

WHOLE SCHOOL Design and Technology Overview 23-24



NURSERY						
TERM	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	All about me & Harvest	Animals & Celebrations	Journeys	Growing & Easter	Minibeasts	Changes
NURSERY CURRICULUM OBJECTIVES FOR ART	<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. <p>Physical Development</p> <ul style="list-style-type: none"> Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. <p>Understanding the World</p> <ul style="list-style-type: none"> Explore how things work. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. 					
Significant Event / Festival	Harvest/ Halloween	Halloween Bonfire Night Diwali Christmas	Chinese New Year Holi Shrove Tuesday	Mother's Day Easter	Father's Day	
Task	Explore materials - Paper plate face, hedgehog, Cutting bananas with knives Carved pumpkin - scooping out insides Stick puppets with lollypop stick	Verbal design + Threading pipe-cleaners Baked bread Made bird feeders with lard + seed Jam on toast - spreading Make hot chocolate - scooping and stirring Reindeer food - stirring Christmas decorations	Junk modelling binoculars - exploring joining techniques Chinese food - discuss food types and likes/dislikes Den building - bear cave Goldilocks house from lego/ duplo Build a new bedroom for baby bear - duvets etc and use playdough to make the bed. Mud kitchen mixing and changing consistencies. Goldilocks escaping from the house - climbing equipment.	Design a veg patch - healthy veg Plant own veg patch - role play Flower sculpture with materials	Small world construction kits - houses for minibeasts - select resources Explore how things work	design and make a party plate Split pin person Explore how things work

RECEPTION

Reception objectives	<p>Physical Development</p> <ul style="list-style-type: none"> Progress towards a more fluent style of moving, with developing control and grace. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. 					
Early Learning Goal	<p>Physical Development</p> <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Use a range of small tools, including scissors, paintbrushes and cutlery. <p>Expressive Arts and Design</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> 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. 					
TERM	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics RECEPTION	Super Me & Room on the Broom	Night & Celebrations	Journeys	Gingerbread Man, People Who Help us & New life	Kenya/Growth	Superheroes & Changes
Tasks	Fruit salad face	Christmas Decoration paper weaving	Building cars - explore construction	Weaving	Design and make a simple sandwich - cheese spread or jam.	Building cars and structure from construction toys Evaluate existing buildings and talk about why/ uses.
Objectives covered	Fruit salad face Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when	Christmas decoration Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining	Building cars Use a range of small tools, including scissors, paintbrushes and cutlery. Safely use and explore a variety of materials, tools and techniques, experimenting with	Weaving Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when	Simple sandwich Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good	Building cars/structures Use a range of small tools, including scissors, paintbrushes and cutlery. Safely use and explore a variety of materials, tools and techniques,

	<p>sitting at a table or sitting on the floor. Create collaboratively, sharing ideas, resources and skills. Use a range of small tools cutlery. Safely use and explore a variety of tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.</p> <p>Junk modelling Use a range of small tools, including scissors, paintbrushes and cutlery. 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.</p>	<p>ideas and developing their ability to represent them. Use a range of small tools, including scissors, paintbrushes and cutlery. 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.</p> <p>Junk modelling Use a range of small tools, including scissors, paintbrushes and cutlery. 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.</p>	<p>colour, design, texture, form and function. Share their creations, explaining the process they have used. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p>	<p>sitting at a table or sitting on the floor. Use a range of small tools, including scissors, paintbrushes and cutlery. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>posture when sitting at a table or sitting on the floor. Create collaboratively, sharing ideas, resources and skills. Use a range of small tools cutlery. Safely use and explore a variety of tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.</p>	<p>experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p>
Significant Event / Festival	Harvest/ Halloween	Halloween Bonfire Night Diwali Christmas	Chinese New Year Holi Shrove Tuesday	Mother's Day Easter	Father's Day	
	Spooky Dress up day at the end of term.	Walk to the post box	Visit from road safety team	Invite police/ nurse in to talk to the children.	School trip to the Adventure Farm	Dress as a super-hero day Sports Day

YEAR 1

TERM	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics YEAR 1	Street Detectives	Toys through Time	Amazing Animals	Explorers of the World	Growing and Plants	Travel and Transport

