

EYFS & KS1 LONG TERM DT

<p>EYFS DT Goals:</p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>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, art, music, dance, role play and stories.</p>	<p>DT KS1 GOALS:</p> <p>Design:</p> <ul style="list-style-type: none"> -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. <p>Make:</p> <ul style="list-style-type: none"> - 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. <p>Evaluate:</p> <ul style="list-style-type: none"> -Explore and evaluate a range of existing products. - Evaluate their ideas and products against design criteria. <p>Technical knowledge:</p> <ul style="list-style-type: none"> - 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. <p>Food Technology:</p> <ul style="list-style-type: none"> - Use the basic principles of a healthy and varied diet to prepare dishes and understand where food comes from. 					
	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
EYFS	<p>Guided DT tasks</p> <p>Continuous provision</p> <ul style="list-style-type: none"> - Loose play - Construction area - Art table and supplies - Junk modelling - Wooden blocks - in and out - Model gallery - Plan, do, review - children are asked to plan their ideas by sketching, before building and then questioning is used to evaluate their model - Encourage trail and area methods 					

- Making bread/mooncakes/bread tasting						
YEAR 1		Christmas cards - pop up father christmas Salt dough modelling		Boat building - junk modelling		Preparing fruit and vegetables/ healthy eating/ understanding food comes from plants and animals
YEAR 2			Building material monsters	Healthy snack - plan, do, review		
Resources						
EYFS & KS1 EXPECTATIONS						
	EYFS		YEAR 1		YEAR 2	
<u>Background Research</u> Exploring context and existing products	Understands that different media can be combined to create new effects.		Understand what a product is and who it is for Understand how a product works and how it is used Identify where you might find this product		Understand what a product is and who it is for Understand how a product works and how it is used Identify where you might find this product Identify the materials used to make the product Express an opinion about the product	
<u>Design Criteria</u> Understanding their intended	Constructs with a purpose in mind, using a variety of resources.		Explain what product they will be designing and making Explain who their product will be used by		Use own experiences and existing products to develop ideas	

<p>users and their own product</p>		<p>Describe what their product will be used for</p>	<p>Explain what product they will be designing and making</p> <p>Explain who their product will be used by</p> <p>Describe what their product will be used for and how it will work</p> <p>Explain why their product is suitable for the intended user</p>
<p>Planning</p> <p>Communicating ideas and creating prototypes for product</p>	<p>Manipulates materials to achieve a planned effect.</p>	<p>Discuss what their steps for making could be</p> <p>Represent ideas through talking, drawing and computing – (where appropriate)</p> <p>Choose materials to use based on suitability of their properties</p> <p>Create templates/pattern pieces and explore materials whilst developing ideas</p>	<p>Share and discuss ideas with others</p> <p>Order the main stages of making</p> <p>Choose materials to use based on suitability of their properties</p> <p>Represent ideas in diagrams, annotated sketches and computer based programmes (where appropriate)</p> <p>Create pattern pieces and prototypes</p>
<p>Making</p> <p>Selecting the tools and applying the practical skills and techniques</p>	<p>Uses simple tools and techniques competently and appropriately.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p>	<p><i>Across KS1: Use materials - construction materials and kits, textiles, food and mechanical components</i></p> <p>Choose suitable tools for making whilst explaining why they should be used</p> <p>Follow safety and food hygiene procedures</p>	<p><i>Across KS1: Use materials - construction materials and kits, textiles, food, mechanical and electrical components</i></p> <p>Choose suitable tools for making whilst explaining why they should be used</p> <p>Use design criteria whilst making</p> <p>Follow safety and food hygiene procedures</p>

		<p>Measure, mark, cut and shape materials and components</p> <p>Join, assemble and combine materials and components</p> <p>Use finishing techniques, including skills learnt in Art</p>	<p>Measure, mark, cut and shape materials and components with some accuracy</p> <p>Join, assemble and combine materials and components with some accuracy</p> <p>Use finishing techniques, including skills learnt in Art with some accuracy</p>
<p><u>Evaluation</u></p> <p>Referring to planning and initial ideas in evaluating their product</p>	<p>Selects appropriate resources and adapts work where necessary.</p>	<p>Talk about their design ideas and what they have made</p> <p>Make simple judgements of how the product met their design ideas</p> <p>Suggest how their product could be improved</p>	<p>Use design criteria to evaluate product – identifying both strengths and areas for development</p> <p>Consider the views of others, including intended user, whilst evaluating product</p>
<p><u>Teaching cooking and nutrition</u></p> <p>Understanding food and food preparation</p>		<p>Across KS1:</p> <p>Understand that food comes from plants or animals</p> <p>Understand that food has to be farmed, caught, or grown</p>	
<p><u>Teaching cooking and nutrition</u></p> <p>Food preparation, cooking and nutrition</p>		<p>Across KS1:</p> <p>Sort foods into the 5 groups using The Eatwell Plate</p> <p>Identify that people should eat at least 5 portions of fruit and vegetables a day</p> <p>Prepare simple dishes hygienically and safely without a heat source</p> <p>Use cooking techniques such as: cutting, peeling and grating</p>	

