

Seend School Design and Technology Policy (Science and Technology)

“We aim to inspire the members of our community to follow God’s light and as a result: form caring relationships, have high aspirations, embrace all opportunities, appreciate diversity, give generously and show environmental responsibility. In achieving our mission, we can all make a positive contribution to our global society.”

“I am the light of the world. If you follow me, you won’t have to walk in the darkness, because you will have the light that leads to life.” John 8:12

(Seend Church of England Primary School’s Vision Statement)

Curriculum Intent

At Seend Primary School, we believe that the curriculum should open children's minds, develop a sense of wonder about the world around them, engage their natural curiosity and inspire them to be life-long learners. Our curriculum aims to provide for progression through a balance of knowledge and skills across a combination of discreet teaching and robust cross curricular links. It will be made accessible to all children in a fully inclusive manner.

The whole curriculum should also contribute to children’s moral, social, cultural and spiritual development in support of our vision for the Seend School community.

Design and Technology intent

Design and Technology should allow children to use their creativity and imagination, to design and make products that solve real and relevant problems both in their local community and the wider world. Children should be taught to combine their designing and making skills with knowledge and understanding so that they are able to design and make a product successfully. Skills should be taught progressively to ensure that all children are able to learn and practice in order to develop as they move through the school. Evaluation is an integral part of the design process and allows children to adapt and improve their product, this is a key skill which they need throughout their life. DT should allow children to apply the knowledge and skills learned in other subjects, particularly Maths, Science, Engineering, Art and Computing. We aim to give children opportunities to use a range of materials and processes, and to work independently or as part of a team. Whilst choosing materials and projects within DT, care will be taken to support our vision of environmental responsibility, and to promote the importance of healthy eating.

Through high quality teaching, we will develop the following essential characteristics of pupils within the subject of Design and Technology:

- Ability to explain their own thinking, plans and ideas to others and articulate their understanding in a range of different situations, using correct vocabulary
- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- To 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 and purposes
- To be able to critique, evaluate and test their ideas and products and the work of others
- To understand and apply the principles of nutrition, learn how to cook and to understand the importance of having a healthy and balanced diet

- Use Design and Technology contexts to develop and consolidate cross curricular skills, particularly in Maths, Science, Engineering, Art and Computing
- To be inspired and develop a genuine interest in the subject
- To develop a respect for the environment and ensure that they consider this when designing and making
- To become risk takers, innovators and problem-solvers
- The ability to use time efficiently and work constructively and productively with others
- The ability to act as responsible designers and makers, working ethically, using finite materials carefully and working safely and hygienically

Implementation

- Teachers plan a two year rolling cycle of investigation-based topics. Some challenges are Design and Technology led and others deliver Design and Technology in a cross curricular context. ***
- From this, teachers plan a cycle of lessons which ensure progression in skills and knowledge and suited to mixed age classes.
- Lessons will be creative and engaging, using a variety of the best teaching techniques to ensure children's understanding and development as designers.
- Planning will include elements of whole school learning approaches such as learning powers, growth mindsets, top talking and learning outside the classroom.
- Teachers to provide children with opportunities to work collaboratively in pairs, groups and/or individually.
- Effective questioning will be planned for in order to deepen children's understanding and to encourage them to develop their own questioning skills.
- Teachers will carry out risk assessments for any Design and Technology activity that carries a degree of risk as appropriate.
- Continuing professional development will be provided according to the needs and interests of the staff and in line with the school development plan.

Impact

- Teacher assessment, throughout the year, will be formative and ongoing.
- Summative assessment will take place at the end of the year and pupil attainment is recorded on assessment grids and reported to parents.
- Children's work including photographs will be recorded in their topic books/learning journals and a selection also put in a class floorbook. These will be used to display children's learning and to evidence the range of stimulating activities in which pupils have been engaged.
- Children will be given time to reflect upon their previous learning and respond to feedback.
- Delivery of the curriculum and pupil progress is monitored by the subject lead and head teacher, through discussion with pupils using the evidence in books, learning journals and floor books.
- The governing body will monitor the school's progress in developing and implementing the Design and Technology curriculum through the sharing of individual books, learning journals, floor books, discussion with the subject leader and head, link governor visits, pupil discussions and the sharing of end of year data.
- This policy will be routinely reviewed at least every year.

