



DESIGN AND TECHNOLOGY CURRICULUM OVERVIEW

YEAR NURSERY

PRIME AREAS – (The Prime Areas overarch all learning)

COMMUNICATION AND LANGUAGE	PHYSICAL DEVELOPMENT	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT
<p>22-36 - Listening and attention Listens with interest to the noises adults make when they read stories. Recognises and responds to many familiar sounds e.g. turning to a knock on the door, looking at or going to the door Shows interest in play with sounds, songs and rhymes. Single channelled attention. Can shift to a different task if attention fully obtained-using child's name helps focus.</p> <p>22-36 - Understanding Identifies action words by pointing to the right picture e.g. 'Who's jumping?' Understands more complex sentences, e.g. 'Put your toys away then we'll read a book.' Understands 'who', 'what', 'where' in simple questions (e.g. who's that? What's that? Where is?). Developing understanding of simple concepts (e.g. big/little).</p> <p>22-36 - Speaking Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Holds a conversation jumping from topic to topic. Learns new words very rapidly and is able to use them in communicating. Uses gestures, sometimes with limited talk, e.g. reaches towards toy, saying 'I have it'. Uses a variety of questions (eg: what, where, who). Uses simple sentences (e.g. Mummy gonna work). Beginning to use word endings (e.g. going, cats).</p>	<p>22-36 - Moving and handling Runs safely on whole foot. Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. Can kick a large ball. Turns pages in a book, sometimes several at once. Shows control in holding and using jugs to pour, hammers, books and mark-making tools. Beginning to use three fingers (tripod grip) to hold writing tools. Imitates drawing simple shapes such as circles and lines. Walks upstairs or downstairs holding onto a rail two feet to a step. May be beginning to show preference for dominant hand.</p> <p>22- 26 - Health and self-care Feeds self competently with spoon. Drinks well without spilling. Clearly communicates their need for potty or toilet. Beginning to recognise danger and seeks support of significant adults for help. Helps with clothing, e.g. puts on hat, unzips zipper on jacket takes off unbuttoned shirt. Beginning to be independent in self-care, but still often needs adult support.</p>	<p>22-26 - Self-confidence and self-awareness Separates from main carer with support and encouragement from a familiar adult. Expresses own preferences and interests.</p> <p>22-36 - Managing feelings and behaviour Seeks comfort from familiar adults when needed. Can express their own feelings such as sad, happy, cross, scared, and worried. Responds to the feelings and wishes of others. Aware that some actions can hurt or harm others. Tries to help or give comfort when others are distressed. Shows understanding and cooperates with some boundaries and routines. Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. Growing ability to distract self when upset, e.g. by engaging in a new play activity.</p> <p>22-36 - Making Relationships Interested in others' play and starting to join in. Seeks out others to share experiences. Shows affection and concern for people who are special to them. May form a special friendship with another child.</p>
<p>30-50 - Listening and attention Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity).</p> <p>30-50 - Understanding Understands use of objects (e.g. "What do we use to cut things?") Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'why' and 'how' questions.</p> <p>30-50 - Speaking Beginning to use more complex sentences to link thoughts (e.g. using and, because). Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play, playing, will play, played). Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</p>	<p>30-50 - Moving and handling Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Can catch a large ball. Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name.</p> <p>30-50 - Health and self-care Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p>	<p>30-50 - Self-confidence and self-awareness Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help.</p> <p>30-50 - Managing feelings and behaviour Aware of own feelings, and knows that some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Can usually adapt behaviour to different events, social situations and changes in routine.</p> <p>30-50 - Making Relationships Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>

IN EYFS WE HAVE SPECIFIED ACTIVITIES WE PLAN FOR, BUT SOME ACTIVITIES WILL BE UNIQUE TO EACH COHORT AND WILL COME FROM THEIR EXPERIENCES.