National Curriculum Objectives	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 					
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YEAR 1 CURRICULUM OBJECTIVES FOR ART	<p><u>TEXTILES:</u></p> <p>Use a list of design criteria to help me decide how to make a product.</p> <p>Use a list of design criteria to help me decide what to make the product from.</p> <p>Draw a design before making.</p>	<p><u>CHRISTMAS DECORATION</u></p> <p>Use a list of design criteria to help me decide how to make a product.</p> <p>Use a list of design criteria to help me decide what to make the product from.</p>	<p><u>FOOD</u></p> <p>Use a list of design criteria to help me decide how to make a product.</p> <p>Use a list of design criteria to help me decide what to make the product from.</p> <p>Draw a design before making.</p>	<p>Make a structure with construction toys, that stands with no support.</p> <p>Evaluate existing products and say what materials were used in its construction.</p>	<p>Make a structure with construction toys, that stands with no support.</p> <p>Evaluate existing products and say what materials were used in its construction.</p>	<p><u>Design and make animal-themed vehicles; evaluating toys; using mechanisms</u></p> <p>Use a list of design criteria to help me decide how to make a product.</p> <p>Use a list of design criteria to help me decide what to make the product from.</p>
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	<p>Finished product matches a design drawing</p> <p>Draw around a template to create a shape.</p> <p>Use scissors and joining materials including selotape, masking tape and glue.</p> <p>Select appropriate materials from a range of given materials by an adult.</p> <p>Begin to use a needle and thread, with support.</p>	<p>Draw a design before making.</p> <p>Finished product matches a design drawing</p> <p>Draw around a template to create a shape.</p> <p>Use scissors and joining materials including selotape, masking tape and glue.</p> <p>Select appropriate materials from a range of given materials by an adult.</p> <p>Begin to use a needle and thread, with support.</p> <p>Say whether the finished product meets the design criteria.</p>	<p>Finished product matches a design drawing</p> <p>Use safety knives.</p> <p>Evaluate existing products and say what materials were used in its construction.</p> <p>Name a variety of fruits and vegetables.</p> <p>Know that food comes from plants and animals - not just bought from shops.</p> <p>Use a safety knife to cut independently.</p> <p>Know how to wash hands before preparing food.</p>			<p>Draw a design before making.</p> <p>Finished product matches a design drawing</p> <p>Draw around a template to create a shape.</p> <p>Use scissors and joining materials including selotape, masking tape and glue.</p> <p>Use junior hacksaws and sandpaper.</p> <p>Select appropriate materials from a range of given materials by an adult.</p> <p>Make products which use wheels and axles.</p> <p>Say whether the finished product meets the design criteria.</p>
Significant Event / Festival	Harvest/ Halloween	Halloween Bonfire Night Diwali Christmas	Chinese New Year Holi Shrove Tuesday	Mother's Day Easter	Father's Day	
		Visit to the snowdome				
Task	Design and make a felt animal finger puppet/face.	Design and make a Christmas decoration	Create a fruit snack for a herbivore dinosaur		Create a freestanding structure using construction toys.	Design, make and evaluate a moving vehicle to transport an animal.

YEAR 2

TERM	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics YEAR 2	Wriggle and crawl	Coastline + Beach Hut project	Magnificent Monarchs + Portraits and Poses project	Land Ahoy	Muck, Mess and Mixtures	Towers, Turrets and Tunnels
	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 					
YEAR 2 CURRICULUM OBJECTIVES FOR ART		<p>FREESTANDING STRUCTURE</p> <p>Develop a design criteria based on evaluation of existing products, in order to improve them.</p> <p>Draw a design and label key components.</p> <p>Use scissors to cut different materials and use a range of joining materials/techniques.</p> <p>Select appropriate materials independently.</p> <p>Explore ways to make a structure stronger.</p>	<p>Make products with sliders</p>	<p>SANDWICH</p> <p>Develop a design criteria based on evaluation of existing products, in order to improve them.</p> <p>Draw a design and label key components.</p> <p>Use safety knives, graters and peelers.</p> <p>Select appropriate materials independently.</p> <p>Evaluate an existing product and say if it serves its purpose for the user or not.</p>	<p>Make a freestanding structure that can bear a small weight.</p>	<p>TEXTILES</p> <p>Develop a design criteria based on evaluation of existing products, in order to improve them.</p> <p>Draw a design and label key components.</p> <p>Build a model of a product to check it works.</p> <p>Use scissors to cut different materials and use a range of joining materials/techniques.</p>

		<p>Evaluate an existing product and say if it serves its purpose for the user or not.</p> <p>Say whether the finished product meets the design criteria.</p> <p>CHRISTMAS DECORATION Develop a design criteria based on evaluation of existing products, in order to improve them.</p> <p>Draw a design and label key components.</p> <p>Use scissors to cut different materials and use a range of joining materials/techniques.</p> <p>Use a needle and thread with increasing independence.</p> <p>Select appropriate materials independently.</p> <p>Say whether the finished product meets the design criteria.</p> <p>Say what worked well during the project, and what needs to change if making the same thing again.</p>		<p>Name 5 food groups and know that humans need to eat a balanced diet.</p> <p>Name 3 fruits and say what time of year they grow.</p> <p>Use cooking tools independently and safely.</p> <p>Give examples of how to maintain good hygiene when preparing food.</p>		<p>Use a needle and thread with increasing independence.</p> <p>Select appropriate materials independently.</p> <p>Say whether the finished product meets the design criteria.</p> <p>Say what worked well during the project, and what needs to change if making the same thing again.</p>
Significant Event / Festival	Harvest/ Halloween	Halloween Bonfire Night Diwali Christmas	Chinese New Year Holi Shrove Tuesday	Mother's Day Easter	Father's Day	
		Church Visit	Faith Centre Visit	Beaumanor trip		
Task		Design and make a freestanding sculpture Evaluate the product Create a decoration	Make a product with a slider	Design and make a sandwich Evaluate existing products	Make a freestanding structure with construction toys or junk modelling that can bear weight.	Evaluate existing purses Create a design criteria Make and evaluate a purse.