

Cavendish Close Infant and Nursery School

Our STAR Curriculum for Design and Technology

Early Years Foundation Stage: Specific Area of Learning: Expressive Arts and Design

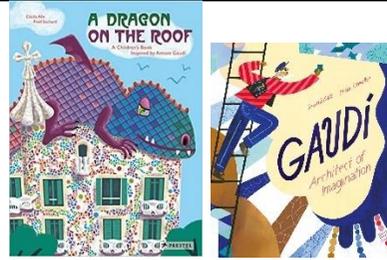
Our 10 Learning Values

Flexible Flo	We think of good ideas. We think of different ways to do things.	Curious Ash	We enjoy finding out and exploring. We ask clever questions.
Brave Astrid	We are confident to try new challenges. We learn from mistakes	Sparks the Cat	We ask for help when we need it. We are happy to teach our friends.
Determined Dexter	We always try our best. We are resilient, we keep on trying.		

EYFS Nursery – Expressive Art and Design

Department for Education Educational Programme (Statutory Guidance) Development Matters (Non-statutory) Nursery Year Cavendish Close: KS1 ready		Our School Design and Technology Curriculum	
		What?	When?
Core Skills	<p>→ I know how to explore different materials freely, to develop my ideas about how to use them and what to make.</p> <p>→ I know how to develop my own ideas and then decide which materials to use to express them.</p>	<p>Offer opportunities to explore scale.</p> <p>Suggestions:</p> <ul style="list-style-type: none"> • long strips of wallpaper • child size boxes • different surfaces to work on e.g., paving, floor, tabletop or easel <p>Resources to explore are available daily</p> <p>Large planks, boxes and crates</p> <p>Large tins, tubes</p> <p>Found materials</p> <p>Wooden blocks</p> <p>Wet and dry sand</p> <p>Fabric</p> <p>Wool and string</p> <p>Explore and use construction kits Duplo and Stickle bricks</p> <p>Vocab: join, tie, balance, stack, top, bottom, side, strong, weak, build</p> <p>Listen and understand what children want to create before offering suggestions.</p> <ul style="list-style-type: none"> • Adult support in Creative Workshop, modelling vocabulary and language to support executive function • I wonder what I could use? • How could I join this? 	<p>Ongoing daily opportunity in continuous provision of enabling environments;</p> <ul style="list-style-type: none"> → Creative Workshop → Investigation Station → Sand and water play → Imagination Den <p>Ongoing daily opportunity in continuous provision of enabling environments;</p> <ul style="list-style-type: none"> → Creative Workshop → Investigation Station

	<p>→ I know how to join different materials and explore different textures.</p>	<ul style="list-style-type: none"> • What happens if? <p>Design by talking about what they intend to do, are doing and have done. Say who and what their products are for. Draw what they have made, with some children drawing their ideas before they make. Have opportunities to make their own choices and to discuss the reasons for these:</p> <ul style="list-style-type: none"> • Make a bridge for The Three Billy Goats Gruff (Structures: Freestanding structures) • Explore different materials: hay, sticks and bricks linked to story The Three Little Pigs. • Make clay hedgehog with pinching as key skill • Make clay Christmas tree with rolling and flattening as key skill • Make Christmas card teaching snipping as key skill • Design and make our own house using found materials or construction kits, key skill: joining. • Make bird feeder pouring. • Printing and weaving caterpillars. weave • Make clay elephant. Joining, pinching, pressing, pulling, stretching, twisting. • Weaving a rainbow using paper fabric and sheep wool. • Designing and making a container for The Gingerbread man so he cannot escape. Evaluate your container. • Make a group model of Wood Road using a range of materials • Making a bag to carry our picnic • Make 3D daffodils, flaps, fold, glue • Making binoculars shape, <p>• Making class ‘Where are you?’ flap book Mechanisms: Sliders and levers</p> <p>Invite craftspeople into the setting, to widen the range of ideas which children can draw on.</p> <ul style="list-style-type: none"> • Make clay tile inspired by Antoni Gaudi 	<p>→ Sand and water play</p> <p>Autumn 1 – This is Me!</p> <p>Autumn 2 – Day and Night Autumn 2 – Day and Night Autumn 2 – Christmas Autumn 2 – Christmas Autumn 2 – Day and Night Spring 2 - What’s Outside? Spring 2 - What’s Outside? Spring 1 – What’s Inside? Spring 2 - What’s Outside? Summer 1 – What’s in a Rainbow? Summer 2 – Catch Me if You Can Autumn 1 – This is Me! Summer 2 – Catch Me if You Can Spring 2 - What’s Outside? Spring 2 - What’s Outside?</p> <p>Autumn 1 – This is Me! Ongoing throughout the year</p> <p>Summer 2 Catch Me if You Can!</p> <p>Ongoing Autumn 1 – This is Me! Autumn 2 – Day and Night Autumn 2 – Christmas</p>
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Suggestions: glue and masking tape for sticking pieces of scrap materials onto old cardboard boxes, hammers and nails, glue guns, paperclips and fasteners.