Topics	All about me	Festivals	Animals (bears)	Story building (Traditional tales)	Growth	Our World/ Changes	EARLY LEARNING GOALS – EXPECTED FOR THE END OF RECEPTION
D&T EXPRESSIVE ART AND DESIGN STRAND Exploring and Using Media and Materials	Making structures using different materials	Designing and making their own Christmas cards and decorations Creating props for the production	Making bear caves using construction, junk Creative role play bear cave	Design and make props for role play area- child led goldilocks/ 3 bears	Printing and looking at textures – leaf printing	Comparing different materials – collage	Exploring and using media and materials Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Being imaginative 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.



DESIGN AND TECHNOLOGY CURRICULUM OVERVIEW

YEAR RECEPTION

PRIME AREAS – (The Prime Areas overarch all learning)

COMMUNICATION AND LANGUAGE	PHYSICAL DEVELOPMENT	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT
<p>40-60 - Listening and attention Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span.</p> <p>40-60 - Understanding Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>40-60 - Speaking Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.</p>	<p>40-60 - Moving and Handling Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>40-60 - Health and self-care Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p>	<p>40-60 - Self-confidence and self-awareness Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.</p> <p>40-60 - Managing feelings and behaviour Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p> <p>40-60 -Making relationships Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p>

	Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision.	
<p>ELG - Listening and attention Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>ELG - Understanding Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</p> <p>ELG - Speaking Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	<p>ELG - Moving and handling Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p>ELG - Health and self-care Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>ELG - Self-confidence and self-awareness Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help.</p> <p>ELG - Managing feelings and behaviour Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>ELG - Making relationships Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.</p>

IN EYFS WE HAVE SPECIFIED ACTIVITIES WE PLAN FOR, BUT SOME ACTIVITIES WILL BE UNIQUE TO EACH COHORT AND WILL COME FROM THEIR EXPERIENCES.

Topics	Me, Myself and I	Lights, Camera, Action	Where the land meets the sea	5, 4, 3, 2, 1, Blast Off	Heads, Shoulders, knees and toes	Journeys	40-50	EARLY LEARNING GOALS – EXPECTED FOR THE END OF THE YEAR
<p>D&T EXPRESSIVE ART AND DESIGN</p> <p>STRAND Exploring and Using Media and Materials</p>	<p>Making structures using different materials</p> <p>Bread rolls (linked to Little Red Hen)</p>	<p>Designing and making their own Christmas cards and decorations</p> <p>Creating props for the production</p>	<p>Making transport – 3D modelling</p> <p>Interactive snack (cutting fruit, making toast and spreading butter)</p>	<p>Design planets</p> <p>Design aliens – using textures</p>	<p>Making funny bones characters using cutting and split pins – moving person</p> <p>Making gingerbread men</p>	<p>Create using boxes, texture and paint to form planned models.</p>	<p>Exploring and using media and materials Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using.</p>	<p>Exploring and using media and materials They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Being imaginative 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.</p>



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Key Stage 1 – Subject Content Scheme of Work – Projects on a Page National Curriculum	Year 1			Year 2		
	Moving pictures	Free standing structures	Fruit salad	Vehicles	Puppets	Preparing vegetables
Design Design purposeful, functional, appealing products for themselves and other users based on design criteria	✓	✓	✓	✓	✓	✓
Design Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	✓	✓	✓	✓	✓	✓
Make Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	✓	✓	✓	✓	✓	✓
Make Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	✓	✓	✓	✓	✓	✓
Evaluate Explore and evaluate a range of existing products	✓	✓	✓	✓	✓	✓
Evaluate Evaluate their ideas and products against design criteria	✓	✓	✓	✓	✓	✓
Technical knowledge Build structures, exploring how they can be made stronger, stiffer and more stable		✓		✓	✓	
Technical knowledge Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	✓			✓		
Cooking and Nutrition Use the basic principles of a healthy and a varied diet			✓			✓
Cooking and Nutrition Understand where food comes from			✓			✓



