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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: Chopping  Pop 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 stories  E.g. Rosie Revere Engineer, Iggy Peck Architect |
| **Year 1/2** |  | Structures – Stability and strength  To design and make playground equipment that moves for a playmobil character |  | Mechanisms – levers and sliders  To design and make a moving picture to retell the events of the moon landing to a reception child. |  | Cooking and nutrition  Seaside snacks |
| **Year 3/4** |  | Mechanical systems- levers and linkages  To design and make a book with moving parts, for younger children, to retell the story of The Iron Man. |  | Cooking and nutrition  To host an Easter celebration buffet. |  | Structures – strengthening and reinforcing  To design and make a structure to span a model river and transport a car across safely. |
| **Year 5/6** |  | Computer programming and Computer Aided Design  To design, program, monitor and make a night light for a child to use to go to sleep. |  |  | Cooking and Nutrition  To host a banquet to celebrate after SATs (soup, pie, pudding). | Structures – textiles  To 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: Chopping  Pop 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 stories  E.g. Rosie Revere Engineer, Iggy Peck Architect |
| **Year 1/2** |  | Cooking and nutrition  Bread |  | Mechanisms – wheels and axles  To design and make a moving vehicle to transport Teddy and carry a message. |  | Structures- textiles  To 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- circuits  To design and make an electronic toy for a child to enjoy at Christmas (switch, bulb, buzzer). |  | Cooking and nutrition  To make a variety of German dishes. | Structures- textiles  To design and make a Roman style money container for themselves (draw string or fastener option). |  |
| **Year 5/6** | Structures-strengthening, stiffening and reinforcing  To design and make a window display structure to be used as part of a moving toy for a preschool child. | Mechanical systems- cams  To design and make a moving toy using a cam for a pre-school child. |  |  | Cooking and Nutrition  To make a product using local Lancashire ingredients for a visitor from outside Lancashire. |  |