I know how to follow **instructions** given one at a time by an adult:

Baking and cooking activities Food: **Preparing fruit and vegetables**

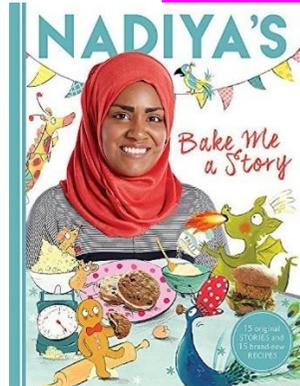
- Making Birthday cakes
- Mixing porridge and adding flavours linked to The Three Bears story.
- Cutting vegetables to make vegetable soup
- Making Christmas cake
- Ice and decorate Christmas cake
- Cutting open and observing fruits and vegetables. Making a fruit kebab.
- Following recipe to make a gingerbread man. Using photo in their book to draw and write about what they did.
- Picnic preparation. What will we make? Making sandwiches and ginger bread for our picnic.

Learn procedures for safety and hygiene.

Learn and use appropriate technical vocabulary- Use vocabulary mat to support labelling utensils/ support baking and cooking activities: [Cooking Utensils Vocabulary Mat](#) and [Cooking Vocabulary Mat](#)

Food skills: **pull, peel, shape, mix, measure, cut.**

Learn about **Jamie Oliver** – Chef.



Spring 2 - What's Outside?

Summer 2 – Catch Me if You Can

Summer 2 – Catch Me if You Can

	<p>Cavendish Close Skills: I know how to:</p>	<p>Cut: Level 1: Seating position and the grip Level 2: Random snips Level 3: Cutting careful snips on a line Level 4: Cutting forwards Level 5: Cutting along a straight thick 1cm line Level 6: Cutting along a straight thin felt tip pen line Level 7: Cutting along a curved 1cm thick line Level 8: Cutting along a thin curved felt tip pen line Level 9: Cutting out a solid shape</p> <p>Join: Flaps, fold, glue, weave</p>	<p>Activities and assessment: Autumn 1 Autumn 2 Autumn 2 Spring 1 Spring 1 Spring 2 Summer 1 Summer 1 Summer 2 Success With Scissors assessment document moves with child through school until competent at cutting.</p> <p>Autumn 1 – This is Me!</p>
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EYFS Reception – Expressive Arts and Design		
Department for Education Statutory Guidance Development Matters (Non-statutory) Reception Year Early Learning Goals (Statutory) End of Reception Design and Technology Association: KS1 ready	Our School Design and Technology Curriculum	
	What?	When?
→ I know how to explore, use and refine a variety of artistic effects to express my ideas and feelings.	Provide opportunities to work together to develop and realise creative ideas. Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. Provide opportunities to explore the designed and made world through the indoor and outdoor environment, and through roleplay. Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims. Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Provide a range of materials and tools and teach children to use them with care and precision.	Ongoing daily opportunity in continuous provision of enabling environments; → Creative Workshop → Investigation Station → Sand and water play → Imagination Den