DESIGN AND TECHNOLOGY CURRICULUM OVERVIEW

Key Stage 2 – Subject Content Scheme of Work – Projects on a Page	Year 3			Year 4		
	Packaging	Lights up	Sandwiches	Moving portraits	Money containers	Healthy food
National Curriculum						
Design 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	✓	✓	✓	✓	✓	✓
Design Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	✓	✓	✓	✓	✓	✓
Make Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately	✓	✓	✓	✓	✓	✓
Make 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	✓	✓	✓	✓	✓	✓
Evaluate Investigate and analyse a range of existing products	✓	✓	✓	✓	✓	✓
Evaluate Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	✓	✓	✓	✓	✓	✓
Evaluate Understand how key events and individuals in design and technology have helped shape the world	✓	✓		✓	✓	
Technical knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structures	✓			✓		
Technical knowledge Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]				✓		
Technical knowledge Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]		✓				
Technical knowledge Apply their understanding of computing to program, monitor and control their products.	✓					
Cooking and Nutrition Understand and apply the principles of a healthy and varied diet			✓			✓
Cooking and Nutrition Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques			✓			✓
Cooking and Nutrition Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed			✓			✓



DESIGN AND TECHNOLOGY CURRICULUM OVERVIEW

Key Stage 2 – Subject Content Scheme of Work – Projects on a Page	Year 5			Year 6		
	Food – Celebrating culture and seasonality	Moving toys	Electrical systems	Shelters	Hats	Food
National Curriculum						
Design 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	✓	✓	✓	✓	✓	✓
Design Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	✓	✓	✓	✓	✓	✓
Make Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately	✓	✓	✓	✓	✓	✓
Make 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	✓	✓	✓	✓	✓	✓
Evaluate Investigate and analyse a range of existing products	✓	✓	✓	✓	✓	✓
Evaluate Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	✓	✓	✓	✓	✓	✓
Evaluate Understand how key events and individuals in design and technology have helped shape the world		✓	✓	✓	✓	
Technical knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structures		✓	✓	✓	✓	
Technical knowledge Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]		✓				
Technical knowledge Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]			✓			
Technical knowledge Apply their understanding of computing to program, monitor and control their products.		✓			✓	
Cooking and Nutrition Understand and apply the principles of a healthy and varied diet	✓					✓
Cooking and Nutrition Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	✓					✓
Cooking and Nutrition Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed	✓					✓



Curriculum Drivers

Subject: Design and Technology

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Challenge</p>	<p>Provide extra-curricular clubs for specific interests / develop talents</p> <p>Including DT activities / resources through CIL</p> <p>Children have the opportunity to develop their own ideas and challenge themselves to extend those ideas.</p> <p>Pupils are encouraged to develop and learn through an iterative approach.</p> <p>Provide opportunities to learn the DT skills so children can develop their own ideas and actually produce them.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Inclusion</p>	<p>Providing opportunities to develop practical learners who may struggle in academic subjects to reach their potential</p> <p>Support pupils with their physical / fine motor skills so that they can produce their design</p> <p>Differentiation could be through task, equipment, adult support</p> <p>Provide pupils with opportunities to use a range of construction kits / resources that they may not have used before – pre-learning of skills / equipment</p> <p>EYFS – provide opportunities to use toys / resources that they may have limited experience of</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Positive Minds</p>	<p>Resilient tortoise Pupils are encouraged to persevere when they encounter problems especially when using new skills and techniques</p> <p>Independent rhino Encourage opportunities to develop independence when designing and making</p> <p>Risk-taking penguin Children to feel confident to challenge themselves to ‘Think outside the box’ when designing and selecting tools and materials</p> <p>Reflective owl Analysing and investigating existing products before designing their own Children are able to evaluate their own and other peoples work, against their original design criteria, in a positive way to support their development</p> <p>Team Bee Children show respect, work collaboratively and support each other during the process</p> <p>Curious and creative chameleon They explore their own ideas and imagination and become emerged in the process. In line with our healthy school’s ethos, pupils to understand the principles of a balanced, nutritious and healthy diet</p>