



*Whitehall Infant School curriculum for **Design and Technology***

Early Years Foundation Stage	Attainment Targets for Key Stage One
<p><b>Early Learning Goal</b>  <b>Exploring and using media and materials: Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b>  <b>Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology and art.</b></p> <p><b>Prior Learning</b>  <b>Children:</b></p> <ul style="list-style-type: none"> <li>▫ <b>Learn a variety of techniques including printing, painting, drawing, crayons, collage.</b></li> <li>▫ <b>Construct for a purpose</b></li> <li>▫ <b>Make simple representations using a range of materials</b></li> <li>▫ <b>Have free choice modelling and art activities with access to different materials and media</b></li> <li>▫ <b>Find out about artists such as Kandinsky, Matisse and Mondrian</b></li> </ul>	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].</p> <p><u>When designing and making, pupils should be taught to:</u></p> <p><i>Design</i></p> <ul style="list-style-type: none"> <li>▫ design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>▫ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><i>Make</i></p> <ul style="list-style-type: none"> <li>▫ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>▫ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><i>Evaluate</i></p> <ul style="list-style-type: none"> <li>▫ explore and evaluate a range of existing products</li> <li>▫ evaluate their ideas and products against design criteria</li> </ul> <p><i>Technical knowledge</i></p> <ul style="list-style-type: none"> <li>▫ build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>▫ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>
<p><b>Experiences and Enrichment Activities</b></p> <ol style="list-style-type: none"> <li>1. K'Nex Challenge</li> </ol>	<p><i>Cooking and Nutrition</i></p> <ul style="list-style-type: none"> <li>▫ use the basic principles of a healthy and varied diet to prepare dishes</li> <li>▫ understand where food comes from</li> </ul>

## Year One Overview for Design and Technology

### Theme 1: Design a product (Sleigh)

#### Objectives covered

##### *Design*

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

##### *Make*

- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

##### *Evaluate*

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

##### *Technical knowledge*

- build structures, exploring how they can be made stronger, stiffer and more stable

##### *Context*

Children create a sleigh using a design method and materials of their choosing

### Theme 2: Food Technology (around the world)

#### Objectives covered

##### *Cooking and Nutrition*

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from

##### *Context*

Children will learn how to eat a healthy, balanced diet. They will learn how to make a healthy food / snack.

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## Year Two Overview for Design and Technology

### Theme 1: Design a product (vehicles)

#### Objectives covered

##### *Design*

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

##### *Make*

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

##### *Evaluate*

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

##### *Technical knowledge*

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

##### *Context*

Children design a vehicle which the Dolgan tribes are able to use to move to their home.

### Theme 2: Food Technology (healthy eating)

#### Objectives covered

##### *Cooking and Nutrition*

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from

##### *Context*

Children make a healthy pizza.

### Theme 3: School Curriculum (sewing)

#### Objectives covered

##### *Design*

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

##### *Make*

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

##### *Evaluate*

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

##### *Context*

Children design and make a bookmark using binka.

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