

DESIGN TECHNOLOGY

AT SHALFLEET AND YARMOUTH CHURCH OF ENGLAND PRIMARY
SCHOOLS



NATIONAL CURRICULUM STATEMENT

Purpose of study

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Aims

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- 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
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.



EYFS CURRICULUM

- The new Early Years Foundation Stage Profile whilst statutory should not be used as a curriculum for EYFS. It is intended to be used as a valid, reliable and accurate assessment of a child's development of the EYFS in the summer term. The Early Learning Goals provide a snap shot of skills and knowledge for children to work towards during their time in Early Years but are not a tick list or exhaustive list for children to achieve.
- A broad, engaging curriculum in EYFS builds primarily on child interests, themes at particular times of the year, experiences outside of the school gate, practitioner knowledge of child development and their unique understanding of each child in their setting. The EYFS team must use the Early Learning Goals as one element in building a fun, challenging and engaging year for all children as they start their school journey. Learning is in the moment, flexible, with adult led challenges sprinkled alongside play based experiences to ensure children not only develop fundamental skills for their onward school journey, some of which are outlined in the early learning goals, but that they develop a love of learning.
- Practitioners not only develop children's subject knowledge but work closely with them to promote and develop the characteristics of effective learning: Playing and exploring, Active learning and Creating / Thinking Critically.
- Subject leads must also consider that EYFS does not operate in discrete subjects but rather through class themes and child interests, a particular focus/observation may be littered with references to several of the subject areas found within the National Curriculum.



EYFS ELGS NEW FRAMEWORK

- **Expressive Arts and Design:**
- **Creating with materials:**
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.
- **Being Imaginative and Expressive:**
- Invent, adapt and recount narratives and stories with peers and their teacher.
- **Physical Development: Fine Motor Skills:**
- Use a range of small tools, including scissors

OUR INTENT

By the time our children leave our school, our Design Technology provision aims to have sparked children's creativity and imagination and provided them with the practical skills to bring their ideas to life. They will be confident in designing products, working with a range of tools and materials, developing their evaluative thinking and understanding and applying the principles of nutrition.

The Federation of the Church Schools of Shalfleet and Yarmouth

Curriculum for Learning Overview

What are we trying to achieve?

Lifelong Achievement

Curriculum Values

Design principles to inspire & challenge

Our purpose is to educate children in an atmosphere of Christian love where all achieve the very best they can, now and throughout their lives

Relationships
We have strong partnerships and positive relationships

Determination
We are determined to do our very best to achieve

Respect
We show respect to others and the environment

Coherent learning links and pathways

Strong working partnerships

High quality outcomes, deep learning

Valuing all children, learning is accessible to all

Challenging, engaging and motivating

Opportunities for memorable experiences

Promotes independence and curiosity

**Broad, relevant and balanced
Local, Mainland, Global**

How do we implement?

Components

Teaching for Learning

Approaches

EYFS/National Curriculum

The curriculum as the entire planned learning experience

Lessons Topics Events/Trips Environment Enrichment/Inspire Partnerships

Clear understanding of cognition and learning – Good subject knowledge – Skilful instruction, coaching and facilitating – Flexible and responsive teaching strategies – Stimulating and well organised learning environments – Effective use of assessment - High expectations and productive interactions

Sequences of learning that link key ideas in subject domains - rich connected learning journeys – clear progression of learning – flexible inclusion strategies to tackle educational disadvantage - social, moral, spiritual, cultural education

CLL	PSED	PD	Literacy	Maths	UW	EAD						
Eng	Ma	Sci	Comp	D&T	Hist	Geo	A&D	Music	PE	MFL	PSHE	RE
Positive relationships and interactions	Appropriate learning opportunities understood by pupils	Children understand how to be successful	Oral and written feedback that has impact	Dialogic talk and rich questioning	Developing meta-cognition	Moderation underpins standards	Effective use of assessment driving tailored learning	Target setting and review				

What is the impact?

Successful Learning

Our curriculum impact can be measured by...

Systematic monitoring, action and review : Do design principles translate into an inspiring and challenging curriculum for all?

Evidenced by...

High achievement and outcomes for all across the curriculum

Good behaviour, positive attitudes and high attendance

Teaching that is engaging and consistently good for all

Motivated teams & positive learning culture

Confident, kind, respectful, determined learners



DESIGN AND TECHNOLOGY AT THE FEDERATION OF THE CHURCH SCHOOLS OF SHALFLEET AND YARMOUTH

Federation Vision for Design and Technology – Intention for Children

By the time our children leave our school, our design and technology provision will have enabled them to make an array of products for different purposes and for a variety of real world contexts. Becoming resourceful and innovative, learning skills that will impact on their daily lives in the wider world.



Big Ideas

- Design – Using research and developed design ideas that are fit for purpose amongst a multitude of platforms.
- Make – Using a range of equipment and tasks to perform practical tasks on a wide range of materials and components.
- Evaluate - analysing a range of existing products as well as the practicality of their created work.
- Technical knowledge – To manipulate their designs to be as effective as possible.
- Cooking and Nutrition – Applying the principles of healthy eating and nutrition to their own cooking.



Content and Sequencing (Broad, relevant and balanced)

- Designing purposeful and appealing products (KS1) using research to aid design (KS2)
- Ideas communicated through discussion and templates (KS1) using a much broader range such as diagrams and prototypes (KS2)
- Selecting a wide range of materials according to characteristics (KS1) selecting according to their functional properties and aesthetic qualities (KS2)
- Evaluate existing products (KS1) evaluating their own products (KS2)
- Building structures with basic characteristics (KS1) developing products for a range of purposes (KS2)
- Using the basic principles of a healthy diet to prepare dishes (KS1) understanding seasonality and preparing predominately savoury dishes (KS2)

Vision for the Federation Learning Principles in Design and Technology

Coherent Learning Links and Pathways:	Strong Working Partnerships:	High Quality Outcomes/Deep Learning:	Valuing All Children/Accessible Learning:	Challenging, Engaging and Motivating:	Opportunities for Memorable Experiences:	Promotes Independence and Curiosity:	Local, Mainland and Global:
Design skills draw regularly on art, computing and maths skills whilst the technical side of the product's creation will link in with science too.	Children having opportunities to discuss and improve design ideas together. Co-operating to produce a range of final products.	Designing products with an increased technical difficulty for a range of purposes.	All children in our Federation have opportunities to achieve the same end goal for their product as every other member of the class.	Children being challenged to redesign and increase complexity within a range of technological aspects.	Children being given life-long memories of the first time they completed an important life skill within our school.	Children through exploration will design, refine and trial a range of products directly inspired by their ideas.	Children will be able to develop a critical understanding of a variety of products' impact daily life and the wider world.



Links with English and

Maths

Maths: Measurement – all types
Angles, shape, ratio, four operations.
English: Instructional writing, evaluation writing, structuring a plan, learning specific vocabulary.



Progress

Structures will incorporate the use of technical knowledge appropriate for the key stage – moving from being taught to using their own initiative.
Creations will show the use of increasing complexion within their design exemplifying a repertoire in children's knowledge and understanding appropriate for their key stage



Support

Everyone has access to the design and technology National Curriculum.
Children will be supported with recapping any basic skill not achieved in previous year groups.
Simplification of designs so that children can still achieve the end goal of the task

PROGRESSION OF SKILLS

1. Knowledge
2. Skills
3. Vocabulary
4. Resources
5. Overview of coverage

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Autumn term	Gross motor skills Construction Select and use resources and tools	Rockets - Shalfleet	Pin hole cameras - Shalfleet	Stone Age round house model - Shalfleet		American pancakes – Yarmouth 5/6	
				Greek building sculptures (3/4 Yarmouth)	Greek building sculptures (3/4 Yarmouth)	Rationing and bomb shelter - Shalfleet	American pancakes – cooking and nutrition - Shalfleet and Yarmouth 5/6
Spring term							
				Mediterranean dishes – cooking and nutrition (3/4 Yarmouth)	Mediterranean dishes – cooking and nutrition (3/4 Yarmouth)		
Summer term							
				Designing and making Roman chariots (3/4 Yarmouth)	Designing and making Roman chariots (3/4 Yarmouth)		



