ideas and finished products against design criteria, including intended user and purpose?</p>	<p>FOOD: PREPARING FRUIT AND VEGETABLES Can I design appealing products for a particular user based on simple design criteria?</p> <p>Can I generate initial ideas and design criteria through investigating a variety of fruit and vegetables?</p> <p>Can I communicate these ideas through talk and drawings?</p> <p>Can I use simple utensils and equipment e.g. peel, cut, slice, squeeze, grate and chop safely?</p> <p>Can I select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product?</p>



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			<p>Can I understand where a range of fruit and vegetables come from e.g. farmed or grown at home?</p> <p>Can I understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The Eatwell Plate?</p> <p>Can I show knowledge and use of technical and sensory vocabulary relevant to the project?</p>	<p>Can I taste and evaluate a range of fruit and vegetables to determine the intended user's preferences?</p> <p>Can I evaluate ideas and finished products against design criteria, including intended user and purpose?</p> <p>Can I show knowledge and use of technical and sensory vocabulary relevant to the project?</p>
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KEY END-POINT ASSESSMENT

	EYFS	Y1	Y2
Design	<p style="text-align: center;">Fine Motor Skills</p> <ul style="list-style-type: none"> • Use a range of small tools, including scissors, paintbrushes and cutlery. Expressive Arts and Design <p style="text-align: center;">Creating with Materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <ul style="list-style-type: none"> • Share their creations, explaining the process they have used. 	Can I generate ideas based on simple design criteria and my own experiences, explaining what I Can make?	Can I design a functional and appealing product for a chosen user and purpose based on a simple design criteria?
Make		Can I develop, model and communicate my ideas through drawing and mock-ups with card and paper?	Can I generate, develop, model and communicate my own ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology?
Evaluate		Can I evaluate my product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria?	Can I evaluate my ideas throughout and my final product against original design criteria?
Technical knowledge		Can I select and use tools, skills and techniques suitable for the task, explaining my choices?	<p>Can I select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing?</p> <p>Can I select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics?</p>
Cooking & Nutrition		Can I use simple utensils and equipment e.g. peel, cut, slice, squeeze, grate and chop safely?	Can I understand where a range of fruit and vegetables come from e.g. farmed or grown at home?



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		Can I select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product?	Can I understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The Eat well Plate?
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