

## Design and Technology

Throughout the year the children will cover a variety of aspects of the design and technology curriculum to ensure all children:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

### SMSC

<b>We promote spiritual development:</b>	<b>We promote moral development:</b>	<b>We promote social development:</b>	<b>We promote cultural development:</b>
<p>By enjoying and celebrating personal creativity</p> <p>By reviewing and evaluating created things</p> <p>By developing a sense of resilience through: test, try, refine, succeed, for example through car design, mosaic design</p> <p>By engaging pupils in the roles of JRSO and JPCSO, including designing posters to promote safety, security and well-being.</p> <p>By activities such as designing the school logo and signs, creating connection and belonging.</p> <p>By design a trim trail to be used in school, to promote well-being and purposefulness .</p>	<p>By raising questions about the effect of technological change on human life and the world around them.</p> <p>By working together in mixed ability groups to facilitate discussion and the sharing of ideas.</p> <p>By using DT to learn about how to care for the environment.</p>	<p>By exploring dilemmas that individuals may face and developing practical solutions to these problems</p> <p>By making a contribution to the local society through art works, such as the poppy remembrance.</p> <p>By making communion bread for the annual Eucharist service.</p> <p>By making mince pies for our Christmas gathering of helpers and baking cakes for the Macmillan cake sale and Friends charity events, all of which promote their own contribution to society</p>	<p>By considering cultural influences on design</p> <p>By asking questions about functionality v aesthetics.</p> <p>By gaining an understanding of cultures through food</p> <p>By design and producing cards for celebrations such as Christmas, Mothers' Day etc</p> <p>By making props and costumes for the school nativity and productions.</p> <p>By designing and making: Easter garden, creation story display, flower festivals arrangements, prayer tree for local church.</p> <p>By offering University seminars such as: Print Design, Furniture restoration, Floristry, Banner Design, Food Tech, Cooking without cooking, Construction Instruction</p> <p>By topics that involve designing and creating such as 'Food' or 'Chocolate'.</p>

<p><b>Autumn 1</b></p> <p><b>Holbeach</b></p>	<p><b>Art Focus</b></p>
<p><b>Autumn 2</b></p> <p><b>Toys</b></p>	<p><b>Children will create a toy or a puppet</b></p> <p><b>Developing, planning and communicating ideas</b>  Start to generate ideas by drawing on their own and other people's experiences.  Begin to develop their design ideas through discussion, observation, drawing and modelling.  Identify a purpose for what they intend to design and make.  Understand how to identify a target group for what they intend to design and make based on a design criterion.  Develop their ideas through talk and drawings and label parts.</p> <p><b>Working with tools, equipment, materials and components to make quality products</b>  Begin to select tools and materials; use correct vocabulary to name and describe them.  Build structures, exploring how they can be made stronger, stiffer and more stable.  With help measure, cut and score with some accuracy.  Learn to use hand tools safely and appropriately.  Start to assemble, join and combine materials in order to make a product.  Start to choose and use appropriate finishing techniques based on own ideas.</p> <p><b>Evaluating processes and products</b>  Evaluate their work against their design criteria.  With confidence talk about their ideas, saying what they like and dislike about them.</p>
<p><b>Spring 1</b></p> <p><b>Space</b></p>	<p><b>Children to investigate the weather with different investigations linked with the science and geography work – make wind streamers, kites, rain gauges, sun catcher</b></p> <p><b>Developing, planning and communicating ideas</b>  Start to generate ideas by drawing on their own and other people's experiences.  Begin to develop their design ideas through discussion, observation, drawing and modelling.  Identify a purpose for what they intend to design and make.</p> <p><b>Working with tools, equipment, materials and components to make quality products</b>  Build structures, exploring how they can be made stronger, stiffer and more stable.  With help measure, cut and score with some accuracy.  Learn to use hand tools safely and appropriately.  Start to assemble, join and combine materials in order to make a product.</p> <p><b>Evaluating processes and products</b>  Look at a range of existing products explain what they like and dislike about products and why.  Start to evaluate their products as they are developed, identifying strengths and possible changes they might make.  With confidence talk about their ideas, saying what they like and dislike about them.</p>
<p><b>Spring 2</b></p> <p><b>Space</b></p>	<p><b>Children to create their own Rockets</b></p> <p><b>Developing, planning and communicating ideas</b>  Start to generate ideas by drawing on their own and other people's experiences.  Begin to develop their design ideas through discussion, observation, drawing and modelling.  Understand how to identify a target group for what they intend to design and make based on a design criterion.  Develop their ideas through talk and drawings and label parts.</p> <p><b>Working with tools, equipment, materials and components to make quality products</b>  Build structures, exploring how they can be made stronger, stiffer and more stable.</p>

	<p>With help measure, cut and score with some accuracy.          Start to assemble, join and combine materials in order to make a product.          Start to choose and use appropriate finishing techniques based on own ideas.  <b>Evaluating processes and products</b>          Evaluate their work against their design criteria.          Start to evaluate their products as they are developed, identifying strengths and possible changes they might make.          With confidence talk about their ideas, saying what they like and dislike about them.</p>
<p><b>Summer 1 Rainforest</b></p>	<p><b>Children to make Fruit Kebabs</b>  <b>Food and Nutrition</b>          Know that everyone should eat 5 portions of fruit and veg a day          Demonstrate how to prepare simple dishes safely and hygienically          Demonstrate how to cut and peel</p>
<p><b>Summer 2 Rainforest and Natural World</b></p>	<p><b>Children to make a box Rainforest habitat</b>  <b>Developing, planning and communicating ideas</b>          Begin to develop their design ideas through discussion, observation, drawing and modelling.          Identify a purpose for what they intend to design and make.          Develop their ideas through talk and drawings and label parts.          Make templates and mock ups of their ideas in card and paper or using ICT.  <b>Working with tools, equipment, materials and components to make quality products</b>          Begin to select tools and materials; use correct vocabulary to name and describe them.          Build structures, exploring how they can be made stronger, stiffer and more stable.          With help measure, cut and score with some accuracy.          Start to assemble, join and combine materials in order to make a product.          Start to choose and use appropriate finishing techniques based on own ideas.  <b>Evaluating processes and products</b>          Evaluate their work against their design criteria.          With confidence talk about their ideas, saying what they like and dislike about them.</p>