The Federation of the Church Schools of Shalfleet and Yarmouth

Foundation Plans, Progression and Coverage

Design and Technology:	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Knowledge	<p>Design:</p> <ul style="list-style-type: none"> • <u>Expressive Arts and Design:</u> • <u>Creating with materials:</u> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. • <u>Being Imaginative and Expressive:</u> • Invent, adapt and recount narratives and stories with peers and their teacher. • <u>Physical Development: Fine Motor Skills:</u> • Use a range of small tools, including scissors • <u>Personal, Social and Emotional Development</u> • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating • <u>Communication and Language</u> • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. 	<p>Design:</p> <ul style="list-style-type: none"> • Work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment. • State what products they are designing and making. • Say whether their products are for themselves or other users. • Describe what their products are for. • Say how their products will work. • Say how they will make their products suitable for their intended users • Use simple design criteria to help develop their ideas <p>Make:</p> <ul style="list-style-type: none"> • Plan by suggesting what to do next. • Select from a range of tools and equipment, explaining their choices. • Select from a range of materials and components according to their characteristics. <p>Evaluate:</p> <ul style="list-style-type: none"> • What products are • Who products are for • What products are for • How products work • How products are used • Where products might be used • What materials products are made from • What they like and dislike about products <p>Technical Knowledge:</p> <ul style="list-style-type: none"> • The simple working characteristics of materials and components. • The movement of simple mechanisms such as levers, sliders, wheels and axles. • How freestanding structures can be made stronger, stiffer and more stable. • 3-D textiles product can be assembled from two identical fabric shapes. • Food ingredients should be combined according to their sensory characteristics. 	<p>Design:</p> <ul style="list-style-type: none"> • Work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment. • Describe the purpose of their products. • Indicate the design features of their products that will appeal to intended users. • Explain how particular parts of their products work. <p>Make:</p> <ul style="list-style-type: none"> • Select tools and equipment suitable for the task. • Explain their choice of tools and equipment in relation to the skills and techniques they will be using. • Select materials and components suitable for the task. • Explain their choice of materials and components according to functional properties and aesthetic qualities. • Order the main stages of making. <p>Evaluate:</p> <ul style="list-style-type: none"> • Research inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products. • Who designed and made the products. • Where products were designed and made. • When products were designed and made. • Whether products can be recycled or reused. <p>Technical Knowledge:</p> <ul style="list-style-type: none"> • How to use learning from science to help design and make products that work. • How to use learning from mathematics to help design and make products that work • That materials have both functional properties and aesthetic qualities. • That materials can be combined and mixed to create more useful characteristics. 	<p>Design</p> <ul style="list-style-type: none"> • Work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment • Describe the purpose of their products • Indicate the design features of their products that will appeal to intended users • Explain how particular parts of their products work • Share and clarify ideas through discussion. <p>Make</p> <ul style="list-style-type: none"> • Select tools and equipment suitable for the task. • Explain their choice of tools and equipment in relation to the skills and techniques they will be using. • Select materials and components suitable for the task. • Explain their choice of materials and components according to functional properties and aesthetic qualities. • produce appropriate lists of tools, equipment and materials that they need. • Formulate step-by-step plans as a guide to making. <p>Evaluate</p> <ul style="list-style-type: none"> • Research inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products. • How much products cost to make. • How innovative products are • How sustainable the materials in products are. • What impact products have beyond their intended purpose. <p>Technical Knowledge</p> <ul style="list-style-type: none"> • How to use learning from science to help design and make products that work. • How to use learning from mathematics to help design and make products that work • That materials have both functional properties and aesthetic qualities. • That materials can be combined and mixed to create more useful characteristics. • That mechanical and electrical systems have an input, process and output. • The correct technical vocabulary for the projects they are undertaking.

		<ul style="list-style-type: none"> The correct technical vocabulary for the projects they are undertaking. <p>Cooking and Nutrition:</p> <ul style="list-style-type: none"> That all food comes from plants or animals That food has to be farmed, grown elsewhere (e.g. home) or caught Name and sort foods into the five groups in The eatwell plate That everyone should eat at least five portions of fruit and vegetables every day 	<ul style="list-style-type: none"> That mechanical and electrical systems have an input, process and output. The correct technical vocabulary for the projects they are undertaking. <p>Cooking and Nutrition:</p> <ul style="list-style-type: none"> That food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world. That a healthy diet is made up from a variety and balance of different food and drink, as depicted in The eatwell plate. That to be active and healthy, food and drink are needed to provide energy for the body. 	<p>Cooking and Nutrition</p> <ul style="list-style-type: none"> That seasons may affect the food available. How food is processed into ingredients that can be eaten or used in cooking. That recipes can be adapted to change the appearance, taste, texture and aroma. That different food and drink contain different substances – nutrients, water and fibre – that are needed for health.
Skills	<p>Design: Use child led learning from home, school experiences and class stories to design and generate meaningful products to match children's interests.</p> <p>Develop and communicate their ideas to adults and peers, using adult questioning to expand children's thoughts/ideas.</p> <p>Make simple plans and drawings to represent ideas and share.</p> <p>Use technology to gain ideas and information about their project and use to record children's ideas.</p> <p>Make: Children use a range of materials within the indoor and outdoor classroom to construct their idea.</p> <p>They select tools to begin to measure out, cut and join materials. Use safely tools safely to maintain their own and other's safety.</p> <p>Children modify design and ideas as necessary as their model evolves.</p> <p>Children apply finishing touches to complete their product, considering purpose and audience.</p> <p>Evaluate: With adult interactions and discussions with peers, children talk about their design and what they are making.</p>	<p>Design:</p> <ul style="list-style-type: none"> Generate ideas by drawing on their own experiences. Use knowledge of existing products to help come up with ideas. Develop and communicate ideas by talking and drawing. Model ideas by exploring materials, components and construction kits and by making templates and mock-ups. Use information and communication technology, where appropriate, to develop and communicate their ideas. <p>Make:</p> <ul style="list-style-type: none"> Follow procedures for safety and hygiene. Use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components. Measure, mark out, cut and shape materials and components. Assemble, join and combine materials and components. Use finishing techniques, including those from art and design. <p>Evaluate:</p> <ul style="list-style-type: none"> Talk about their design ideas and what they are making. Make simple judgements about their products and ideas against design criteria. Suggest how their products could be improved. <p>Technical Knowledge:</p> <ul style="list-style-type: none"> See knowledge section above <p>Cooking and Nutrition:</p> <ul style="list-style-type: none"> How to prepare simple dishes safely and hygienically, without using a heat source. 	<p>Design:</p> <ul style="list-style-type: none"> Gather information about the needs and wants of particular individuals and groups. Develop their own design criteria and use these to inform their ideas. Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas. Use computer-aided design to develop and communicate their ideas <p>Make:</p> <ul style="list-style-type: none"> Follow procedures for safety and hygiene. Use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components. Measure, mark out, cut and shape materials and components with some accuracy. Assemble, join and combine materials and components with some accuracy. Apply a range of finishing techniques, including those from art and design, with some accuracy <p>Evaluate</p> <ul style="list-style-type: none"> Identify the strengths and areas for development in their ideas and products. Consider the views of others, including intended users, to improve their work. Refer to their design criteria as they design and make. Use their design criteria to evaluate their completed products. How well products have been designed. How well products have been made. Why materials have been chosen. 	<p>Design</p> <ul style="list-style-type: none"> Recap LSK2 Carry out research, using surveys, interviews, questionnaires and web-based resources. Identify the needs, wants, preferences and values of particular individuals and groups. Generate innovative ideas, drawing on research. Make design decisions, taking account of constraints such as time, resources and cost. Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas. Use computer-aided design to develop and communicate their ideas. <p>Make</p> <ul style="list-style-type: none"> Follow procedures for safety and hygiene. Use a wider range of materials and components than KS1 & LKS2, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components. Accurately measure, mark out, cut and shape materials and components. Accurately assemble, join and combine materials and components. Accurately apply a range of finishing techniques, including those from art and design. Use techniques that involve a number of steps. Demonstrate resourcefulness when tackling practical problems. <p>Evaluate</p> <ul style="list-style-type: none"> Identify the strengths and areas for development in their ideas and products. Consider the views of others, including intended users, to improve their work. Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make. Evaluate their ideas and products against their original design specification.