*****Design and Technology Curriculum Map Overview**

End of Year Expectations (Early Years Foundation Stage + National Curriculum)	
Holly Class – EYFS/Y1	<p style="text-align: center;"><u>Early Learning Goals</u></p> <p><u>Moving and Handling:</u> <i>Children show good control and co-ordination</i> in large and <i>small movements</i>. They move confidently in a range of ways, safely negotiating space. <i>They handle equipment and tools effectively</i>, including pencils for writing.</p> <p><u>Health and Self-Care:</u> <i>Children know the importance for good health of</i> physical exercise, and <i>a healthy diet, and talk about ways to keep healthy</i> and safe. <i>They manage their own basic hygiene</i> and personal needs successfully, including dressing and going to the toilet independently.</p> <p><u>Technology:</u> Children recognise that a range of technology is used in places such as homes and schools. <i>They select and use technology for particular purposes</i>.</p> <p><u>Exploring and Using Media and Materials:</u> Children sing songs, make music and dance, and experiment with ways of changing them. <i>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</i>.</p> <p><u>Being Imaginative:</u> <i>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</i>, art, music, dance, role play and stories.</p> <p><u>The World:</u> <i>Children know about similarities and differences in relation to</i> places, <i>objects, materials</i> and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p style="text-align: center;"><u>Characteristics of Effective Learning</u></p> <p><u>Playing and Exploring:</u></p> <ul style="list-style-type: none">• Taking a risk, engaging in new experiences, and learning by trial and error <p><u>Active Learning:</u></p> <ul style="list-style-type: none">• Maintaining focus on their activity for a period of time• Paying attention to details• Persisting with activity when challenges occur• Showing a belief that more effort or a different approach will pay off• Bouncing back after difficulties <p><u>Creating and Thinking Critically:</u></p> <ul style="list-style-type: none">• Thinking of ideas• Finding ways to solve problems• Finding ways to do things

	<ul style="list-style-type: none"> • Making predictions • Testing their ideas • Planning, making decisions about how to approach a task, solve a problem and reach a goal • Checking how well their activities are going • Changing strategy as needed • Reviewing how well the approach worked
<p>Holly Class – EYFS/Y1</p> <p>Oak Class – Y1/2</p>	<p style="text-align: center;"><u>Key Stage 1 (Years 1 & 2)</u></p> <p><u>Design:</u></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><u>Make:</u></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><u>Evaluate:</u></p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing products • Evaluate their ideas and products against design criteria <p><u>Technical knowledge:</u></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><u>Cooking and nutrition:</u></p> <ul style="list-style-type: none"> • Use the basic principles of a healthy and varied diet to prepare dishes • Understand where food comes from
<p>Chestnut Class – Y3/4</p> <p>Sycamore Class – Y5/6</p>	<p style="text-align: center;"><u>Key Stage 2 (Years 3, 4, 5 & 6)</u></p> <p><u>Design:</u></p> <ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p><u>Make:</u></p> <ul style="list-style-type: none"> • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> • Investigate and analyse a range of existing products • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

	<ul style="list-style-type: none"> Understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge:</p> <ul style="list-style-type: none"> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] Apply their understanding of computing to program, monitor and control their products <p>Cooking and nutrition:</p> <ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed
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Cycle A

	Content/ Topic	Skills
<p>Holly EYFS/Y1</p> <p><u>*YR1</u> <u>(extension</u> <u>if confident</u> <u>with EYFS</u> <u>skills)</u></p>	<p>All About Me (Terms 1&2)</p> <ul style="list-style-type: none"> Child-initiated junk modelling – use of recyclable materials i.e. cardboard boxes Salt dough fruit and vegetables – <p>Harvest</p> <ul style="list-style-type: none"> Making bread – <p>Harvest</p> <ul style="list-style-type: none"> Prepare a fruit salad (Inspiration: Handa’s Surprise) Split pin Father Christmas - <p>Christmas</p> <ul style="list-style-type: none"> Salt dough decorations for the tree - Christmas Making Gingerbread men - Christmas 	<p>Design:</p> <ul style="list-style-type: none"> Select appropriate resources Use language of designing and making (join, build, shape, longer, shorter, heavier etc.) <p>*Have own ideas *Explain what I want to do</p> <p>Make:</p> <ul style="list-style-type: none"> Paying attention to details Uses simple tools and techniques competently and appropriately to effect changes to materials (shape, assemble and join) <p>*Select tools/equipment to cut, shape, join, finish and explain choices *Choose suitable materials and explain choices</p> <p>Evaluate:</p> <ul style="list-style-type: none"> Make comparisons between their work and others Showing a belief that more effort or a different approach will pay off <p>*Begin to talk about what could make product better</p> <p>Technical Knowledge:</p> <ul style="list-style-type: none"> Suggest ways to make material/product stronger <p>Cooking and Nutrition:</p> <ul style="list-style-type: none"> Begin to understand some food preparation tools, techniques and processes Know the importance for good health and a healthy diet and talk about ways to keep healthy and safe <p>*Wash hands & clean surfaces *Cut, peel and grate safely, with support</p>