	<p>→ I know how to return to and build on my previous learning, refining ideas and developing my ability to represent them.</p> <p>→ I know how to create collaboratively, sharing ideas, resources and skills</p>	<p>Promote independence, taking care not to introduce too many new things at once. Learn and use appropriate technical vocabulary.</p> <p>The creative workshop in continuous provision provides children with a variety of resources to explore including paint, recycled materials for junk modelling, art straws, collage materials, fabrics, objects for printing, a variety of adhesives such as pva glue, pritt sticks, masking tape, string, paperclips, split pins and sellotape. Experience and use different fabrics in continuous provision.</p> <p>Learn how to make lucky money envelopes and lanterns when finding out about Chinese New Year. Fold, join</p> <p>Building a house for goldilocks using children choice of resources. Express ideas through design process (research, look what already exists, draw, record, analyse, evaluate)</p> <p>Using iPads and floor books to record children’s achievements and use them to recall previous learning. Adults to spend time working alongside children in the creative workshop asking questions which encourage children to talk through the processes that they have been through and reflect on what worked well and what could be improved in the future.</p> <p>Design and build a house for the Three Little Pigs. Will it stay strong when the wolf huffs and puffs? (use a hair dryer to test and evaluate). Design by talking about what they intend to do, are doing and have done.</p> <p>Adults to spend time throughout the year with the children using the creative workshop to set challenges and encourage children to work in pairs and small groups.</p> <ul style="list-style-type: none"> • Explore mechanisms: wheels and axles through play, lego and construction sets, vehicles, moving toys in continuous provision and outdoor equipment such as logs and crates. <p>-Gain some experience of designing, making, and evaluating products for a specified user and purpose. Set challenge</p>	<p>Spring 1- What’s the story?</p> <p>Autumn 2- What helps us to see (Arts week)</p> <p>Ongoing</p> <p>Spring 1- What’s the story?</p> <p>Available for the children to use in continuous provision throughout the year. Ongoing</p> <p>Spring 1- What’s the story?</p>
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Physical Development ELG

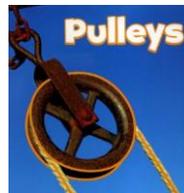
-I know how to use a range of small tools, including scissors.

Creating with Materials ELG

- I know how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;
- I know how to share my creations, explaining the process I have used;

question: how can the 3 Little Pigs Move the materials e.g bricks to where they need it?

-Provide materials to explore a pulley system for the lighthouse.

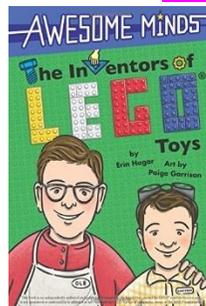


Working together to design and make a real group scarecrow for the fields for harvest. Talk about the purpose, qualities of materials. Explore how to create a structure and how to add/join.

The Gingerbread man can't cross the river. Children to share their ideas on how we could help (make a boat, bridge, stepping stones etc). Children to work in teams to make their ideas and test them over the water tray. How can gingerbread man travel faster – mechanisms wheels and axels exploring construction kits. Say who and what their products are for..

Creating homes for farm animals using reclaimed materials. Discuss suitable materials and their properties. Make mock-up models from lego.

Learn about Ole Kirk Christiansen – inventor of Lego



Daily opportunities for children to use scissors during both adult led and in the continuous provision.

Summer 2- What can we see from the top of the Lighthouse?

Autumn 1- What makes me...me?

Spring 1- What's the story?

Spring 2- Who lives in a place like this?

Ongoing

Success With Scissors activities/ assessment

Autumn 2 - Christmas

Ongoing

Spring 2- Harvest/ healthy eating week..

Develop cutting, joining and finishing skills with card to create Christmas Cards. Have opportunities to make their own choices and to discuss the reasons for these.

Classes to have fine motor activities available daily such as pom poms and tweezers, threading beads, lacing cards etc to help develop fine motor control and strength.

ECAM activities and active hands.

