

## EYFS & Key Stage One Design & Technology

<u>Planned Outcome</u>	<u>Design</u>	<u>Make</u>	<u>Evaluate</u>
<b><u>Cherry Class (Years R and 1)</u></b>			
<p><b>Self-chosen D&amp;T Junk modelling in environment (levers, hinges, joins and wheels) (Cycle A &amp; B)</b></p> <p><i>Also see continuous provision planning</i></p> <p><b>Key Vocabulary:</b>            Design            Make            Create            Evaluate            Structure            Drawing            Template            Idea            Join            Assembly            Explore            Cut            Stick            Move            Change            Same            Different</p>	<p>Can create a simple design for self-chosen activity.</p> <p>Can create a drawing of their ideas and templates for design.</p> <ul style="list-style-type: none"> <li>• What will you make? Why?</li> <li>• How did you think you will make it?</li> <li>• What will you need?</li> <li>• How will you use it?</li> </ul>	<p>Can find ways to make structures through exploration and assembly.</p> <p>Can cut along straight and curved lines and shapes marked out by a template (self-made or already available.)</p> <p>Can tape and glue to create temporary joins, fixed joins and moving joins.</p> <p>Can roll, fold, tear and cut paper and card</p>	<p>Can say what they like and do not like about existing products.</p> <p>Can say how well their designs and product met the given design criteria.</p> <ul style="list-style-type: none"> <li>• What have you created?</li> <li>• Tell me about what you have designed? Created? Made?</li> <li>• Did your design work?</li> <li>• What worked well?</li> <li>• How could you make it even better?</li> <li>• How would you change it?</li> </ul>
<p><b>Christmas baking (Cycle A &amp; B)</b>  <b>Making biscuits</b></p>	<p>Can create a drawing of their ideas and templates for design.</p>	<p>Understanding how to weigh ingredients and understand how the importance of weighing correctly.</p>	<p>Can say what they like and do not like about existing products.</p>

## **EYFS & Key Stage One Design & Technology**

<p><b>Key Vocabulary:</b> Design Make Create Evaluate Drawing Idea Mix Weigh Roll Cut Decorate</p>	<p>Creating a design of the biscuit decoration.</p> <p>Sorting ingredients into food groups.</p> <p>Understand where each of the ingredients come from.</p>	<ul style="list-style-type: none"> <li>• What might happen if we weigh the ingredients wrong?</li> </ul> <p>Understand the importance of following the method and what might happen if they don't.</p> <ul style="list-style-type: none"> <li>• What might happen if we do .... first?</li> </ul>	<p>Can say how well their designs and product met the given design criteria.</p> <p>Possible questions:</p> <ul style="list-style-type: none"> <li>• What did you like about the biscuits (taste and decorations)</li> <li>• What would you change next time?</li> <li>• How could you make it taste/ look even batter?</li> <li>• Would you add or take away any ingredients? Why?</li> </ul>
<p><b>Making houses</b> <b>3 Little Pigs</b> <b>Making English Links</b></p> <p><b>The Great Fire of London</b> <b>Making English and Science links</b> <b>(Cycle A)</b></p> <p><b>Key Vocabulary:</b> Design Make Create Evaluate Drawing Template Idea Join Assembly Assemble Explore Cut Stick</p>	<p>Can tell someone about their design.</p> <p>Can create a drawing of their idea and templates for design.</p> <p>Can use IT to explore design ideas eg research on internet for design ideas/ use a basic paint program to draw design.</p> <p>Can choose a range of appropriate resources for a purpose.</p> <p>Explain why they would choose that particular resource.</p> <ul style="list-style-type: none"> <li>• What makes a good house?</li> <li>• Why does a house need to be strong?</li> <li>• What happened to the 3 Little Pig's houses?</li> </ul>	<p>Through exploring and assembly they can find ways to make structures more stable so they are freestanding.</p> <p>Can cut along straight lines, curved lines and shapes marked out by a template.</p> <p>Can use tape and glue to create temporary joins, fixed joins, moving joins.</p> <p>Can roll, fold, tear and cut paper and card</p>	<p>Can say what they like and do not like about existing products.</p> <p>Can say how well their designs and product met the given design criteria.</p> <p>Possible questions:</p> <ul style="list-style-type: none"> <li>• Did you follow your design?</li> <li>• What did you like about your house?</li> <li>• Would you change anything about your house? Why? How?</li> <li>• Would you use any different materials next time? Why?</li> <li>• How could you make it even better?</li> <li>• Do you think the Big Bad Wolf could blow your house down?</li> </ul>