	<p>They explain their choices of design / colour etc and demonstrate the product's use, suggesting who may use it and why.</p> <p>Through adult interactions and questioning, children suggest ideas of how their product could be improved or modified.</p> <p>Technical Knowledge:</p> <ul style="list-style-type: none"> See knowledge section above. <p>Cooking and Nutrition: Children prepare simple dishes safely and hygienically.</p> <p>Through adult interactions, children consider and discuss the nutritional value of ingredients/meals and their role in supporting a healthy balanced diet.</p> <p>Use techniques such as cutting, peeling and grating.</p> <p>Observe use of machinery in process of preparing simple dishes, including blenders, mixers, toasters.</p>	<ul style="list-style-type: none"> To use techniques such as cutting, peeling and grating. 	<ul style="list-style-type: none"> What methods of construction have been used. How well products work. How well products achieve their purposes. How well products meet user needs and wants. <p>Technical Knowledge</p> <ul style="list-style-type: none"> How mechanical systems such as levers and linkages or pneumatic systems create movement. How simple electrical circuits and components can be used to create functional products. How to program a computer to control their products. How to make strong, stiff shell structures. <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. 	<p>Technical Knowledge</p> <ul style="list-style-type: none"> How mechanical systems such as cams or pulleys or gears create movement. How more complex electrical circuits and components can be used to create functional products. How to program a computer to monitor changes in the environment and control their products. How to reinforce and strengthen a 3D framework. <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.
<p>Key Vocabulary</p>	<p>Product, plan, use/purpose, audience.</p> <p>Design, make, build, cut, join, all tool/resources names.</p> <p>Healthy, balanced diet, nutrition, body, ingredients, method, meal, recipe.</p> <p>Evaluate, modify, improve, share, explain.</p>	<p>See MTP for specific detail</p>	<p>See MTP for specific detail</p>	<p>See MTP for specific detail</p>
<p>Resources</p>	<p>Tools for idea building: Pencils, pens, long rolls of paper (wallpaper), chalk, felts.</p> <p>Tools for cutting and joining: saws, hammers, cutting boards, non electronic hand drills, hole punches (including single hand held hole punches), scissors, rulers, string, range of tapes, range of materials (wood, fabric, plastic – junk modelling),</p> <p>Cooking equipment – boards, mixing bowls, knives, cutlery, plates, wooden spoons, whisks (hand and electrical), scales, utensils, sieve, grater, timer, blender, toaster, mixer.</p> <p>Resources for finishing effects: Linked to art and design resources</p>	<p>Resources appropriate to design, product and form.</p> <p>https://www.stem.org.uk/resources</p>	<p>Resources appropriate to design, product and form.</p> <p>https://www.stem.org.uk/resources</p>	<p>Resources appropriate to design, product and form.</p> <p>https://www.stem.org.uk/resources</p>

OUR IMPLEMENTATION - ASSESSMENT

Class teachers use assessment to track the achievements of pupils through the Design Technology subsections. This can influence next steps for pupils and the level of support needed.

I will use assessment to analyse summative data through the monitoring and evaluating process.

Key DT targets for each sequence of lessons and children should be assessed against these.

The assessment model is designed to support all pupils to access the computing curriculum and also challenge higher attaining pupils.

The assessment of DT is supported by the targets from the DT progression map and the assessment document is designed to support staff with accurate assessment measures by identifying children who have achieved targets and importantly inputting the names that have yet to achieve a target.

RE		Art		DT	
COMMUNICATE		KNOWLEDGE		KNOWLEDGE	
Explain my own response to laws.		Give detailed observations about notable artists', artisans' and designers' work;		DESIGN	Work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment
Explain in my own response to the concept of prophecy.		Offer facts about notable artists', artisans' and designers' lives;			Describe the purpose of their products
Explain my own response to rituals.			SKILLS		Indicate the design features of their products that will appeal to intended



Key area of subject

Individual target

Insert names of individuals not achieving target

Key sub-area of subject

	DT		Music		French	
	KNOWLEDGE		KNOWLEDGE		LISTENING	
	Work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment		To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression		Understand and respond to spoken and written language from a variety of authentic sources	
	Describe the purpose of their products		To improvise and compose music for a range of purposes using the inter-related dimensions of music		SPEAKING	
DESIGN	Indicate the design features of their products that will appeal to intended users		To listen with attention to detail and recall sounds with increasing aural memory		Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation	
	Explain how particular parts of their products work		To use and understand staff and other musical notations		Give a short prepared talk, on a topic of choice, including expressing opinions - e.g. talking on a familiar subject; describing a picture or part of a story; making a presentation to the class	



MONITORING AND EVALUATING

Impact of the implementation of the Design Technology curriculum is measured in a variety of ways.

These include:

- Pupil Conferencing
- Work Scrutiny – alongside teacher's planning
- Assessment data
- Learning walks
- Learning environment

EVIDENCE ATTAINED FROM THESE FOLLOWS ON THE NEXT SLIDES (SPLIT INTO YEAR GROUPS)



DT

- Design
- Make
- Evaluate
- Technical knowledge
- Cooking and nutrition

YARMOUTH



YARMOUTH- BEACH CLASS EYFS EH

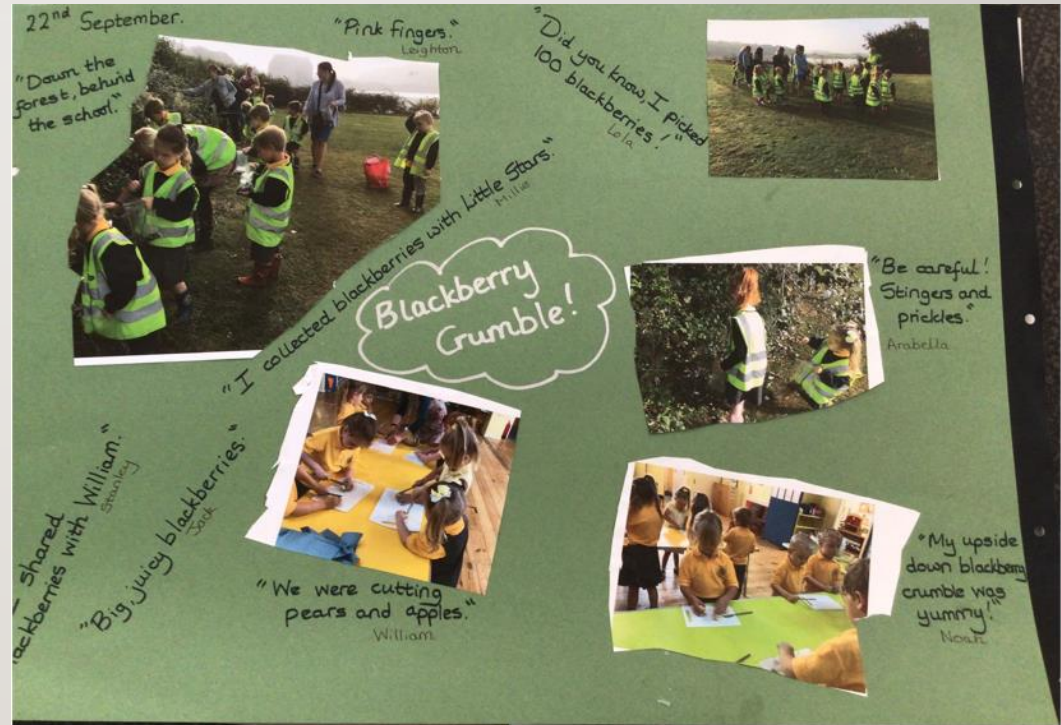
DT evidence

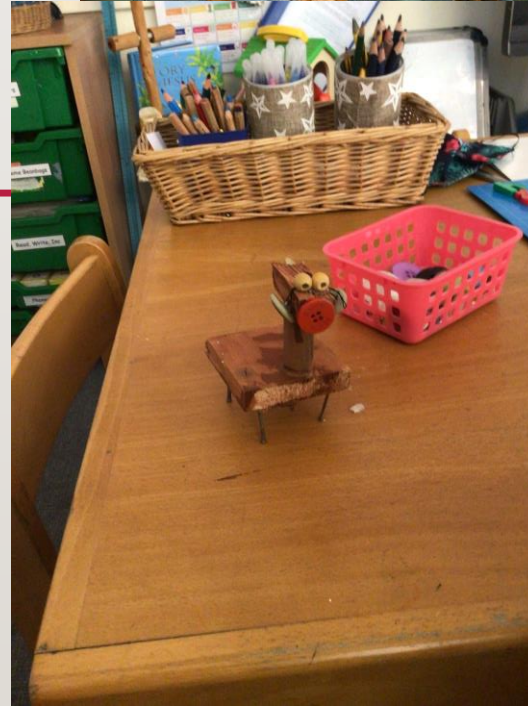
Beach Class Autumn 1

Creating with Materials: Share their creations, explaining the process they have used.