Food: Preparing fruit and vegetables (including cooking and nutrition) To follow instructions with support.

Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell. Experience of cutting soft fruit and vegetables using appropriate utensils.

-Design, Make and Evaluate edible fruit and vegetable faces.

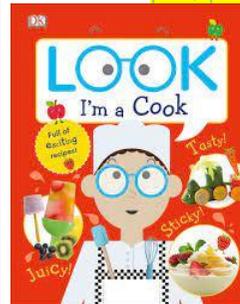
Learn procedures for food safety and hygiene. Share the process and reflection with others.

- Make a healthy breakfast for the lighthouse keeper – banana pops

- Decorate biscuits

- Make Easter nests.

Food skills: pull, peel, shape, mix, measure, cut.



Textiles: Templates and joining techniques

• Cut and joined fabrics with simple techniques. Sun hat project. Ask questions about a range of existing products.

• Make Christmas decorations using textiles. Give thought about the user and purpose of products. Use a template and explore joining techniques. Drawing their ideas before they make the product.

Summer 2- What can we see from the top of the Lighthouse?

Spring 1- Sun safety

Autumn 2- Christmas

	<ul style="list-style-type: none"> Cavendish Close Skills Cutting and Joining skills I know how to: 	<p>Cut: Level 10: Cutting out a line drawn shape Level 11: Both hands actively working together Level 12: Cutting out simple shapes including straight lines and curves</p> <p>Join: Flaps, fold, glue, weave, tape</p>	Activities and assessment: Autumn 1/2 Spring 1/2 Summer 1/2 Success With Scissors assessment document moves with child through school until competent at cutting. Ongoing Autumn 2 – Art week

Year 1 Design and Technology			
Department for Education Statutory Guidance		Our School Design and Technology Curriculum	
		What?	When?
Aspect of D&T	<ul style="list-style-type: none"> I know how to make Mechanisms: Sliders and levers 	<p>→ Design, make and evaluate a greetings card (product) for family and friends (user) for Easter (purpose). Making Easter cards with sliders and lever mechanisms. (Outlined in project on a page document)</p> <p>Designing</p> <ul style="list-style-type: none"> Generate ideas based on simple design criteria and their own experiences, explaining what they could make. Develop, model and communicate their ideas through drawings and mock-ups with card and paper. <p>Making</p> <ul style="list-style-type: none"> Plan by suggesting what to do next. Select and use tools, explaining their choices, to cut, shape and join paper and card. Use simple finishing techniques suitable for the product they are creating. <p>Evaluating</p> <ul style="list-style-type: none"> Explore a range of existing books and everyday products that use simple sliders and levers. 	Spring 1 (See related project on a page document)

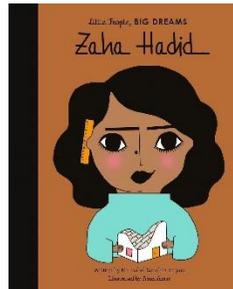
		<ul style="list-style-type: none"> Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> Explore and use sliders and levers. Understand that different mechanisms produce different types of movement. Know and use technical vocabulary relevant to the project: slider, lever, pivot, slot, bridge/guide, card, masking tape, paper fastener, join, pull, push, up, down, straight, curve, forwards, backwards, design, make, evaluate, user, purpose, ideas, design criteria, product, function. 	
<p>Aspect of D&T</p>	<ul style="list-style-type: none"> I know how to make structures: Freestanding structures 	<p>→ Design, make and evaluate a shelter (product) for polar explorers/ Inuit people (user) for staying safe and warm (purpose). Making a freestanding structure. (Outlined in project on a page document)</p> <p>Designing</p> <ul style="list-style-type: none"> Generate ideas based on simple design criteria and their own experiences, explaining what they could make. Develop, model and communicate their ideas through talking, mock-ups and drawings. <p>Making</p> <ul style="list-style-type: none"> Plan by suggesting what to do next. Select and use tools, skills and techniques, explaining their choices. Select new and reclaimed materials and construction kits to build their structures. Use simple finishing techniques suitable for the structure they are creating. <p>Evaluating</p> <ul style="list-style-type: none"> Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings. 	<p>Autumn 2 Arctic/ Antarctica (See related project on a page document)</p>

- Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.