## **EYFS & Key Stage One Design & Technology**

<p>Move Research Remember</p>			
<p><b>Healthy eating- creating a healthy meal</b> <b>Making English and Science links</b> <b>(Cycle B)</b></p> <p><b>Key Vocabulary:</b> Design Make Create Evaluate Food Healthy Unhealthy Cook Chop Mix Stir Ingredients Pour Sieve Portions Recipe Peel Cut Slice</p>	<p>Can tell someone about their design.</p> <p>Can create a drawing of their idea and templates for design.</p> <p>Looking at a range of lunches/ dinners to think about if they are healthy/ unhealthy. Making links to foods they know of/ that is in their lunches.</p> <p>Use IT to research ideas/ collect information.</p> <p>Can design and create an ingredients list and method.</p> <p>Can name foods from each section of the Eat Well plate and understands they should eat at least 5 portions of fruit and veg each day.</p> <p>Understands that food comes from plants and animals and has to be farmed, grown or caught.</p> <ul style="list-style-type: none"> <li>• What makes your meal healthy?</li> <li>• What part of the healthy plate does it come from?</li> <li>• Why did you choose those ingredients?</li> </ul>	<p>Create their healthy meal, making links back to ingredients and method in Term 2 (Christmas baking).</p> <ul style="list-style-type: none"> <li>• What might happen if we weigh the ingredients wrong?</li> </ul> <p>Can follow a method.</p> <ul style="list-style-type: none"> <li>• What might happen if we .... first?</li> <li>• Why is it important to follow the method?</li> <li>• What do we need do first, then, next, finally?</li> </ul>	<p>Can say what they like and do not like about existing products.</p> <p>Can say how well their designs and product met the given design criteria.</p> <ul style="list-style-type: none"> <li>• Did you like the taste of your meal?</li> <li>• Would you do anything differently next time? Why?</li> <li>• What would make it even better? Why?</li> </ul>
<p><b>Moving pictures- Sliders</b> <b>Making English links</b> <b>(Cycle B)</b></p> <p><b>Key Vocabulary:</b></p>	<p>Can tell someone about their design.</p> <p>Can create a drawing of their idea and templates for design.</p>	<p>Can cut along straight lines, curved lines and shapes marked out by a template.</p> <p>Can use tape and glue to create temporary joins, fixed joins, moving joins.</p>	<p>Can say what they like and do not like about existing products.</p> <p>Can say how well their designs and product met the given design criteria.</p>

