

DT at Meadows First School (Vision and Ethos)

The 5 principles of our curriculum are: **Unique Child, Positive Relationships, Key Knowledge & Skills, Love of Learning, Global Citizens** We embed these 5 principles within our **DT Curriculum** as follows:

We equip children with the **DT skills, vocabulary and knowledge** necessary for the next stage of their learning journey. Knowledge and skills are sequential and built upon to develop progress in DT across the school. Vocabulary development plays a vital role in this. We want children to be able to use DT as a way to communicate language skillfully. For example, they enjoy talking about their DT work and ideas when evaluating their products.

Our **theme-based, literature rich** curriculum embeds deep learning, ignites curiosity and broadens our children's awareness of cultural capital in DT. DT is often linked to the theme/topic studied. We want children to develop a thirst for learning by using memorable and purposeful learning experiences. Our food and nutrition session have always been a real 'wow' moment for the children. Using the basic principles of a healthy and varied diet, the children prepare food and can be heard talking about their experiences throughout their school years.

We want our children to use the vibrancy of our great country, to learn from other cultures, respect diversity, and appreciate what they have. We achieve this by providing a strong SMSC curriculum, with British Values and our core values placed at the heart of everything we do. In our DT curriculum we learn about different inventors and designers who have shaped the world from a range of diverse backgrounds. We learn about foods from different cultures and learn about how materials used in products are harming the environment. We want children to feel empowered to make a difference and affect changes as **global citizens** to their community and the world in which they live. Children learn from our Rights respecting assemblies, hearing the news and joining in with our Social Action Projects.

key
knowledge
& skills

Love of
Learning

Global
citizens



Positive
Relationships

Unique
child

The DT curriculum at Meadows supports the development of **positive, respectful relationships**. We encourage children to work together in DT, supporting and encouraging each other, as well as reflecting on and critically evaluating each other's work. We enable parents to support their children by involving them in their education. For example, the children get to complete practical homework activities and share their work in school. It is lovely to see the adults sharing their knowledge with the children and they can be heard talking about it on the playground. Allowing children time to be immersed in DT and practical activities can support their wellbeing, self esteem and reduce stress. We know how to keep ourselves safe in DT, using equipment carefully and safely. We are proud of what we can achieve!

At Meadows First School we can all become architects, graphic designers, chefs, electricians and carpenters. We develop the holistic child, acknowledging their unique needs and ensuring all children are able to access the DT curriculum. We support all of our children with a range of equipment and support that caters for all needs. All of our children will have their DT work proudly displayed around the school. Children use meadows Mouse to develop lifelong learning habits to be;

Enthusiastic: to explore a range of products, share designs, enjoy the making process.

Determined: We encourage a growth mindset, with high expectations, so children are proud to share and evaluate their DT work.

Focused: We want them to have no ceiling to their achievements and to grow up to be architects, graphic designers, chefs, electricians and carpenters etc...

Organised: We aim for our children to be independent and confident to use equipment safely as well as selecting the right equipment for the right piece of work. We are proud of what we can achieve!

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Threading weaving joining	Apple pie Cooking and nutrition	Mechanisms cogs, gears	Junk modelling	Textile weaving	Exploring
Reception	Diva Lamps	Pumpkin soup Cooking and nutrition	Dragons	Lunar Buggy	Junk modelling	Junk Modelling
Year 1	Healthy Breakfasts Cooking and nutrition Use the basic principles of a healthy and varied diet to prepare dishes ,understand where food comes	Sliders and Levers Technical knowledge Explore and use mechanisms in their products	Houses Technical knowledge Build structures, exploring how they can be made stronger, stiffer and more stable			
Year 2	Binca Bookmark Textiles Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics		Healthy Sandwich Cooking and Nutrition Use the basic principles of a healthy and varied diet to prepare dishes ,understand where food comes from.			Fire engines Technical knowledge Explore and use mechanisms in their products.
Year 3		Salad Cooking and Nutrition Understand and apply the principles of a healthy and varied diet		Small Shopping bag Textiles Select from and use a wider range of materials and components, including textiles according to their functional properties and aesthetic qualities	Moving Monster Technical knowledge Explore and use mechanisms in their products	
Year 4	Making Bread Cooking and Nutrition Prepare and cook a variety of predominantly savoury dishes		Stuffed Animals Textiles Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities			Kites Technical knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structures