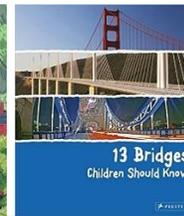
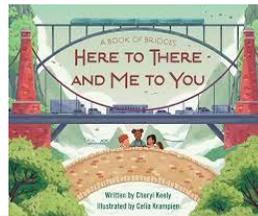
Technical knowledge and understanding

- Know how to make freestanding structures stronger, stiffer and more stable.
- Know and use technical vocabulary relevant to the project: cut, fold, join, fix, structure, wall, roof, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, waterproof/ weatherproof, insulate, metal, wood, plastic, circle, triangle, square, rectangle, cuboid, cube, cylinder, sphere, hemisphere, dome, design, make, evaluate, user, purpose, ideas, design criteria, product, function

- Explore structures by architect Zaha Hadid



Joseph Strauss – Designer of Golden Gate Bridge



		 <p>Learn about local landmark structures such as: Derby Velodrome, Derby stadium, Derby Cathedral Green bridge by https://ramboll.com/projects/ruk/cathedral%20bridge</p>	
<p>Aspect of D&T</p>	<ul style="list-style-type: none"> I know how to prepare food: fruit and vegetables 	<ul style="list-style-type: none"> → Design, make and evaluate a rainbow fruit/ vegetable kebab (product) for yourself and friends (user) for learning how to eat healthy and celebrate Sports day (purpose). (Outlined in project on a page document) → Ham Sushi for Chinese New Year → As part of healthy eating week use fruits and vegetables to dye recycled fabric (old clothing, bedding, socks). Explore different techniques such as absorbing from fabric ends to create flags and bunting to decorate the school <p>Designing</p> <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. 	<p>Spring 2- Plants/ Sports day sports day/ Healthy Eating Week Summer 1 (See related project on a page document)</p> <p>Spring 1</p> <p>Summer 1</p>

Making

- 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.

Evaluating

- 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.

Technical knowledge and understanding

- Know that food ingredients should be combined according to their sensory characteristics.
- Know the correct technical vocabulary for the projects they are undertaking.

Cooking and Nutrition

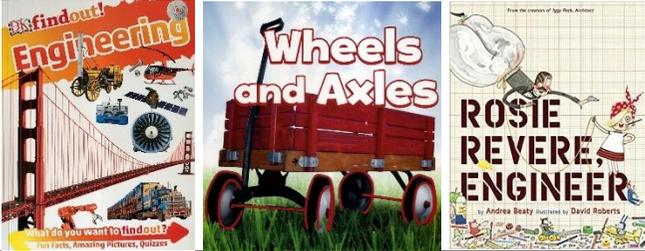
- Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.
- Understand that all food comes from plants or animals
- Name and sort foods into the five food groups in the Eatwell guide, including carbohydrates, dairy.
- Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of *The eatwell plate*.
- Know how to prepare simple dishes safely and hygienically without using heat source.
- Know how to use techniques such cutting, peeling and grating.
- Know and use technical and sensory vocabulary relevant to the project: e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard, flesh, skin, seed, pip, core, pith. Name fruit and vegetables and food skills: juice, spread, shape, mix, stir,

