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| **badge 4 ST ANTHONY'S CATHOLIC PRIMARY SCHOOL****Design and Technology Overview** |
| Year A | Our intent is to:* fulfil the requirements of the NC whilst ensuring relevance for our children by making links to our location and other curriculum subjects.
* inspire our children to exercise creativity through designing and making products using their knowledge and understanding.
* provoke thought and questions whilst encouraging our children to find answers through exploration and research.
* teach skills progressively and evaluate and adapt their work to improve their product and become evaluative learners.
* encourage our children to take risks, to develop new innovative designs and to be reflective learners.
 | Implementation* teach the NC: structures, textiles, electrical and mechanical systems and programming and cooking and nutrition, supported by a clear skills and knowledge progression, ensuring that skills and knowledge are built on and sequenced appropriately to maximise learning for all children.
* units of work are set out in a long term plan over a two-year cycle with links to other curriculum subjects, where possible, and relevance to our children.
* planning and teaching of DT follows the investigate, design, make and evaluate cycle.
* whilst making, children will be given choice and a range of tools to choose freely from.
* progression is assessed by class teachers through the analysis of the pupil’s ability to evaluate, design, make and improve their own work.
* monitoring will be carried out by the DT lead.
 | Impact* An excellent attitude to learning and independent working, enabling our children to become critical thinkers.
* The ability to use time efficiently and work constructively and productively with others.
* A thorough knowledge of which tools, equipment and materials to use to make their products.
* The ability to apply mathematical knowledge and skills accurately.
* The ability to manage risks to manufacture products safely and hygienically becoming resourceful, innovative and enterprising individuals.
* A passion and excitement for designing and making products including working with, preparing and tasting food.
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| **EYFS** | Introducing DT through stories, linking to creative and construction CP areas E.g. Izzy Gismo, Tom’s Magnificent Machines | Making butternut squash soup. Key Skill: ChoppingPop up Christmas card – mechanism and design decisions | Making pancakes.Key Skill: Weighing | Easter card involving Binca Key skill: Simple sewing skills/movement | Baking gingerbread. Key Skills: Weighing, cutting, design decisions | Developing DT in CP areas linked to further storiesE.g. Rosie Revere Engineer, Iggy Peck Architect |
| **Year 1/2** |  | Structures – Stability and strengthTo design and make playground equipment that moves for a playmobil character |  | Mechanisms – levers and slidersTo design and make a moving picture to retell the events of the moon landing to a reception child. |  | Cooking and nutritionSeaside snacks |
| **Year 3/4** |  | Mechanical systems- levers and linkagesTo design and make a book with moving parts, for younger children, to retell the story of The Iron Man. |  | Cooking and nutritionTo host an Easter celebration buffet. |  | Structures – strengthening and reinforcingTo design and make a structure to span a model river and transport a car across safely. |
| **Year 5/6** |  | Computer programming and Computer Aided DesignTo design, program, monitor and make a night light for a child to use to go to sleep. |  |  | Cooking and NutritionTo host a banquet to celebrate after SATs (soup, pie, pudding). | Structures – textilesTo design a bag for themselves to carry a torch, pocket map and compass on a Geography fieldwork expedition. |

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| **badge 4ST ANTHONY'S CATHOLIC PRIMARY SCHOOL****Design and Technology Overview** |
| Year B | Our intent is to:* fulfil the requirements of the NC whilst ensuring relevance for our children by making links to our location and other curriculum subjects.
* inspire our children to exercise creativity through designing and making products using their knowledge and understanding.
* provoke thought and questions whilst encouraging our children to find answers through exploration and research.
* teach skills progressively and evaluate and adapt their work to improve their product and become evaluative learners.
* encourage our children to take risks, to develop new innovative designs and to be reflective learners.
 | Implementation* teach the NC: structures, textiles, electrical and mechanical systems and programming and cooking and nutrition, supported by a clear skills and knowledge progression, ensuring that skills and knowledge are built on and sequenced appropriately to maximise learning for all children.
* units of work are set out in a long term plan over a two-year cycle with links to other curriculum subjects, where possible, and relevance to our children.
* planning and teaching of DT follows the investigate, design, make and evaluate cycle.
* whilst making, children will be given choice and a range of tools to choose freely from.
* progression is assessed by class teachers through the analysis of the pupil’s ability to evaluate, design, make and improve their own work.
* monitoring will be carried out by the DT lead.
 | Impact* An excellent attitude to learning and independent working, enabling our children to become critical thinkers.
* The ability to use time efficiently and work constructively and productively with others.
* A thorough knowledge of which tools, equipment and materials to use to make their products.
* The ability to apply mathematical knowledge and skills accurately.
* The ability to manage risks to manufacture products safely and hygienically becoming resourceful, innovative and enterprising individuals.
* A passion and excitement for designing and making products including working with, preparing and tasting food.
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| **EYFS** | Introducing DT through stories, linking to creative and construction CP areas E.g. Izzy Gismo, Tom’s Magnificent Machines | Making butternut squash soup. Key Skill: ChoppingPop up Christmas card – mechanism and design decisions | Making pancakes. Key Skill: Weighing | Easter card involving Binca Key skill: Simple sewing skills/movement | Baking gingerbread. Key Skills: Weighing, cutting, design decisions | Developing DT in CP areas linked to further storiesE.g. Rosie Revere Engineer, Iggy Peck Architect |
| **Year 1/2** |  | Cooking and nutritionBread |  | Mechanisms – wheels and axlesTo design and make a moving vehicle to transport Teddy and carry a message. |  | Structures- textilesTo design and make a hand puppet to recount their own trip to the farm to another Year 1/2 class. |
| **Year 3/4** |  | Electrical systems- circuitsTo design and make an electronic toy for a child to enjoy at Christmas (switch, bulb, buzzer). |  | Cooking and nutritionTo make a variety of German dishes. | Structures- textilesTo design and make a Roman style money container for themselves (draw string or fastener option). |  |
| **Year 5/6** | Structures-strengthening, stiffening and reinforcingTo design and make a window display structure to be used as part of a moving toy for a preschool child. | Mechanical systems- camsTo design and make a moving toy using a cam for a pre-school child. |  |  | Cooking and NutritionTo make a product using local Lancashire ingredients for a visitor from outside Lancashire. |  |