## **EYFS & Key Stage One Design & Technology**

Design Make Create Evaluate Cut Move Slide Slit	<p>Can use IT to explore design ideas eg research on internet for design ideas/ use a basic paint program to draw design.</p> <ul style="list-style-type: none"> <li>• How will you make sure your picture moves?</li> <li>• Which picture will move?</li> <li>• What will your background look like?</li> </ul>	<p>Use simple mechanisms in products eg sliders</p> <p>Can roll, fold, tear and cut paper and card.</p>	<ul style="list-style-type: none"> <li>• Did you follow your design?</li> <li>• What did you like about your sliding alien?</li> <li>• Would you change anything about your slider? Why? How?</li> <li>• Would you use any different materials next time? Why?</li> <li>• How could you make it even better?</li> </ul>
<p><b>Rockets</b>  <b><i>Making English and History links</i></b>  <b>(Cycle B)</b></p> <p><b>Key Vocabulary:</b>            Design            Make            Create            Evaluate            Cut            Stick            Hinge            Lever            Shape            Assemble            Assembly            Explore            Research            Fix            Same            Different</p>	<p>Can tell someone about their design.</p> <p>Can create a drawing of their idea and templates for design.</p> <ul style="list-style-type: none"> <li>• What makes a good rocket?</li> <li>• What does a rocket need?</li> <li>• How will your rocket ...?</li> </ul> <p>Can use IT to explore design ideas eg research on internet for design ideas/ use a basic paint program to draw design.</p>	<p>Through exploring and assembly they can find ways to make structures more stable so they are freestanding.</p> <p>Can cut along straight lines, curved lines and shapes marked out by a template.</p> <p>Can use tape and glue to create temporary joins, fixed joins, moving joins.</p> <p>Use simple mechanisms in products eg hinges, levers, wheels</p> <p>Can roll, fold, tear and cut paper and card.</p> <ul style="list-style-type: none"> <li>• How would you...?</li> <li>• What do you need?</li> <li>• How did you ...?</li> </ul>	<p>Can say what they like and do not like about existing products.</p> <p>Can say how well their designs and product met the given design criteria.</p> <ul style="list-style-type: none"> <li>• Did you follow your design?</li> <li>• What did you like about your rocket?</li> <li>• Would you change anything about your rocket? Why? How?</li> <li>• Would you use any different materials next time? Why?</li> <li>• How could you make it even better?</li> </ul>
<p><b><u>Planned Outcome</u></b></p>	<p><b><u>Design</u></b></p>	<p><b><u>Make</u></b></p>	<p><b><u>Evaluate</u></b></p>

## **EYFS & Key Stage One Design & Technology**

### **Beech Class (Year 2)**

<p>Create a model boat</p> <p><u><b>Key vocabulary</b></u>  <b>Design</b>  <b>Plan</b>  <b>Make</b>  <b>Evaluate</b>  <b>Label</b>  <b>Improvements</b>  <b>Materials</b>  <b>Product</b>  <b>Stiff</b>  <b>Stronger</b>  <b>Stable</b>  <b>Reinforce</b></p>	<ul style="list-style-type: none"> <li>• Can create a labelled drawing of their idea and discuss it-explaining their choices.</li> <li>• Can use IT to explore and research their design ideas.</li> <li>• Can use a basic paint program to draw their design.</li> </ul>	<ul style="list-style-type: none"> <li>• Can select from and use a range of tools and equipment to perform practical tasks to make their boats.</li> <li>• Can build boat structures, exploring how they can be made stronger, stiffer and more stable based on materials (developing scientific knowledge of properties of materials – cross curricular links with science).</li> </ul>	<ul style="list-style-type: none"> <li>• Can say what they like and do not like about existing products.</li> <li>• Can say how well their designs and product met the given design criteria (did their boat float and explain why it did/didn't).</li> </ul>
<p>Create a wooden Christmas decoration. (forest school)</p> <p><u><b>Key vocabulary</b></u>  <b>Design</b>  <b>Plan</b>  <b>Make</b>  <b>Evaluate</b>  <b>Label</b>  <b>Cut</b>  <b>Wood</b>  <b>Saw</b>  <b>Sawhorse</b>  <b>Bench hook</b></p>	<ul style="list-style-type: none"> <li>• Analyse and evaluate existing designs.</li> <li>• Can use IT to explore and research their design ideas.</li> <li>• Can create a labelled drawing of their idea and discuss it and justify their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose appropriate and suitable materials e.g considering diameter of log.</li> <li>• Can independently cut wood using a saw and sawhorse/bench hook considering safety.</li> <li>• Can independently drill wood selecting a suitably sized drill bit for purpose, considering safety.</li> <li>• Match decoration to design plan using suitable materials eg chalk pens.</li> </ul>	<ul style="list-style-type: none"> <li>• Can say what they like and do not like about existing products.</li> <li>• Test to ensure decoration is fit for purpose.</li> <li>• Can say how well their designs and product met the given design criteria.</li> </ul>