		measure, cut, grate, snip, sift, thread, slice, squeeze, and chop safely.	
	Cavendish Close Skills Cutting and Joining skills I know how to:	<p>Cut: Level 13: Cutting out simple shapes including straight lines, curves and use cutting strategies Level 14: Being independent with scissors</p> <p>Join: Flaps, fold, glue, weave, tape, split pin, hole punch, paper clips, tie</p>	<p>Ongoing Success With Scissors assessment document moves with child through school until competent at cutting.</p> <p>Autumn 2 Art week</p>
KS1 Learning Focus Points			
	<p>DESIGN</p> <ul style="list-style-type: none"> I have an understanding of contexts, users and purposes I know how to generate, develop, model and communicate ideas 	<p>Across KS1 pupils will:</p> <ul style="list-style-type: none"> work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment. state what products they are designing and making say whether their products are for themselves or other users describe what their products are for say how their products will work say how they will make their products suitable for their intended users use simple design criteria to help develop their ideas <p>Across KS1 pupils will:</p> <ul style="list-style-type: none"> generate ideas by drawing on their own experiences use knowledge of existing products to help come up with ideas develop and communicate ideas by talking and drawing model ideas by exploring materials, components and construction kits and by making templates and mock-up models use information and communication technology, where appropriate, to develop and communicate their ideas 	
Learning Focus	<p>MAKING</p> <ul style="list-style-type: none"> I know how to plan 	<p>Across KS1 pupils will:</p> <ul style="list-style-type: none"> <i>plan by suggesting what to do next</i> select from a range of tools and equipment, explaining their choices select from a range of materials and components according to their characteristics <p>Across KS1 pupils will:</p> <ul style="list-style-type: none"> follow procedures for safety and hygiene 	

	<ul style="list-style-type: none"> I know the practical skills and techniques needed to make products. 	<ul style="list-style-type: none"> use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components measure, mark out, cut and shape materials and components assemble, join and combine materials and components use finishing techniques, including those from art and design
Learning Focus	<p>EVALUATING</p> <ul style="list-style-type: none"> I know how to use my own ideas and products I know how to evaluate using existing products 	<p>Across KS1 pupils will:</p> <ul style="list-style-type: none"> talk about their design ideas and what they are making make simple judgements about their products and ideas against design criteria suggest how their products could be improved <p>Across KS1 pupils will explore:</p> <ul style="list-style-type: none"> what products are who products are for what products are for how products work how products are used where products might be used what materials products are made from what they like and dislike about products
Learning Focus	<p>TECHNICAL KNOWLEDGE AND UNDERSTANDING</p> <ul style="list-style-type: none"> I know how to make products work 	<p>Across KS1 pupils will know:</p> <ul style="list-style-type: none"> about the simple working characteristics of materials and components about the movement of simple mechanisms such as levers, sliders, wheels and axles how freestanding structures can be made stronger, stiffer and more stable that a 3-D textiles product can be assembled from two identical fabric shapes that food ingredients should be combined according to their sensory characteristics the correct technical vocabulary for the projects they are undertaking
Learning Focus	<p>COOKING AND NUTRITION</p> <ul style="list-style-type: none"> I know where food comes from I know how to prepare food: cooking and nutrition 	<p>Following a simple recipe with a little support.</p> <p>Across KS1 pupils will know:</p> <ul style="list-style-type: none"> that all food comes from plants or animals that food has to be farmed, grown elsewhere (e.g. home) or caught <p>Across KS1 pupils will know:</p> <ul style="list-style-type: none"> how to name and sort foods into the five groups in the Eatwell Guide that everyone should eat at least five portions of fruit and vegetables every day how to prepare simple dishes safely and hygienically, without using a heat source how to use techniques such as cutting, peeling and grating <p>Food skills: juice, peel, spread, shape, mix, stir, measure, cut, grate, snip, sift, thread, slice, squeeze, and chop safely</p>
KS1 D&T Essentials		

- **User** – children will have a clear idea of who they are designing and making products for, considering their needs, wants, interests or preferences. The user could be themselves, an imaginary character, another person, client, consumer or a specific target audience.
- **Purpose** – children will know what the products they design and make are for. Each product should perform a clearly defined task that can be evaluated in use.
- **Functionality** – children will design and make products that function in some way to be successful. Products often combine aesthetic qualities with functional characteristics. In D&T, it is insufficient for children to design and make products which are purely aesthetic.
- **Design Decisions** – when designing and making, children will have opportunities to make informed decisions such as selecting materials, components and techniques and deciding what form the products will take, how they will work, what task they will perform and who they are for.
- **Innovation** – when designing and making, children will have some scope to be original with their thinking. Projects encourage innovation and lead to a range of design ideas and products being developed, characterised by engaging, open-ended starting points for children’s learning.
- **Authenticity** – children will design and make products that are believable, real and meaningful to themselves i.e. not replicas or reproductions or models which do not provide opportunities for children to make design decisions with clear users and purposes in mind.