Cooking activities:

Making Crumbles, including gathering ingredients.





BEACH CLASS EYFS

DESIGNING AND MAKING OWN MODELS OF THEIR CHOICE

USING WOOD

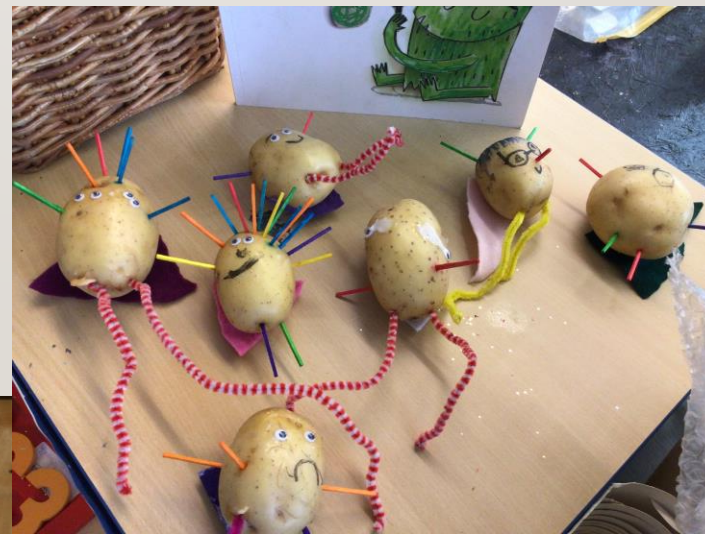
CHRISTMAS SEWING



BEACH CLASS SPRING I



Supertato story
Designing and making traps for Evil Pea
Making jelly-inspired by the story
Making own supertatos



Making bird feeders

SUMMER



YARMOUTH YEAR 1 COVE CLASS NJ SPRING 1

Plan by suggesting what to do next.
Select from a range of tools and equipment, explaining their choices.
Select from a range of materials and components according to their characteristics.

Yarmouth Castle
Design and Making Castles
Learning objective: Look at the features of Yarmouth Castle



We are looking at Yarmouth Castle.

Make

Plan by suggesting what to do next.
Select from a range of tools and equipment, explaining their choices.
Select from a range of materials and components according to their characteristics.

Evaluate

What is the product? What is it/was it for? Who is it for? How does it work? Who might use it?
What materials is it made from? What do they like or dislike about it?

Technical Knowledge

The simple working characteristics of materials and components.
How freestanding structures can be made stronger, stiffer and more stable.
The correct technical vocabulary for the projects they are undertaking.

Painting my Castle and mixing colours



My finished product



YEAR 2 BAY CLASS SP DESIGN

DESIGNED A MODERN DAY LONDON.



Microsoft Word
Document



SPRING I BAY CLASS



SUMMER COVE CLASS



Moveable parts

YARMOUTH YEAR 3 RIVER CLASS MADE:



to compare and contrast Stone Age and modern houses. Compare Stone Age and modern houses.

Ted 9/30/21

Stone Age

Comparing and Contrasting Settings
Compare and contrast a Stone Age camp and a modern home. Are there any aspects that are the same?

A Stone Age Camp	Both Homes	A Modern Home
<ul style="list-style-type: none"> hutte and dalt cave gives in the middle and on the side moss holes 	<ul style="list-style-type: none"> stone cupola hay garden animals beds 	<ul style="list-style-type: none"> T.V chimneys windows sosa electricity cement tiles photos

16/11/21
LO: To choose and draw my own stone age home. To create that home from art straws.

I liked building the frame, I didn't like building the sides.

16/11/21
LO: To choose and draw my own stone age home. To create that home from art straws.

16/11/21
LO: To choose and draw my own stone age home. To create that home from art straws.

16/11/21
LO: To choose and draw my own stone age home. To create that home from art straws.

I think it was easier to have two people
I think it was harder to have 1 person.

16/11/21
LO: To choose and draw my own stone age home. To create that home from art straws.

SPRING I RIVER CLASS



Microsoft Word
Document

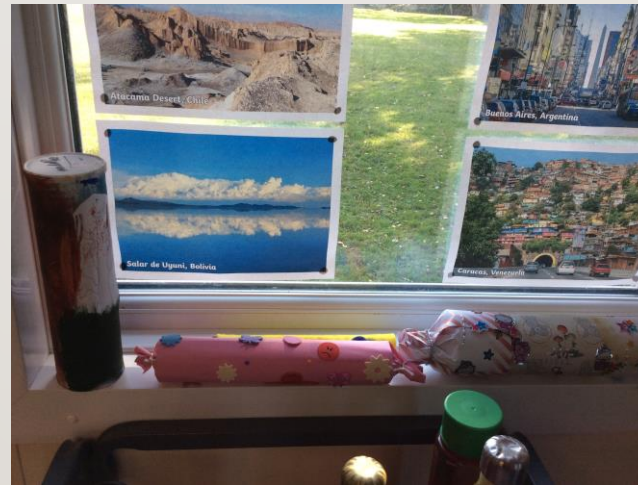


SUMMER YEAR 2



YARMOUTH YEAR 4 GW COAST CLASS AUTUMN I

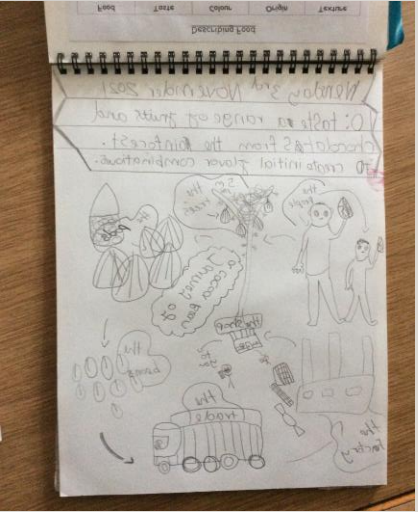
Video:



Work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment.

- Describe the purpose of their products.
- Indicate the design features of their products that will appeal to intended users.
- Explain how particular parts of their products work.

YARMOUTH GW AUTUMN 2 COAST CLASS



summary of a loco bean

Describing Food				
Food	Taste	Colour	Origin	Texture
milk with chocolat	but- ter yuan yuan	brown with Dark Brown	Brazil	hard smooth hard hard hard
Banana	swi- t	yellow	Dominican Republic	Schur- Sty Nussy
orange	swi- t sour	orange	South Africa	Schur- Sty hard
paper papers	yuck	Red	Columbia	Schur- Sty
physalis	yuck	orange	Brazil	Shur- Sty Scup
Purple fruit	sour yuan	Orange green purple	Columbia	hard



