

Design Technology Intent

At Glodwick we encourage children to learn to think and intervene creatively to solve problems both individually and as a member of a team. They learn to take risks becoming resourceful, innovative, enterprising citizens. We aim to, wherever possible, link work to other subjects. The children are also given opportunities to reflect and evaluate their work.

Design Technology

	EYFS	Year 1	Year 2
Autumn	Food - Make healthy choices about food and drink and use their senses to explore food.	Cooking and Nutrition <ul style="list-style-type: none"> Prepare simple dishes without using a heat source. Know that they need to eat 5 portions of fruit and vegetables each day. 	Design, make and evaluate <ul style="list-style-type: none"> Axles and vehicles
Spring		Building <ul style="list-style-type: none"> Design, make and evaluate Design their own fictional house Represent their own ideas through drawing Use an L brace to join parts together Evaluate model 	Textiles <ul style="list-style-type: none"> Weaving Explore the different textiles Plan using the different textiles and tools
Summer		Textiles <ul style="list-style-type: none"> Draw a design from my own observations from plants Choose a fabric to make their petals from Assemble to form a 2d picture 	Cooking and Nutrition <ul style="list-style-type: none"> Prepare salads using techniques such as cutting, peeling and grating. Be able to sort foods into the 5 food groups.

EYFS

Design and Technology - EYFS

Substantive Knowledge

Nursery

Can I connect 2 objects?	Can I build a tower?	Can I mix ingredients together?	Can I thread objects?
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Reception

Can I connect objects together for a purpose?	Can build a model and talk about it?	Can I mix and spoon ingredients?	Can I weave material?
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Vocabulary: build, join, healthy, names of ingredients, mix, spoon, thread, weave

Disciplinary Knowledge

Food technology	Building	Textiles
<p>Understand why they should wash their hands before eating and preparing food.</p> <p>Can name some healthy foods.</p> <p>Participate in preparing food.</p> <p>Tasting foods from different cultures and celebrations.</p>	<p>Join together construction kits.</p> <p>Join together construction kits to make a model.</p> <p>Can say what the model is and what each part is used for.</p> <p>Join together modelling material. Eg boxes, playdough,</p> <p>Join together modelling material. Eg boxes, playdough with a purpose.</p>	<p>Using a variety of materials children explore threading. Eg beads, pasta, pipe cleaners, string.</p> <p>Using a variety of materials children weave material, paper, string on weaving boards.</p>

Year 1

DT YEAR 1

Medium Term Overview

Autumn 2

Cooking and Nutrition

Substantive Knowledge

Can I explain where food comes from? (plants or animals)	Can I explain what foods are healthy and unhealthy?	Can I create a rainbow of fruit and vegetables?	Can I taste fruit and vegetables and say which are my favourites and why?	Can I make a healthy snack?
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Vocabulary: spreading, cutting, healthy, unhealthy, harvest, vegetable, diet, recipe

Disciplinary Knowledge

Cooking	Nutrition
<ul style="list-style-type: none">Follow safety and food hygiene proceduresPrepare simple dishes hygienically and safelyUse techniques such as spreading and cutting	<ul style="list-style-type: none">Identifying that we should eat 5 portions of fruit and vegetables every dayUnderstanding where food comes from and how it is grown and produced all over the world e.g. plants and animalsUnderstand the basic principles of a healthy and varied diet

DT YEAR 1

Medium Term Overview Summer

Textiles

Substantive Knowledge

Can I explore the different shapes and colours of flowers and draw them?

Can I choose a flower or leaf to recreate and select the suitable materials?

Can I prepare my flower/leaf stencil and cut my materials for my 2D flower design?

Can I print my design onto cloth?

Can I embellish my design by attaching other materials to a fabric?

Vocabulary: fabric, textile, template, print, attach

Disciplinary Knowledge

Design

- Generate, develop, model and communicate ideas through drawing and talking.

Make

- Select from a range of fabrics by texture and thickness.
- Collect artefacts from the local environment eg leaves, petals etc

Evaluate

- Talk about their design ideas and what they have made.
- Make simple judgements about how their design can be improved.
- Explain the process.

DT YEAR 1

Medium Term Overview Spring 1

Design and Make

Substantive Knowledge

Can I explore what fictional houses look like and draw a version of my own?	Can I investigate using L braces to join two pieces together?	Can I design a fictional house and select resources?	Can I create a fictional house using L braces to join parts together? Can I add features to my fictional house using techniques used in art?	Can I give 2 ways in which I can improve my fictional house?
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Vocabulary: design, L brace, resources, tools, material,

Disciplinary Knowledge

Design	Make	Evaluate
<ul style="list-style-type: none">• Generate, develop, model and communicate ideas through drawing and talking.	<ul style="list-style-type: none">• Produce a recognisable model.• Select from and use a range of tools and equipment to perform practical tasks- cutting, joining, shaping and finishing.• Know how to use L braces.	<ul style="list-style-type: none">• Talk about their design ideas and what they have made.• Make simple judgements about how their design can be improved.

Year 2

DT YEAR 2

Medium Term Overview Autumn

Textiles

Substantive Knowledge

Can I explore the different textiles used in the design of Christmas cards?	Can I plan the different textiles and tools I will use for my Christmas card?	Can I make my card using my own planned design?	Can I evaluate and improve my product?
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Vocabulary: textiles, weave, tools, design, evaluate, materials

Disciplinary Knowledge

Design	Make	Evaluate
<ul style="list-style-type: none">Discuss what the steps for making a card could be.Explain what textiles and materials they will be using.	<ul style="list-style-type: none">Represent ideas through talking.Choose suitable tools and resources for making the card.	<ul style="list-style-type: none">Say what they like and dislike about their card and attempt to say why.Talk about their design ideas and what they have made.Make simple judgements of how the product met their original design ideas.

DT YEAR 2

Medium Term Overview Spring

Design and Make

Substantive Knowledge

Can I explore different vehicle designs?	Can I plan my own vehicle?	Can I use my plan to create my own vehicle?	Can evaluate my car and suggest improvements?
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Vocabulary: vehicle, attach, chassis, axle, evaluate

Disciplinary Knowledge

Design	Make	Evaluate
<ul style="list-style-type: none">Use words and pictures to show their design.Use drawings to record their ideas as they develop.	<ul style="list-style-type: none">Join different materials e.g. tape, glue.Try out different axle fittings and their strengths and weaknesses.Use a range of materials to create their vehicle.Attach wheels to a chassis using an axle.Discuss their work as it progresses.Name the tools they are using.	<ul style="list-style-type: none">Say what they like and dislike about their car and attempt to say why.Talk about their design ideas and what they have made.Make simple judgements of how the product met their original design ideas.

DT YEAR 2

Medium Term Overview Summer

Cooking and Nutrition

Substantive Knowledge

Do I know the main 5 food groups?	Can I find out where some fruits comes from?	Can I make a healthy fruit salad using cooking techniques such as: slicing, peeling and grating?	Can I evaluate my fruit salad?
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Vocabulary: assemble, slicing, peeling, grating, ingredients, evaluate

Disciplinary Knowledge

Cooking	Nutrition
<ul style="list-style-type: none">Understand that some foods travel from different countries.Use cooking techniques such as: slicing, peeling and grating	<ul style="list-style-type: none">Sort foods into the 5 groups using The Eatwell Plate (carbohydrates, fruit and vegetables, protein, milk and dairy, sugars and fats)