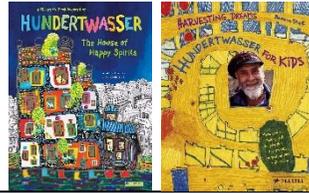
Year 2 Design and Technology			
Department for Education Statutory Guidance		Our School Design and Technology Curriculum	
		What?	When?
Aspects of D&T	<ul style="list-style-type: none"> • I know how to use Mechanisms: Wheels and axles 	<p>→ Design, make and evaluate a moving vehicle (product) for the Tin Forest Old Man (user) to move around the Tin Forest (purpose) (Outlined in project on a page document)</p> <p>Designing</p> <ul style="list-style-type: none"> • Generate initial ideas and simple design criteria through talking and using own experiences. • Develop and communicate ideas through drawings and mock-up models. <p>Making</p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. • Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics. <p>Evaluating</p> <ul style="list-style-type: none"> • Explore and evaluate a range of products with wheels and axles. • Evaluate their ideas throughout and their products against original criteria. <p>Technical knowledge and understanding</p>	<p>Summer 1- Would you feel lonely in a Tin Forest? (See related project on a page document)</p>

		<ul style="list-style-type: none"> • Explore and use wheels, axles and axle holders. • Distinguish between fixed and freely moving axles. • Know and use technical vocabulary relevant to the project: vehicle, wheel, axle, axle holder, chassis, body, cab, assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism, names of tools, equipment and materials used, design, make, evaluate, purpose, user, criteria, functional. <p>Learn about Henry Royce and Charles Rolls and meet local engineers.</p> 	
	<ul style="list-style-type: none"> • I know how to prepare food: fruit and vegetables 	<ul style="list-style-type: none"> → Design, make and evaluate a healthy dish (product) for King Charles II (user) for a banquet (purpose) (Outlined in project on a page document) → Make a super salad for Healthy Eating week <p>Designing</p> <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. <p>Making</p> <ul style="list-style-type: none"> • 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. <p>Evaluating</p> <ul style="list-style-type: none"> • Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. 	<p>Autumn 2- GFOL (See related project on a page document)</p> <p>Spring 2- Plants</p>

		<ul style="list-style-type: none"> • Evaluate ideas and finished products against design criteria, including intended user and purpose. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Know that food ingredients should be combined according to their sensory characteristics • Know the correct technical vocabulary for the projects they are undertaking <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> • Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. • Understand that all food comes from plants or animals • Name and sort foods into the five groups in the Eatwell guide including carbohydrates, dairy. • Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of <i>The eatwell plate</i>. <i>Learn about nutrients</i>. • Know how to prepare simple dishes safely and hygienically without using heat source. • Know how to use techniques such cutting, peeling and grating. • Know and use technical and sensory vocabulary relevant to the project: fruit and vegetable names, names of equipment and utensils, sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard, flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, investigating tasting, arranging, popular, design, evaluate, criteria 	
	<ul style="list-style-type: none"> • I know how to use Textiles Templates and joining techniques 	<ul style="list-style-type: none"> → Design, make and evaluate a glove puppet (product) for a nursery child (user) for acting out a book (purpose) on World Book Day. (Outlined in project on a page document) – straight stitch → Make a standing bird souvenir – overstitch. <p>Designing</p> <ul style="list-style-type: none"> • Design a functional and appealing product for a chosen user and purpose based on simple design criteria. 	<p>Spring 2- Including World book day (See related project on a page document)</p> <p>Summer 1 – Would you feel lonely living in a Tin Forest</p>