## **EYFS & Key Stage One Design & Technology**

<p>Create a hand puppet (sewing)</p> <p><b>Key vocabulary</b></p> <p><b>Design</b> <b>Plan</b> <b>Make</b> <b>Evaluate</b> <b>Label</b> <b>Fabric</b> <b>Running stitch</b> <b>Beads</b> <b>Sequins</b> <b>Ribbons</b></p>	<ul style="list-style-type: none"> <li>Analyse and evaluate existing designs.</li> <li>Can create a labelled drawing of their idea.</li> <li>Can use IT to explore and research their design ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Can join fabrics using running stitch.</li> <li>Can use cross stitch to add decoration to their design.</li> <li>Can combine media using other known joining techniques such as glue guns.</li> <li>Can decorate textiles using buttons, beads, wool, sequins and ribbons, sewing them appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Can say what they like and do not like about existing products.</li> <li>Test to ensure decoration is fit for purpose.</li> <li>Can say how well their designs and product met the given design criteria.</li> </ul>
<p>Make flavoured scones</p> <p><b>Key vocabulary</b></p> <p><b>Design</b> <b>Plan</b> <b>Make</b> <b>Evaluate</b> <b>Label</b> <b>Scales</b> <b>Ingredients</b> <b>Weigh</b> <b>Cut</b> <b>Mix</b> <b>Roll</b> <b>Bake</b></p>	<ul style="list-style-type: none"> <li>Can create a labelled drawing of their idea.</li> <li>Can create a step-by-step recipe to follow.</li> <li>Can analyse different flavours of scones and discuss their likes and dislikes.</li> <li>Can explore the difference between sweet and savoury.</li> <li>Can use IT to explore and research their design ideas.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Can follow step by step recipe.</li> <li>Can read simple scales to help weigh ingredients.</li> <li>Can select appropriate tools to match design idea.</li> <li>Can select their ingredients based on preferences on their design.</li> </ul>	<ul style="list-style-type: none"> <li>Can say what they like and do not like about existing products.</li> <li>Can say how well their designs and product met the given design criteria (appealing, taste).</li> <li>Can say to what extent they managed to follow the step-by-step instructions.</li> </ul>
<p>Create a model car</p> <p><b>Key vocabulary</b></p> <p><b>Design</b></p>	<ul style="list-style-type: none"> <li>Analyse and evaluate different car designs.</li> <li>Can select the appropriate materials to use.</li> </ul>	<ul style="list-style-type: none"> <li>Can select from and use a range of tools and equipment to perform practical tasks to make their cars.</li> <li>Know and understand the steps that need to be followed to create the design.</li> </ul>	<ul style="list-style-type: none"> <li>Can say what they like and do not like about existing products.</li> <li>Can say how well their designs and product met the given design criteria</li> </ul>

## **EYFS & Key Stage One Design & Technology**

<b>Plan</b> <b>Make</b> <b>Evaluate</b> <b>Label</b> <b>Improvements</b> <b>Materials</b> <b>Product</b> <b>Stiff</b> <b>Stronger</b> <b>Stable</b> <b>Reinforce</b>	<ul style="list-style-type: none"><li>• Identify design features of a car which enable it to move eg wheels and axle.</li><li>• Can create a labelled drawing of their idea and discuss it.</li><li>• Can use IT to explore, design and research their ideas.</li></ul>	<ul style="list-style-type: none"><li>• Can build structures, exploring how they can be made stronger, stiffer and more stable.</li><li>• Can make changes necessary if flaws are found.</li></ul>	(stable, does it move, do the wheels work).
--	---	--	---