	<p><u>Under the Sea (Term 3)</u></p> <ul style="list-style-type: none"> • Create an ‘Under the Sea’ habitat in a box with moveable animals • Design and make a submarine using recyclable materials • Food tasting session – <u>Chinese New Year</u> 	<p>*Think of interesting ways to decorate food</p> <p><u>Design:</u></p> <ul style="list-style-type: none"> • Represent their own ideas, thoughts and feelings • Thinking of ideas <p>*Explain what my product is for and how it will work</p> <p><u>Make:</u></p> <ul style="list-style-type: none"> • Replicate structures with materials / components • Create simple representations of events, people and objects <p>*Explain what I’m making and why</p> <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> • Talk about how things work <p>*Talk about my work, linking it to what I was asked to do</p> <p><u>Technical Knowledge:</u></p> <ul style="list-style-type: none"> • Describe differences in materials <p><u>Cooking and Nutrition:</u></p> <ul style="list-style-type: none"> • Discuss use of senses • Manage their own basic hygiene and personal needs successfully • Understands need for variety in food <p>*Describe textures</p>
	<p><u>Pirates (Term 4)</u></p> <ul style="list-style-type: none"> • Junk modelling - create large pirate ships using recyclable materials in groups – moveable levers for the planks! • Pirate Masks • Pirate hats • Design and make pirate flags • Clay nests – coil pots (to fit a little Easter egg inside!) - <u>Easter</u> • Easter Nest Cakes - <u>Easter</u> 	<p><u>Design:</u></p> <ul style="list-style-type: none"> • Use gestures, talking and arrangements of materials and components to show design • Maintaining focus on their activity for a period of time • They select and use technology for particular purposes (2simple-2Paint) <p>*Use pictures and words to plan, begin to use models</p> <p><u>Make:</u></p> <ul style="list-style-type: none"> • Construct with a purpose, using a variety of resources/objects • Manipulates materials to achieve a planned effect <p>*Measure, mark out, cut and shape, with support</p> <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> • Planning, making decisions about how to approach a task, solve a problem and reach a goal • Checking how well their activities are going <p>*Talk about my work, linking it to what I was asked to do</p> <p><u>Technical Knowledge:</u></p> <ul style="list-style-type: none"> • Begin to use levers • Suggest ways to make material/product stronger <p><u>Cooking and Nutrition:</u></p>