		<ul style="list-style-type: none"> • Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology. <p>Making</p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. • Select from and use textiles according to their characteristics. <p>Evaluating</p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing textile products relevant to the project being undertaken. • Evaluate their ideas throughout and their final products against original design criteria. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Understand how simple 3-D textile products are made, using a template to create two identical shapes. • Understand how to join fabrics using different techniques e.g. straight stitch, glue, over stitch, stapling. • Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons. • Know and use technical vocabulary relevant to the project: names of existing products (e.g punch and judy), joining and finishing techniques, tools, fabrics and components, template, pattern pieces, mark out, join, decorate, finish, features, suitable, quality mock-up, design brief, design criteria, make, evaluate, user, purpose, function. 	
	<p>Cavendish Close Skills Cutting and Joining skills. I know how to</p>	<p>Cut: Level 13: Cutting out simple shapes including straight lines, curves and use cutting strategies Level 14: Being independent with scissors</p> <p>Join: Tabs, fold, glue, weave, tape, split pin, hole punch, paper clips, tie, hinge, bend, slot, roll, coil, fringe, loop, cone, cylinder, curls, stitch</p> <p>Design a shelter for the man in the Tin Forest in the style of</p>	<p>Ongoing Success With Scissors assessment document moves with child through school until competent at cutting.</p> <p>Autumn 2- Art week</p>

Friedensreich Hundertwasser



KS1 Learning Focus Points

	<ul style="list-style-type: none"> I know how to evaluate using existing products 	<ul style="list-style-type: none"> make simple judgements about their products and ideas against design criteria <i>suggest how their products could be improved</i> <p>Across KS1 pupils will explore:</p> <ul style="list-style-type: none"> what products are who products are for what products are for how products work how products are used where products might be used what materials products are made from what they like and dislike about products
Learning Focus	TECHNICAL KNOWLEDGE AND UNDERSTANDING <ul style="list-style-type: none"> I know how to make my products work 	<p>Across KS1 pupils will know:</p> <ul style="list-style-type: none"> about the simple working characteristics of materials and components about the movement of simple mechanisms such as levers, sliders, wheels and axles how freestanding structures can be made stronger, stiffer and more stable <i>that a 3-D textiles product can be assembled from two identical fabric shapes</i> <i>that food ingredients should be combined according to their sensory characteristics</i> <i>the correct technical vocabulary for the projects they are undertaking</i>
Learning Focus	COOKING AND NUTRITION <ul style="list-style-type: none"> I know where food comes from I know how to prepare food: cooking and nutrition 	<p>Following a simple recipe with a little support.</p> <p>Across KS1 pupils will know:</p> <ul style="list-style-type: none"> that all food comes from plants or animals that food has to be farmed, grown elsewhere (e.g. home) or caught <p>Across KS1 pupils will know:</p> <ul style="list-style-type: none"> how to name and sort foods into the five groups in the Eatwell Guide that everyone should eat at least five portions of fruit and vegetables every day how to prepare simple dishes safely and hygienically, without using a heat source how to use techniques such as cutting, peeling and grating

KS1 D&T Essentials

- User** – children will have a clear idea of who they are designing and making products for, considering their needs, wants, interests or preferences. The user could be themselves, an imaginary character, another person, client, consumer or a specific target audience.
 - Purpose** – children will know what the products they design and make are for. Each product should perform a clearly defined task that can be evaluated in use.
 - Functionality** – children will design and make products that function in some way to be successful. Products often combine aesthetic qualities with functional characteristics.
- In D&T, it is insufficient for children to design and make products which are purely aesthetic.
- Design Decisions** – when designing and making, children will have opportunities to make informed decisions such as selecting materials, components and techniques and deciding what form the products will take, how they will work, what task they will perform and who they are for.

- **Innovation** – when designing and making, children will have some scope to be original with their thinking. Projects encourage innovation and lead to a range of design ideas and products being developed, characterised by engaging, open-ended starting points for children's learning.
- **Authenticity** – children will design and make products that are believable, real and meaningful to themselves i.e. not replicas or reproductions or models which do not provide opportunities for children to make design decisions with clear users and purposes in mind.

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