

# Design & Technology Curriculum Overview 2024- 2025

By the end of Nursery	By the end of Reception	By the end of Year 1	By the end of Year 2
<b>Design</b>			
<p>Children will:</p> <ul style="list-style-type: none"> <li>• Experience vocabulary which applies during the design and creation process.</li> <li>• Explore and investigate a variety of materials and explore which materials could be used and why.</li> <li>• Design and adapt during creation and construction.</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>• Understand the relevant vocabulary which applies to designing and making.</li> <li>• Recognise different materials and begin to understand which materials can be used and why.</li> <li>• Create a design for what is being built and begin to label using key terminology.</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>• Understand the purpose behind what it is that is being made, including exploration of similar products created previously, e.g. before sewing, look at some products created by Explore &amp; Create in St Ives.</li> <li>• Create a design based on previous exploration including key terminology e.g. which materials have been used and why.</li> <li>• Create a design using a range of relevant vocabulary and verbally discuss choices made.</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>• Understand and recognise the real life applications of the product they are making including the implications of this and the implementation of the product.</li> <li>• Explore a range of existing products and show an awareness of how technology has changed and developed over time.</li> <li>• Understand the suitability of different materials and why they are used.</li> <li>• Create and label a design based on the suitability of a range of materials and give reasons for their choices. Eg, bear habitats</li> </ul>
<b>Make</b>			
<ul style="list-style-type: none"> <li>• Make props and resources linked to our stories and role play scenarios</li> <li>• Hold and use scissors, tape and glue tools.</li> <li>• Have an exposure to a range of materials and an opportunity to explore these e.g. construction, paper, collage.</li> </ul>	<ul style="list-style-type: none"> <li>• Thread following a set design with holes pre-cut.</li> <li>• Hold and use scissors, tape and glue tools.</li> <li>• Have an exposure to a range of materials and an opportunity to explore these e.g. construction, paper, collage.</li> <li>• Create a sculpture using recycled materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Sort materials and select them appropriately.</li> <li>• Sew together two pieces of material using joining techniques.</li> <li>• Select different tools based on what it is that they are creating.</li> <li>• Select appropriate media and reason choices through</li> </ul>	<ul style="list-style-type: none"> <li>• Select materials appropriately and evaluate the use of these once tested against their initial design criteria.</li> <li>• Understand the suitability of a range of tools and choose appropriately as a result of this.</li> <li>• Design and create a sculpture using recycled</li> </ul>

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<ul style="list-style-type: none"> <li>• Create a instruments using recycled materials</li> </ul>		<p>reflection of the initial design.</p> <ul style="list-style-type: none"> <li>• Design and create a sculpture using junk modelling and give reasons for their chosen materials.</li> </ul>	<p>materials demonstrating an awareness of the suitability of chosen materials and being able to give reasons for these e.g. bottle gardens, houses for the fire of London, catapults.</p>
<b>Evaluate</b>			
<ul style="list-style-type: none"> <li>• Talk to an adult about their designs and creations and consider what went well and how their ideas can be developed.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how to evaluate considering what went well and what could make their work better.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate their created product providing personal opinions for their choices and outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the making process and the created product after testing what has been made e.g. suitability of bottle gardens for growing plants</li> <li>• accordingly on reflection.</li> </ul>
<b>Technical Knowledge and Vocabulary</b>			
<p>Explore and discuss structures and mechanisms.</p> <ul style="list-style-type: none"> <li>- Design, make, construct, construction, cooking, recipe, ingredients, healthy, unhealthy</li> </ul>	<p>Explore structures and mechanisms and begin to find out how they work.</p> <ul style="list-style-type: none"> <li>- Imagine, plan, design, construct, material, label, make, create, thread, scissors, cellotape, glue, construction, evaluate: choose; decide, food, cooking, recipe, ingredients, equipment, healthy, unhealthy.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a structure having explored how to make it strong and stable.</li> <li>- All previously learnt vocabulary and additionally:</li> <li>- Invent, sew, tools, sculpture, evaluate: choose; decide; explain, purpose, use, strong, stable, balanced diet,</li> </ul>	<ul style="list-style-type: none"> <li>• Use mechanisms within their designs and understand how they work.</li> <li>- All previously learnt vocabulary and additionally:</li> <li>- Compose, select, suitability, reason, justify, evaluate, choose, decide, explain, justify, mechanism, chronological, source.</li> </ul>

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Cooking			
<ul style="list-style-type: none"><li>• Begin to understand what a recipe is and what it is used for.</li><li>• Begin to recognise and name a range of simple ingredients.</li><li>• Begin to understand which foods are healthy and those that are unhealthy.</li></ul>	<ul style="list-style-type: none"><li>• Understand what a recipe is and what it is used for.</li><li>• Recognise and name a range of ingredients.</li><li>• Understand which foods are healthy and those that are unhealthy and begin to understand why.</li></ul>	<ul style="list-style-type: none"><li>• Follow a recipe (alongside adult demonstration).</li><li>• Understand where some common ingredients come from.</li><li>• Understand how to keep healthy through nutrition.</li></ul>	<ul style="list-style-type: none"><li>• Follow a recipe and understand why you do things in a certain way e.g. following steps in chronological order.</li><li>• Recognise a wide range of ingredients, understanding where they come from and why.</li></ul>