		<ul style="list-style-type: none"> Practise stirring, mixing, pouring, blending <p>*Say where some foods come from, (i.e. plant or animal)</p>
	<p><u>Animals (Term 5)</u></p> <ul style="list-style-type: none"> Elmer the elephant – stained glass windows Paper plate snakes Soft clay animal models 	<p><u>Design:</u></p> <ul style="list-style-type: none"> Thinking of ideas Shows a preference for a dominant hand <p>*Use pictures and words to plan</p> <p><u>Make:</u></p> <ul style="list-style-type: none"> Uses one-handed tools and equipment Handles tools and malleable materials safely and with increasing control <p>*Try to use finishing techniques to make product look good</p> <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> Bounce back after mistakes Changing strategy as needed <p><u>Technical Knowledge:</u></p> <ul style="list-style-type: none"> Begin to measure and join materials, with some support <p><u>Cooking and Nutrition:</u></p>
	<p><u>Dinosaurs (Term 6)</u></p> <ul style="list-style-type: none"> Dinosaur skeletons (black paper, white cardboard straws or pasta) Design and make modroc dinosaur eggs Sewing – book marks (Binca) Make a potato salad (using own grown potatoes) 	<p><u>Design:</u></p> <ul style="list-style-type: none"> Begins to use anticlockwise movement and retrace vertical lines Represent their own ideas, thoughts and feelings <p>*Design a product following design criteria</p> <p>*Research similar existing products</p> <p><u>Make:</u></p> <ul style="list-style-type: none"> Taking a risk, engaging in new experiences, and learning by trial and error Persisting with activity when challenges occur <p>*Consider what I need to do next</p> <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> Record experiences by drawing, writing, voice recording <p><u>Technical Knowledge:</u></p> <ul style="list-style-type: none"> Describe differences in materials <p><u>Cooking and Nutrition:</u></p> <ul style="list-style-type: none"> Shows understanding of how to transport and store equipment safely and practices some appropriate safety measures without direct supervision <p>*Describe differences between some food groups (i.e. sweet, vegetable etc.)</p> <p>*Discuss how fruit and vegetables are healthy</p>
Oak Y1/2	<u>(Term 1&2)</u>	<p><u>Design:</u></p> <p><u>Make:</u></p> <p><u>Evaluate:</u></p> <p><u>Technical Knowledge:</u></p> <p><u>Cooking and Nutrition:</u></p>

	<u>(Term 3&4)</u>	<u>Design:</u> <u>Make:</u> <u>Evaluate:</u> <u>Technical Knowledge:</u> <u>Cooking and Nutrition:</u>
	<u>(Term 5&6)</u>	<u>Design:</u> <u>Make:</u> <u>Evaluate:</u> <u>Technical Knowledge:</u> <u>Cooking and Nutrition:</u>
Chestnut Y3/4	<u>(Term 1&2)</u>	<u>Design:</u> <u>Make:</u> <u>Evaluate:</u> <u>Technical Knowledge:</u> <u>Cooking and Nutrition:</u>
	<u>(Term 3&4)</u>	<u>Design:</u> <u>Make:</u> <u>Evaluate:</u> <u>Technical Knowledge:</u> <u>Cooking and Nutrition:</u>
	<u>(Term 5&6)</u>	<u>Design:</u> <u>Make:</u> <u>Evaluate:</u> <u>Technical Knowledge:</u> <u>Cooking and Nutrition:</u>
Sycamore Y5/6	<u>(Term 1&2)</u>	<u>Design:</u> <u>Make:</u> <u>Evaluate:</u> <u>Technical Knowledge:</u> <u>Cooking and Nutrition:</u>
	<u>(Term 3&4)</u>	<u>Design:</u> <u>Make:</u> <u>Evaluate:</u> <u>Technical Knowledge:</u> <u>Cooking and Nutrition:</u>
	<u>(Term 5&6)</u>	<u>Design:</u> <u>Make:</u> <u>Evaluate:</u> <u>Technical Knowledge:</u> <u>Cooking and Nutrition:</u>

Cycle B

	<u>Content/ Topic</u>	<u>Skills</u>
Holly EYFS/Y1 <u>*YR1</u> <u>(extension</u> <u>if confident</u> <u>with EYFS</u> <u>skills)</u>	<u>All About Me (Terms 1&2)</u> <ul style="list-style-type: none"> Child-initiated junk modelling – use of recyclable materials i.e. cardboard boxes Salt dough fruit and vegetables – <u>Harvest</u> 	<u>Design:</u> <ul style="list-style-type: none"> Select appropriate resources Use language of designing and making (join, build, shape, longer, shorter, heavier etc.) *Have own ideas *Explain what I want to do <u>Make:</u> <ul style="list-style-type: none"> Paying attention to details