COAST CLASS SPRING I



SUMMER YEAR 3



SUMMER YEAR 4

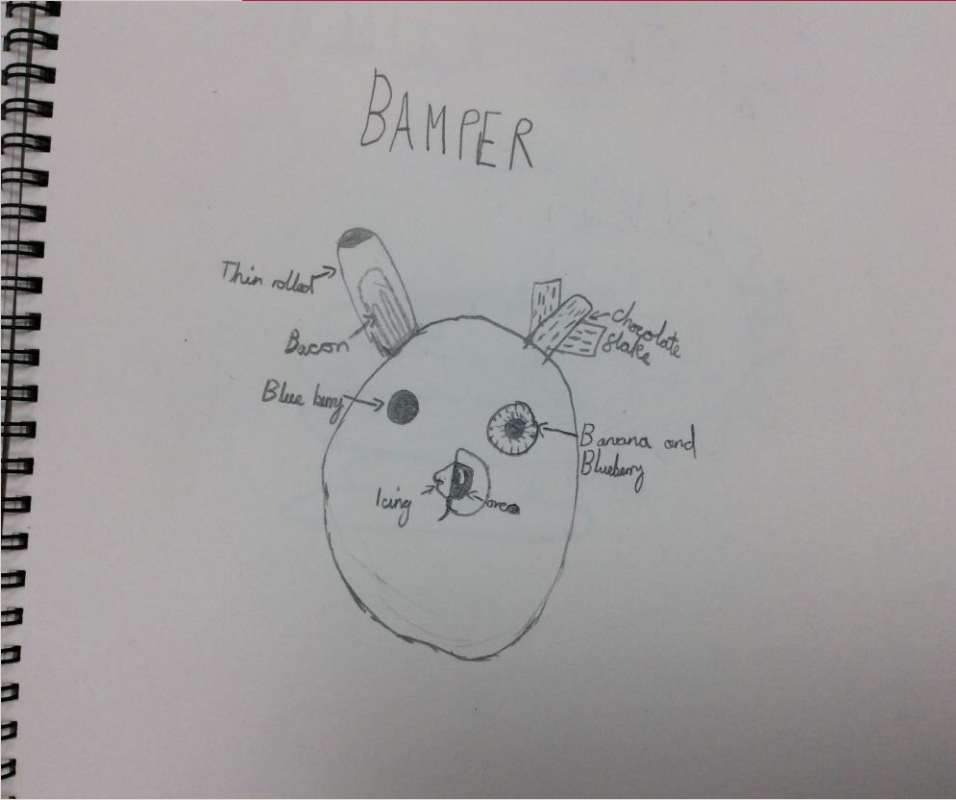


YARMOUTH YEAR 5 JM SOLENT CLASS

Key Subject Specific Unit Objectives: **Carry out research, identifying preferences of particular individuals and groups**
To ascertain which American food is the favourite



YARMOUTH JM SOLENT CLASS



SPRING

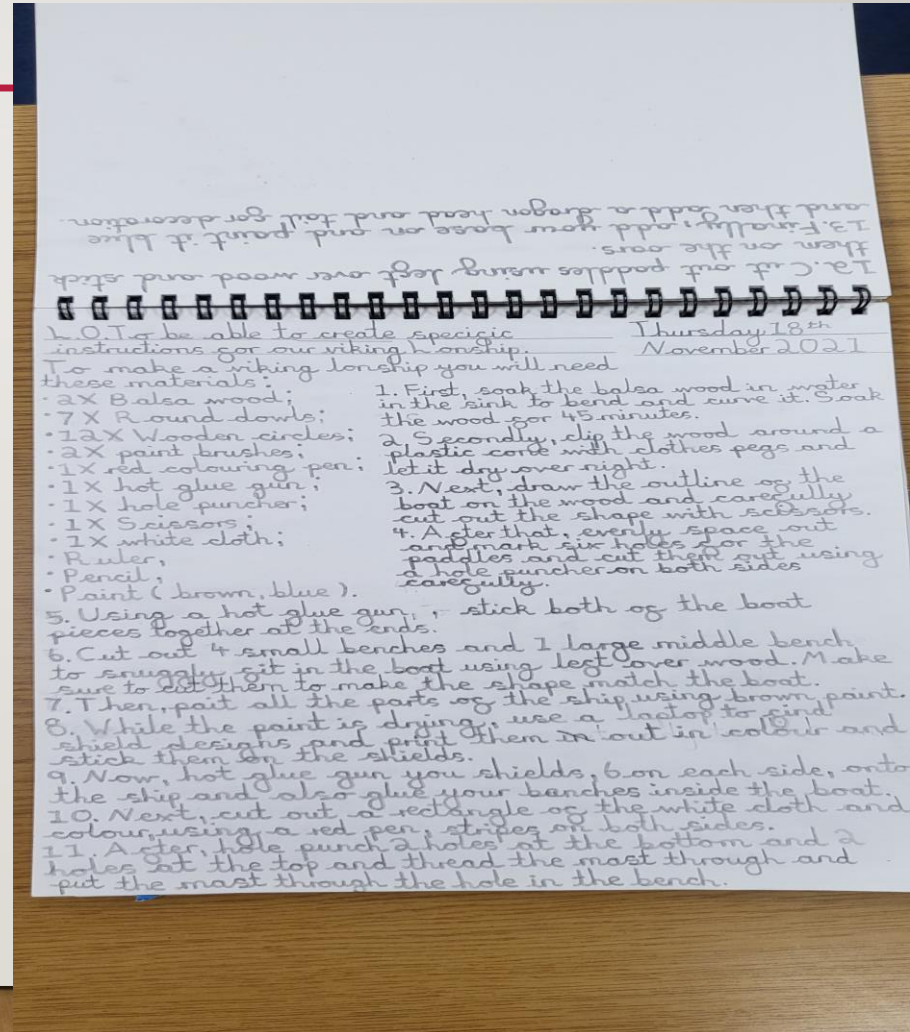
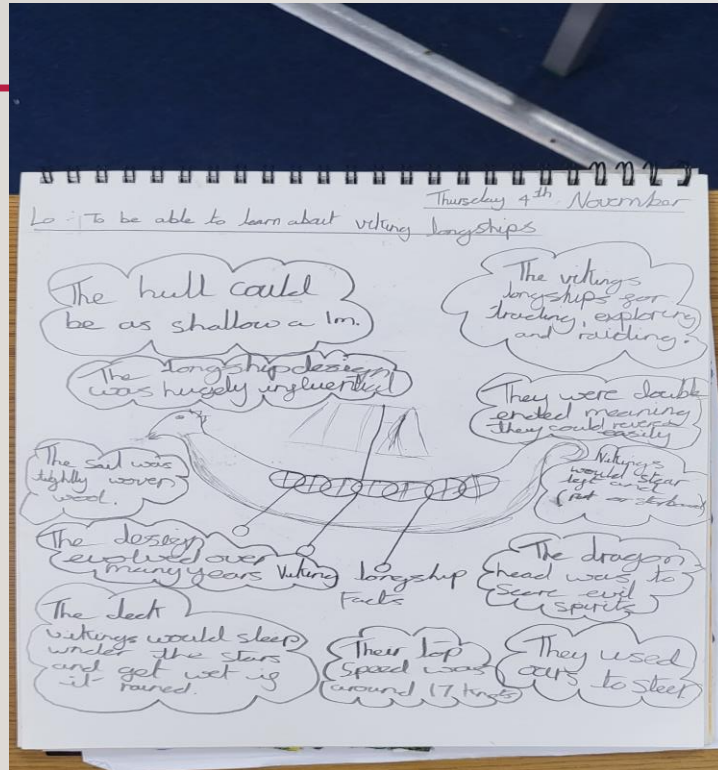
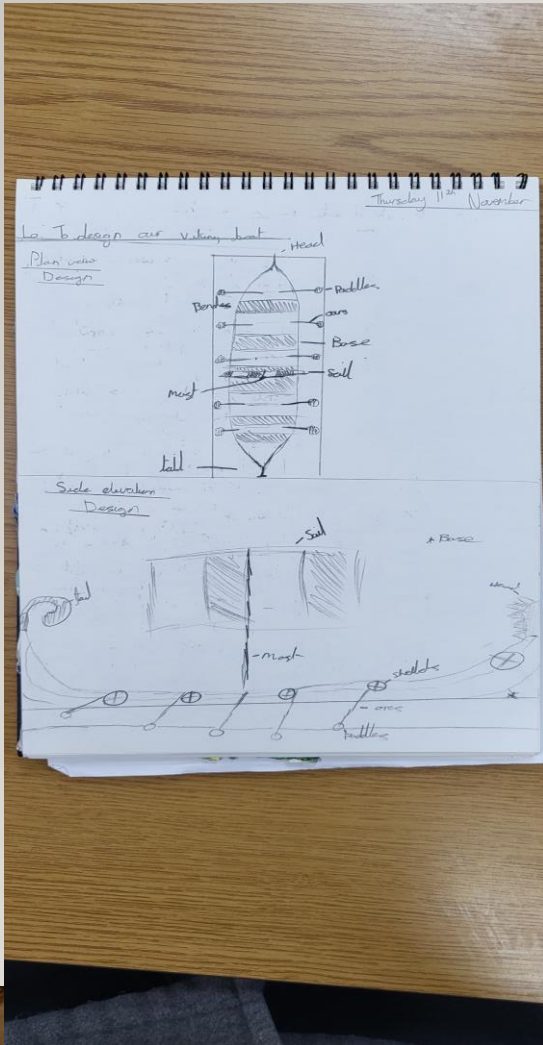


