



Intent

Our DT curriculum will develop imaginative thinking in children to enable them to talk about what they like and dislike when designing and making. It will enable children to talk about how things work, and to draw and model their ideas. Throughout this curriculum children will be encouraged to select appropriate tools and techniques for making a product, whilst following safe procedures.

During their time at Bude Primary infants our pupils will gain the knowledge, understanding and skills needed to engage in a process of designing and making. They will have the opportunities to

- Design
- Make.
- Evaluate




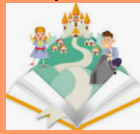
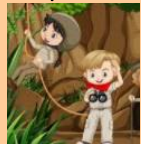

They will learn

- Technical knowledge
- Food and Nutrition including both how to cook and how to apply the principles of nutrition and healthy eating.





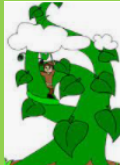


At the end of each term every child will have the opportunity to apply their technical knowledge to design and make a product and its appropriate packaging for a real life purpose such as selling at the school Christmas Fayre DT curriculum will celebrate the unique talents and abilities of the children in our school.

Through carefully chosen topics, the children will enjoy a wide range of DT experiences and approach all activities with a high level of engagement. We recognise that not only is each child an individual but also each class and each member of staff have unique interests, skills and talents. Our curriculum is designed flexibly to meet the needs of these groups.

Subject Design Technology - Autumn

	EYFS (People and Communities)		Year 1		Year 2	
Topic	Who am I? 	Where are we going? 	Marvellous Me 	Once upon a time 	Wild Explorers 	Fire and Plague 
	Use and explore materials and techniques to make things join and create. Draw lines and shapes to make objects, mix colours and express feeling through art. Use small world and construction to build and create. Refine and adapt and work collaboratively together. Create safely using tools and techniques and share and explain ideas.		Fruit and vegetables are an important part of a healthy diet. It is recommended that people eat at least five portions of fruit and vegetables every day. A mechanism is a device that takes one type of motion or force and produces a different one. A mechanism makes a job easier to do. Mechanisms include sliders, levers, linkages, gears, pulleys and cams.		Cutting and joining - Scissors are used to cut fabrics. Glue and simple stitches, such as a running stitch, can be used to join fabrics. A running stitch is a basic stitch that is used to join fabric. It is made by passing a needle in and out of fabric at an even distance. An axle is a rod or spindle that passes through the centre of a wheel to connect two wheels.	

Skills	Explore materials and develop ideas. Join materials and explore textures. Draw with increasing complexity. Use drawing to represent sounds or movements. Use art to show different emotions. Explore colour mixing. Make imaginative small worlds and constructions. Adapt ideas and build on previous learning. Share resources, ideas and skills with others.	Select healthy ingredients and prepare dishes using knowledge of healthy diet ie..fruit or vegetable salad. Mechanism - Use wheels and axles to make a simple moving model.	Cutting and joining – Cut and join textiles using glue and simple stitches. A running stitch – use different methods of joining fabrics, including glue and running stitch. An axle – Use a range of mechanisms (levers, sliders, wheels and axles) in models or products.

Bude Primary Academy – Infant School Progression Map - Knowledge and Skills						
Subject – Design Technology - Spring						
	EYFS (Understanding of the World)		Year 1		Year 2	
Topic	What's in the egg? 	What's growing in the garden? 	Home sweet home 	Plants 	Islands 	Changes 
Knowledge	<p>Know how to explore materials, refine and adapt work and collaboratively work together and share ideas.</p> <p>Know how to use tools and techniques safely and describe and share their creations.</p>		<p>Design criteria are the explicit goals that a project must achieve.</p> <p>To know that they can adapt and amend designs.</p> <p>Know the features of packaging that makes things appealing to people.</p> <p>Different materials are suitable for different purposes, depending on their specific properties.</p> <p>Specific tools are used for particular purposes.</p> <p>Two products can be compared by looking at a set of criteria.</p> <p>Everyday products are objects that are used routinely at home and school.</p> <p>The importance of a product may be that it fulfils its goals and performs a useful purpose.</p> <p>A strength is a good quality in a piece of work. A weakness is an area that could be improved.</p>		<p>Ideas can be communicated in a variety of ways, including written work, drawings and diagrams, modelling, speaking and using ICT.</p> <p>Know the features of packaging that makes things appealing to people.</p> <p>Properties of components and materials determine how they can and cannot be used.</p> <p>Look at particular characteristics of materials and decide which is better suited to the purpose.</p> <p>Products can be improved in different ways, such as making them easier to use, more hardwearing or more attractive.</p> <p>Finished products can be compared with design criteria to see how closely they match.</p> <p>Improvements can then be planned.</p>	