	<ul style="list-style-type: none"> • Making bread – <u>Harvest</u> • Prepare a fruit salad (Inspiration: Handa’s Surprise) • Split pin Father Christmas - <u>Christmas</u> • Salt dough decorations for the tree - <u>Christmas</u> • Making Gingerbread men - <u>Christmas</u> 	<ul style="list-style-type: none"> • Uses simple tools and techniques competently and appropriately to effect changes to materials (shape, assemble and join) <p>*Select tools/equipment to cut, shape, join, finish and explain choices</p> <p>*Choose suitable materials and explain choices</p> <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> • Make comparisons between their work and others • Showing a belief that more effort or a different approach will pay off <p>*Begin to talk about what could make product better</p> <p><u>Technical Knowledge:</u></p> <ul style="list-style-type: none"> • Suggest ways to make material/product stronger <p><u>Cooking and Nutrition:</u></p> <ul style="list-style-type: none"> • Begin to understand some food preparation tools, techniques and processes • Know the importance for good health and a healthy diet and talk about ways to keep healthy and safe <p>*Wash hands & clean surfaces</p> <p>*Cut, peel and grate safely, with support</p> <p>*Think of interesting ways to decorate food</p>
	<p><u>Winter (Term 3)</u></p> <ul style="list-style-type: none"> • Snowflakes • Snow Globes • Modroc Penguins • Make plastic bottle bird feeders • Food tasting session – <u>Chinese New Year</u> 	<p><u>Design:</u></p> <ul style="list-style-type: none"> • Select appropriate resources • Use language of designing and making (join, build, shape, longer, shorter, heavier etc.) <p>*Explain what my product is for and how it will work</p> <p>*Research similar existing products</p> <p><u>Make:</u></p> <ul style="list-style-type: none"> • Understand different media can be combined for a purpose • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function <p>*Work in a safe and hygienic manner</p> <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> • Look at similarities and differences in relation to objects and materials • Reviewing how well the approach worked <p>*Talk about existing products considering: use, materials, how they work, audience, where they might be used</p> <p>*Talk about existing products, and say what is and isn’t good</p> <p>*Talk about things that other people have made</p> <p><u>Technical Knowledge:</u></p> <ul style="list-style-type: none"> • Measure, cut and join to make a product, with some support

		<ul style="list-style-type: none"> • Suggest ways to make material/product stronger <p><u>Cooking and Nutrition:</u></p> <ul style="list-style-type: none"> • Discuss use of senses • Manage their own basic hygiene and personal needs successfully • Understands need for variety in food <p>*Describe textures</p>
	<p><u>All Around the World (Term 4)</u></p> <ul style="list-style-type: none"> • Japanese folded paper fans • Paper aeroplanes • Weaving • Famous landmarks – wooden blocks (construction) • African Masks • Food tasting session • Clay nests – coil pots (to fit a little Easter egg inside!) - <u>Easter</u> • Easter Nest Cakes - <u>Easter</u> 	<p><u>Design:</u></p> <ul style="list-style-type: none"> • Select appropriate resources • Use language of designing and making (join, build, shape, longer, shorter, heavier etc.) • Construct with a purpose, using a variety of resources/objects <p>*Have own ideas *Use pictures and words to plan, begin to use models</p> <p><u>Make:</u></p> <ul style="list-style-type: none"> • Manipulates materials to achieve a planned effect • Experiments to create different textures • Persisting with activity when challenges occur • Maintaining focus for a long period of time and paying close attention to detail <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> • Making predictions • Testing their ideas <p>*Begin to talk about what could make product better</p> <p><u>Technical Knowledge:</u></p> <ul style="list-style-type: none"> • Describe differences in materials • Measure, cut and join textiles/materials to make a product, with some support <p><u>Cooking and Nutrition:</u></p> <ul style="list-style-type: none"> • Practise stirring, mixing, pouring, blending • Discuss use of senses • Manage their own basic hygiene and personal needs successfully • Understands need for variety in food <p>*Describe textures *Say where some foods come from, (i.e. plant or animal)</p>
	<p><u>Traditional Tales (Term 5)</u></p> <ul style="list-style-type: none"> • Design and create castles out of recyclable materials with a moveable drawbridge • Magic Beans – Modroc 	<p><u>Design:</u></p> <ul style="list-style-type: none"> • Use language of designing and making (join, build, shape, longer, shorter, heavier etc.) • Represent their own ideas, thoughts and feelings • Thinking of ideas <p>*Have own ideas *Explain what I want to do *Use pictures and words to plan, begin to use models</p>