YEAR 5 SUMMER



YARMOUTH YEAR 6 SC

To learn about the design and history behind Viking longships



YARMOUTH YEAR 6



The children were researching, designing and planning out their own Viking boats with a stand which linked in to our Anglo Saxon/Viking topic

YEAR 6 SPRING I



Microsoft Word Document

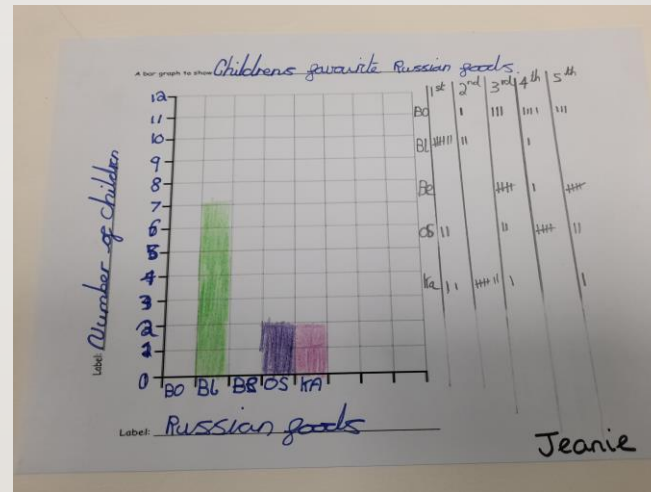
Wednesday 12th January 2022 L.O To explore Russian food.

FOOD	BRIEF DESCRIPTION	RANK ORDER 1-5
1. Borscht	Hot soup, beetroots, linfs, sauer, meat and veggie. Served with sour cream. Bone are onion, real food.	4.
2. Blini	Salmon, fawar, pankake eaten with pippinies, sliced with meat, sour cream, worm's.	1.
3. Borscht	Beep, onions, mushrooms, sour cream, hot.	3.
4. Olivier Salad	Potatoe, carrots, hard boiled eggs, mayonaise, meat, peas, pickles, cold.	5.
5. Kasha	Pancake, rice, wheat, milk. Boiled in water or milk, with cheese, hot preserves, dried fruit, fresh fruit. Sweet or savoury.	2.

Jeanie Yarmouth Yr6

Tilly Yarmouth

I predict we are going to make:
Medovik cake Yr6



Wednesday 1st February 2022 recipe
L.O. to formulate a step by step for the final dish

Step 1. Beat the eggs with the sugar until light and fluffy, add butter and honey, beat the bowl on a double boiler and stir until melted.

Step 2. Add baking soda to the mixture. Gradually add flour and rice until dough form.

Step 3. Knead the dough, divide into 8 pieces. Shape each piece into balls and roll into a thin layer.

Step 4. Pierce with a fork and bake for 7-8 minutes. Roll out other dough pieces. Bake leftover dough.

SEE - Well presented and has a lovely layers, and was dripping with icing.

TOUCH - It is tender and solid.

SMELL - It smells sharp yet sweet.

TASTE - The layers were sweet like honey, but the icing was sharp and sour.

Molly

Learning objective: To explore different Russian foods
Design and make a Medovik cake
Exploring ingredients
Bar charts to create children's opinions of Russian food

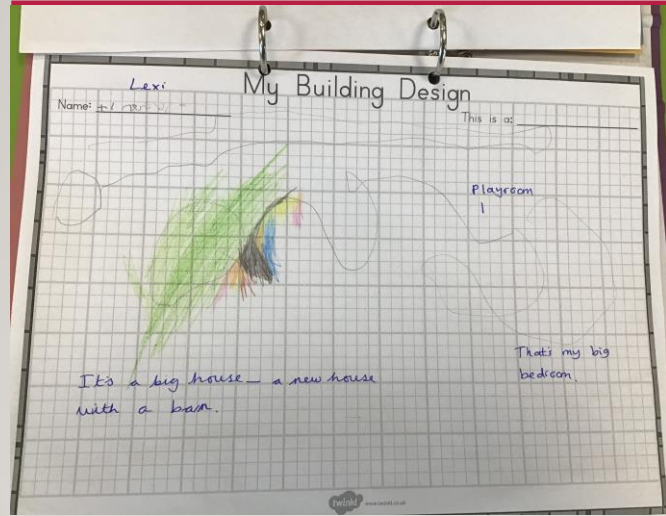
SHALFEET



SHALFLEET EYFS CH RAINBOW CLASS

Creating with materials:

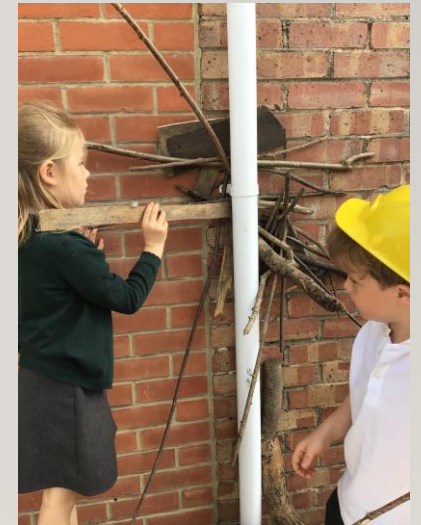
Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
Share their creations, explaining the process they have used.
Make use of props and materials when role playing characters in narratives and stories.



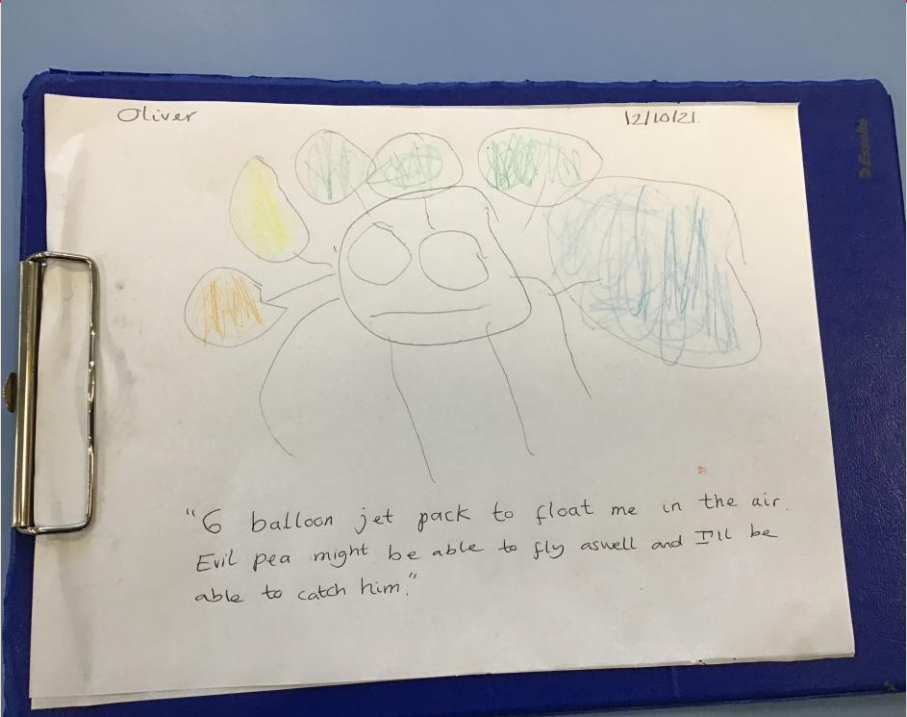
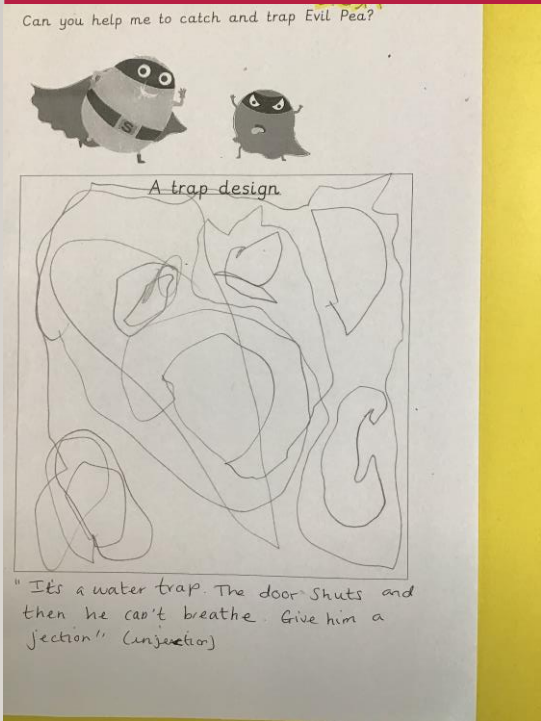
Designed and made a house for The Three Little Pigs – (Child Led)