		<p>Properties and purposes - Different materials can be used for different purposes, depending on their properties. All products are designed for a specific purpose.</p> <p>Some food comes from animals and other food from plants.</p>	Structures can be made stronger, stiffer and more stable.
Skills	<p>Explore materials and develop ideas.</p> <p>Join materials and explore textures.</p> <p>Draw with increasing complexity.</p> <p>Use drawing to represent sounds or movements.</p> <p>Use art to show different emotions.</p> <p>Explore colour mixing.</p> <p>Make imaginative small worlds and constructions.</p> <p>Adapt ideas and build on previous learning.</p> <p>Share resources, ideas and skills with others.</p>	<p>Create a design to meet simple criteria.</p> <p>Design simple, bright, effective packaging.</p> <p>Select and use a range of materials, beginning to explain their choices.</p> <p>Select the appropriate tool for a simple practical task.</p> <p>Describe the similarities and differences between two products.</p> <p>Name and explore a range of everyday products and describe how they are used.</p> <p>Describe why a product is important.</p> <p>Talk about their own and each other's work, identifying the strengths or weaknesses and offering support.</p> <p>Construct simple structures, models or other products using a range of materials.</p> <p>Sort foods into groups by whether they are from an animal or plant source.</p>	<p>Generate and communicate their ideas through a range of different methods.</p> <p>Design simple, bright and effective packaging.</p> <p>Choose appropriate components and materials and suggest ways of manipulating them to achieve the desired effect.</p> <p>Compare different or the same products from the same or different brands.</p> <p>Explain how an everyday product could be improved.</p> <p>Explain how closely their finished products meet their design criteria and say what they could do better in the future.</p> <p>Explore how a structure can be made stronger, stiffer and more stable.</p>

Bude Primary Academy – Infant School Progression Map - Knowledge and Skills







Subject – Design Technology - Summer

EYFS (Understanding of the World)

Year 1

Year 2



Topic	<p>What's that munching?</p> 	<p>What's in the sea?</p> 	<p>Fearsome creatures</p> 	<p>Coasts and Capitals</p> 	<p>Oh I do like to be beside the seaside!</p> 	<p>Plants and food</p> 
Knowledge	<p>Explore materials, refine and adapt our work. Work collaboratively, share and explain ideas and creations with others. Use tools and techniques safely through demonstration and exploration.</p>			<p>Different materials can be used for different purposes, depending on their properties. For example, cardboard is a stronger building material than paper. Plastic is light and can float. Clay is heavy and will sink.</p>		<p>Know and understand that food comes from two mains sources: animals and plants. Some ingredients need to be prepared before they can be cooked and eaten. A healthy diet should include meat or fish, starchy foods (such as potatoes or rice), some dairy foods, a small amount of fat and plenty of fruit and vegetables.</p>
Skills	<p>Explore materials, express ideas and feeling through their creations. Return to and build on previous learning. Refine ideas and develop ability to represent them. Create collaboratively, sharing ideas, resources and skills. Creating with materials. 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.</p>			<p>Construct simple structures, models or other products using a range of materials.</p>		<p>Identify the origin of some common foods (milk, eggs, some meats, common fruit and vegetables) Prepare ingredients by peeling, grating, chopping and slicing. Describe the types of food needed for a healthy and varied diet and apply the principles to make a simple healthy meal.</p>
	IMPACT – End Points					
Impact	<p>In Reception, children will be able to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They will also be confident to share their creations, explaining the process they have used.</p>			<p>In Year 1, children will be able to create simple designs for a product, use pictures and words to describe what they want to create and use simple tools to cut, form and shape. They will be able to select appropriate materials to build structures, exploring how they can be made stronger, stiffer and more stable. They will create a simple design and annotate where the</p>		<p>In Year 2, children will be able to create simple designs for a product, use pictures and words to describe what they want to create and will ask questions about existing products. They will use simple threading techniques, work with a plastic needle and use a simple running stitch with pre-punched holes. They will understand the need for a varied and balanced diet and that all food needs to</p>

		slider or lever will appear and explore how a lever can be used with and without a slot. Children will be able to talk about what they eat at home and say where food comes from and give examples of food which is grown. Use simple tools with help to prepare food safely.	be farmed, grown or caught. They will use Simple tools with help to prepare food safely.
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