	<ul style="list-style-type: none"> • Create a magic beanstalk using different media • Construct bridges using different media (The Three Billy Goats Gruff) • Make houses using different media (The Three Little Pigs) 	<p>*Design a product following design criteria</p> <p><u>Make:</u></p> <ul style="list-style-type: none"> • Construct with a purpose, using a variety of resources/objects • Uses simple tools and techniques competently and appropriately to effect changes to materials (shape, assemble and join) • Replicate structures with materials / components • Persisting with activity when challenges occur <p>*Explain what I'm making and why</p> <p>*Consider what I need to do next</p> <p>*Select tools/equipment to cut, shape, join, finish and explain choices</p> <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> • Planning, making decisions about how to approach a task, solve a problem and reach a goal • Checking how well their activities are going • Changing strategy as needed • Show an interest in technological toys <p>*Talk about my work, linking it to what I was asked to do</p> <p>*Begin to talk about what could make product better</p> <p><u>Technical Knowledge:</u></p> <ul style="list-style-type: none"> • Begin to measure and join materials, with some support • Describe differences in materials • Suggest ways to make material/product stronger <p><u>Cooking and Nutrition:</u></p>
	<p><u>Minibeasts (Term 6)</u></p> <ul style="list-style-type: none"> • Spider webs • Clay Minibeasts • Spider pom poms • Design and make mini bug hotels • Make a potato salad (using own grown potatoes) 	<p><u>Design:</u></p> <ul style="list-style-type: none"> • Select appropriate resources • Use gestures, talking and arrangements of materials and components to show design • Represent their own ideas, thoughts and feelings • Thinking of ideas • Maintaining focus on their activity for a period of time <p>*Have own ideas</p> <p>*Explain what my product is for and how it will work</p> <p><u>Make:</u></p> <ul style="list-style-type: none"> • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks • Replicate structures with materials / components

		<ul style="list-style-type: none"> • Create simple representations of events, people and objects • Understand different media can be combined for a purpose • Manipulates materials to achieve a planned effect <p>*Choose suitable materials and explain choices</p> <p>*Try to use finishing techniques to make the product look good</p> <p>*Work in a safe and hygienic manner</p> <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> • Consider and manage some risks • Practise some appropriate safety measures independently • Checking how well their activities are going • Changing strategy as needed <p>*Talk about my work, linking it to what I was asked to do</p> <p>*Begin to talk about what could make product better</p> <p><u>Technical Knowledge:</u></p> <ul style="list-style-type: none"> • Describe differences in materials • Suggest ways to make material/product stronger <p><u>Cooking and Nutrition:</u></p> <ul style="list-style-type: none"> • Shows understanding of how to transport and store equipment safely and practices some appropriate safety measures without direct supervision <p>*Describe differences between some food groups (i.e. sweet, vegetable etc.)</p> <p>*Discuss how fruit and vegetables are healthy</p>
Oak Y1/2	<u>(Term 1&2)</u>	<u>Design:</u> <u>Make:</u> <u>Evaluate:</u> <u>Technical Knowledge:</u> <u>Cooking and Nutrition:</u>
	<u>(Term 3&4)</u>	<u>Design:</u> <u>Make:</u> <u>Evaluate:</u> <u>Technical Knowledge:</u> <u>Cooking and Nutrition:</u>
	<u>(Term 5&6)</u>	<u>Design:</u> <u>Make:</u> <u>Evaluate:</u> <u>Technical Knowledge:</u> <u>Cooking and Nutrition:</u>
Chestnut Y3/4	<u>(Term 1&2)</u>	<u>Design:</u> <u>Make:</u> <u>Evaluate:</u> <u>Technical Knowledge:</u>

		<u>Cooking and Nutrition:</u>
	<u>(Term 3&4)</u>	<u>Design:</u> <u>Make:</u> <u>Evaluate:</u> <u>Technical Knowledge:</u> <u>Cooking and Nutrition:</u>
	<u>(Term 5&6)</u>	<u>Design:</u> <u>Make:</u> <u>Evaluate:</u> <u>Technical Knowledge:</u> <u>Cooking and Nutrition:</u>
Sycamore Y5/6	<u>(Term 1&2)</u>	<u>Design:</u> <u>Make:</u> <u>Evaluate:</u> <u>Technical Knowledge:</u> <u>Cooking and Nutrition:</u>
	<u>(Term 3&4)</u>	<u>Design:</u> <u>Make:</u> <u>Evaluate:</u> <u>Technical Knowledge:</u> <u>Cooking and Nutrition:</u>
	<u>(Term 5&6)</u>	<u>Design:</u> <u>Make:</u> <u>Evaluate:</u> <u>Technical Knowledge:</u> <u>Cooking and Nutrition:</u>