Microsoft Word
Document



SHALFLEET CH RAINBOW CLASS



Designed and made a trap for Evil Pea from the story Supertato Made their own Supertatos



SHALFLEET RAINBOW CLASS

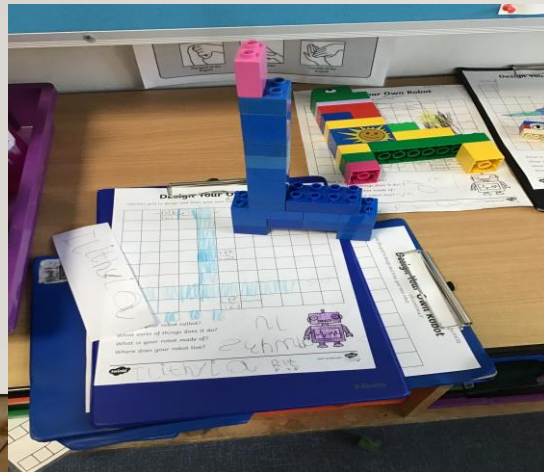
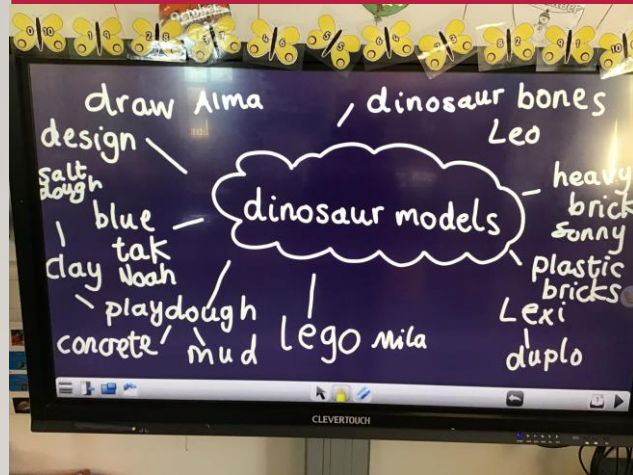
Made an Evil Pea
biscuit.



EYFS

RAINBOW CLASS AUTUMN 2

DESIGNING AND MAKING DINOSAUR MODELS



RAINBOW CLASS EYFS SPRING



Making in the Repair Shop



Designing and making musical instruments inspired by Giraffe's Can't Dance

Used the instruments in a performance for music-evaluated the performance as whole class discussion

Design and make Chinese New Year Dragons



SUMMER



SHALFLEET YEAR 1 LT DESIGN AND MAKE SUNSHINE CLASS



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Learning
objective:
Design a
product

Made
characters
from the
story of
Lost and
Found

SHALFLEET YEAR 1 LT DESIGN AND MAKE

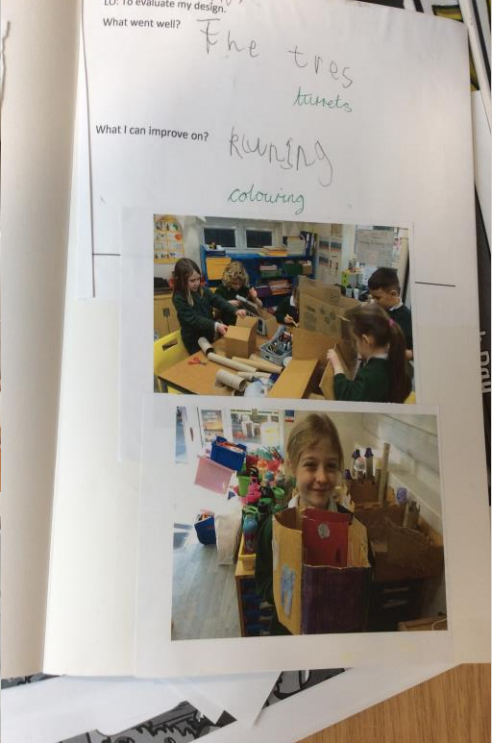
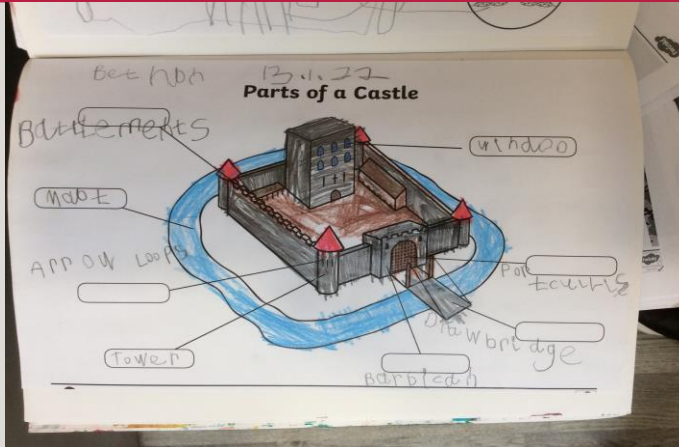
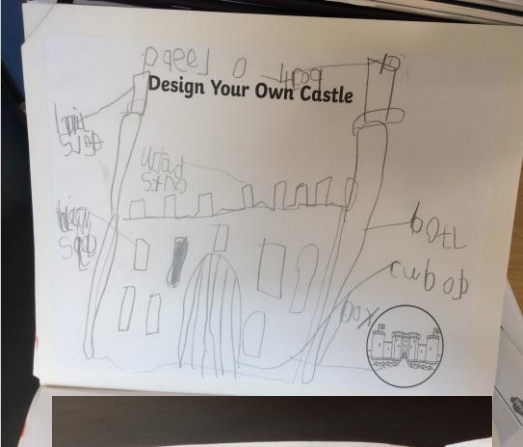


Made penguins for
'Inspire Day'
learning about
penguins

SUNSHINE CLASS SPRING 1



Microsoft Word Document



Materials needed

- boxes
- scissors
- bottles
- plastic
- cardboard
- paint
- glue
- paper
- lids
- string
- stick



Designing, making and evaluating the building of castles

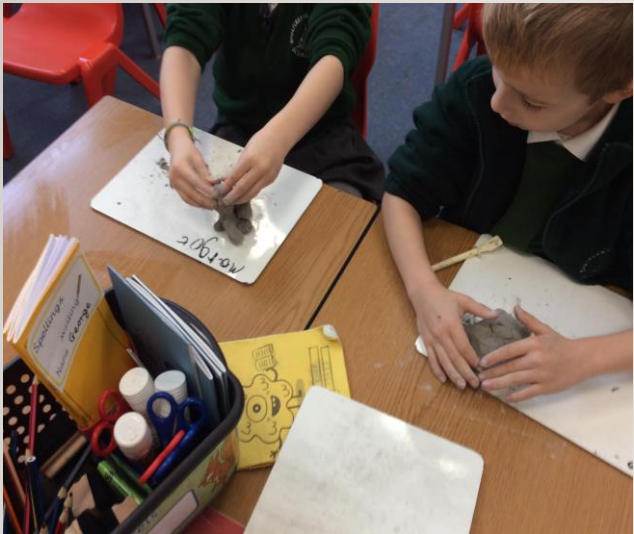
SUMMER YEAR I

- To design and make a lighthouse

SHALFLEET YEAR 2 JT SKY CLASS MADE CLAY SCULPTURES



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Spring 1 Sky Class

Victorian Toys

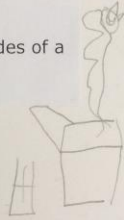
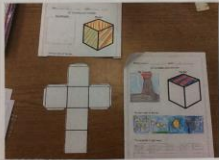
Tools and materials:

- Paper
- Card
- Scissors
- Glue
- Colour

We designed and made a model 'Jack in the Box' using card, paper, scissors, ruler and glue.