Skills Progression

	<i>EYFS N and R</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>
DESIGN Developing, planning and communicating ideas.	They represent their own ideas, thoughts and feelings through design and technology. To construct with a purpose in mind, using a variety of resources.	Draw on their own experience to help generate ideas. Suggest ideas and explain what they are going to do. Identify a target group for what they intend to design and make. Model their ideas in card and paper Develop their design ideas applying findings from their earlier research.	Pupils will generate ideas by drawing on their own and other people's experiences. Develop their design ideas through discussion, observation, drawing and modelling. Identify a purpose for what they intend to design and make. Identify simple design criteria. Make simple drawings and label parts For Example: that a 3-D textiles product can be assembled from two identical fabric shapes.	Pupils will generate ideas for an item, considering its purpose and the user/s. Identify a purpose and establish criteria for a successful product. Plan the order of their work before starting Explore, develop and communicate design proposals by modelling ideas. Make drawings with labels when designing.	Pupils will generate ideas, considering the purposes for which they are designing. Make labelled drawings from different views showing specific features. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail Evaluate products and identify criteria that can be used for their own Designs. For Example, that a single fabric shape can be used to make a 3D textiles product
Working with tools, equipment, materials and components to make quality products. MAKE (including safety) Including TEXTILES	To understand that equipment and tools have to be used safely. To show understanding of the need for safety when tackling new challenges and consider and manage some risks. To use one-handed tools and equipment, e.g. makes snips in paper with child scissors. To select appropriate resources and adapt work where necessary. To show understanding of how to transport and store equipment safely. To use simple tools and techniques competently and appropriately.	Make their design using appropriate techniques. With help measure, mark out, cut and shape a range of materials. tools eg scissors safely. Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape. Use simple finishing techniques to improve the appearance of their product .	Pupils will begin to select tools and materials; use vocab' to name and describe them. Measure and cut with some accuracy. Use hand tools safely and appropriately. Assemble and combine materials in order to make a product. Choose and use appropriate finishing techniques.	Select tools and techniques for making their product. Measure, mark out, cut, score and assemble components with more accuracy. Work safely and accurately with a range of simple tools. Think about their ideas as they make progress and be willing change things if this helps them improve their work. Cut, shape and join fabric to make a simple item. Use basic sewing techniques. Measure, tape/ cut and join fabric with some accuracy. Use finishing techniques strengthen and improve the appearance of their product using a range of equipment.	Select appropriate tools and techniques for making their product. Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques. Join and combine materials and components accurately in temporary and permanent ways. Sew using a range of different stitches. Measure, tape or pin, cut and join fabric with some accuracy.

<p>EVALUATE</p> <p>Evaluating processes and products</p>	<p>To show an interest in technological toys with knobs or pulleys, or real objects. To show skill in making toys work by pressing parts or lifting flaps to achieve effects, such as sound, movements or new images.</p>	<p>Pupils will evaluate their product by discussing how well it works in relation to the purpose. Evaluate their products as they are developed, identifying strengths and possible changes they might make. Evaluate their product by asking questions about what they have made and how they have gone about it. Explore and evaluate a range of existing products.</p>	<p>Pupils will evaluate against their design Criteria. Evaluate their products as they are developed, identifying strengths and possible changes they might make. Talk about their ideas, saying what they like and dislike about them. Explore and evaluate a range of existing products.</p>	<p>Pupils will investigate, analyse and disassemble (where appropriate) a range of existing products. Evaluate their product against original design criteria e.g. how well it meets its intended purpose Evaluate their ideas. Consider the views of others to improve their work</p>	<p>Pupils will investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Evaluate their work both during and at the end of the assignment. Evaluate their products carrying out appropriate tests.</p>
<p>TECHNICAL KNOWLEDGE</p> <p>Making products work</p>	<p>To show an interest in technological toys with knobs or pulleys, or real objects. To show skill in making toys work by pressing parts or lifting flaps to achieve effects, such as sound, movements or new images. To construct with a purpose in mind, using a variety of resources. To select tools and techniques needed to shape, assemble and join materials they are using.</p>	<p>Pupils will build structures, exploring how they can be made stronger, stiffer and more stable e.g would tape stick better than glue</p>	<p>Pupils will build structures, exploring how they can be made stronger, stiffer and more stable.</p>	<p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Understand use mechanical systems in their products</p>	<p>Select appropriate tools and techniques for making their product. Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques. Join and combine materials and components accurately in temporary and permanent ways. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>
<p>COOKING AND NUTRITION</p> <p>Working with tools, equipment, materials and components to make quality products.</p>	<p>Understand that food is a basic requirement for life. We need to grow, be active and maintain healthy. Sort a selection of healthy and unhealthy food. Talk about fruit and vegetables. Complete basic hygiene tasks like washing hands. Use tools effectivity.</p>	<p>Use the basic principles of a healthy and varied diet to prepare dishes- Breakfasts. Select and use appropriate fruit and vegetables, processes and tools Use basic food handling, hygienic practices and personal hygiene that food ingredients should be combined according to their sensory characteristics.</p>	<p>Use the basic principles of a healthy and varied diet to prepare dishes - Sandwiches Follow safe procedures for food safety and hygiene That food ingredients should be combined according to their sensory characteristics. How to name and sort foods into the five groups in The Eatwell Plate.</p>	<p>Understand and apply the principles of a healthy and varied diet- salads. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Work safely and accurately with a range of simple tools. Understand how key events and individuals in design and technology have helped shape the world,(Salads) Demonstrate hygienic food preparation and storage</p>	<p>Understand and apply the principles of a healthy and varied diet- bread. Pupils will generate ideas, considering the purposes for which they are designing. Select appropriate tools and techniques for making their product. Pupils will investigate and analyse a range of existing products and Understand how key events and individuals in design and technology have helped shape the world. (Warburtons)</p>

					<p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Demonstrate hygienic food preparation and storage.</p>
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Design and Technology at Meadows First School

Our aim is to develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.



Technical Knowledge

Pupils are given the opportunity to design, make and evaluate and products whilst considering their own and others' needs.



Textiles



Children are given an understanding of the impact of DT on daily life and the wider world.



Cooking and Nutrition

Children are given opportunities to understand and apply the principles of nutrition. We even have a visit from a chef!