Stage 1: Design

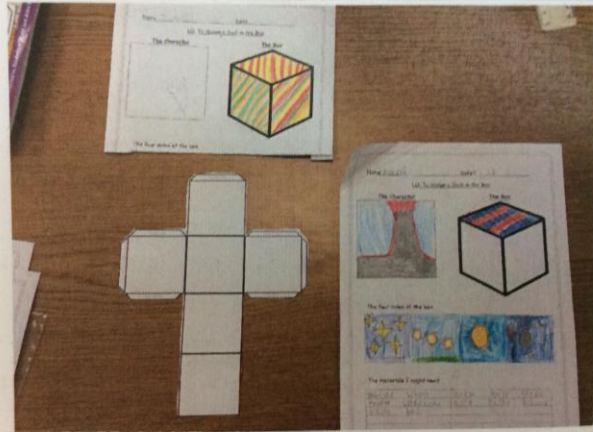
Using own ideas to draw and colour 5 sides of a box.



Stage 2: How do you make a box (3D shape) from a drawing on a flat piece of paper?

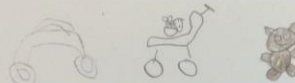


box.



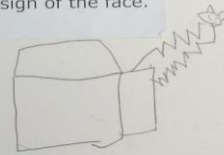
How could you make the box stronger?
I could use wood or metal or card

Stage 3: Careful cutting, folding and gluing.



Stage 4: How do you make paper springy?

Stage 5: Complete the design of the face.





SHALFLEET YEAR 3 LR

Lesson objective: To cut, shape, join and finish to build our own Stone Age building in groups
To build our own Stone Age village in groups



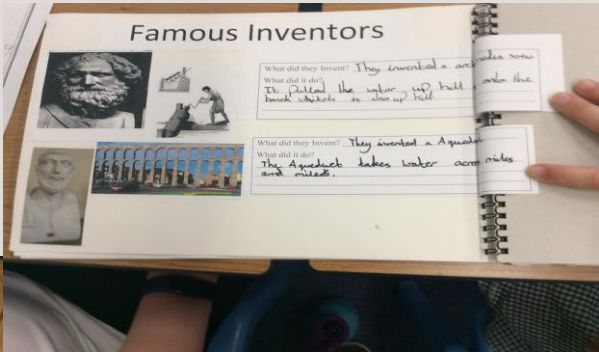
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YEAR 3 SPRING AND SUMMER

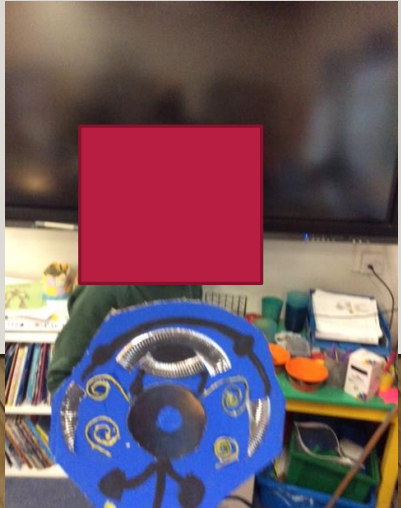
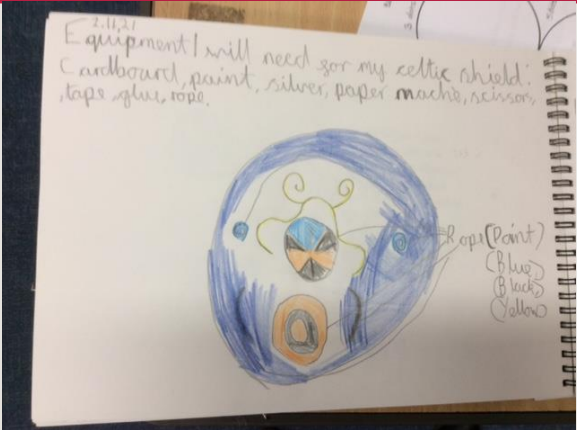
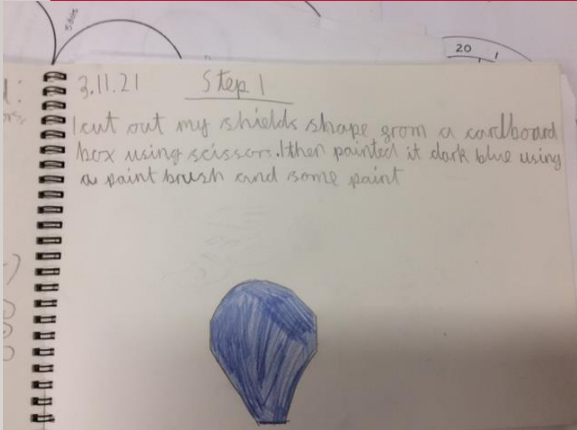


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SHALFLEET YEAR 4 SW

DESIGN AND EVALUATION



YEAR 4 SPRING I



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SHALFLEET YEAR 5 ECLIPSE CLASS DI DL

DESIGN AND MAKE
CHRISTMAS CHOCOLATE LOG- COOKING AND NUTRITION
FELT CHRISTMAS PUDDINGS- SEWING

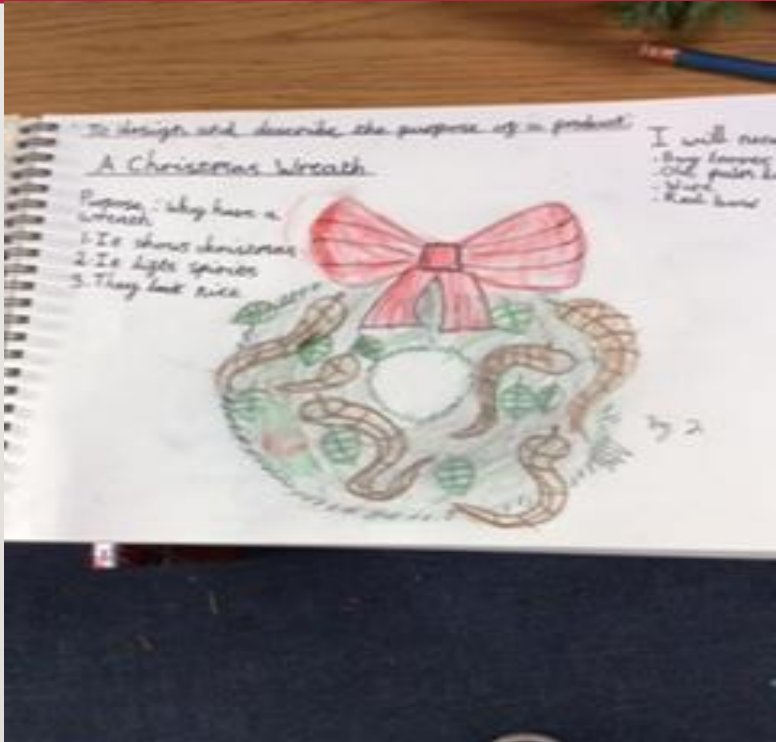


Learning objective:
Carry out research, identifying preferences of particular individuals and groups



SHALFLEET YEAR 5 DI DL

DESIGN AND MAKE
DESIGNS OF CHRISTMAS WREATHS ECLIPSE CLASS



SHALFLEET YEAR 5 DI DL

DESIGN AND MAKE



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YEAR 5 ECLIPSE CLASS SPRING 1



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Design, make and evaluate Viking tiles using the material clay

YEAR 5 SUMMER



To design and make a space themed cake

SHALFEET YEAR 6 PB DESIGN AND MAKE



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To identify the types of shelter used in WW2



YEAR 6 SPRING 1

Learning Objective: To cook a Russian Meal
How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.
Making cheburekis



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SUMMER YEAR 6



OUR IMPACT

- Evidence of designing and making across the schools
- Evidence of cross curricular in subjects
- Evidence of working together in own year groups and sharing of ideas and planning
- Designs are planned and implemented
- Evidence of including the outside community to enhance the learning of DT

ACTION PLAN

- To show evidence of pupil conferencing
- To use evaluation sheets each time pupils make their designs (suggested in DT training)
- To factor in time for learning walks for DT across the schools

SUBJECT LEADER REPORT

- Assessment and progress made has been measured by the portfolio evidence this year. There is evidence in the photographs of work that children are making good progress and are having opportunities to design and make with evaluating being an area for development.
- Pupil engagement and enjoyment also comes through in the photographic evidence. Right through the school – EYFS to Yr6.