

Curriculum Planning – Key skills, design areas and design brief covered in each Year group
Design and Technology

KS1					
Teaching sequence	<ul style="list-style-type: none"> Big picture: Placing the DT being studied in the context of similar past learning in the subject 	Learning, working and talking like a designer	Being introduced to the key vocabulary that a designer would use; high expectations of pupils 'talking' like a designer.		
	<ul style="list-style-type: none"> Daily review: Brief review of learning covered in previous lesson/s 		<table border="1"> <tr> <td>design</td> <td> <ol style="list-style-type: none"> plan to do something with a specific purpose in mind do a drawing of something before making it </td> </tr> </table>	design	<ol style="list-style-type: none"> plan to do something with a specific purpose in mind do a drawing of something before making it
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	<ul style="list-style-type: none"> Teacher delivers a design brief, posing a problem to be solved in a context the children understand 		<table border="1"> <tr> <td>designer</td> <td> <ol style="list-style-type: none"> a person who creates a plan for something they want to make KS2 – also focus on 'designer' as a job title/career, e.g. 'fashion designer' </td> </tr> </table>	designer	<ol style="list-style-type: none"> a person who creates a plan for something they want to make KS2 – also focus on 'designer' as a job title/career, e.g. 'fashion designer'
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	<ul style="list-style-type: none"> Children research existing products and possible construction materials/ingredients/tools. 		<table border="1"> <tr> <td>technology</td> <td>using what we know about science/computing to help us make useful things</td> </tr> </table>	technology	using what we know about science/computing to help us make useful things
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	<ul style="list-style-type: none"> Children create their own design, in response to the brief and their research 		<table border="1"> <tr> <td>product</td> <td>an outcome piece with a function/that does something - not necessarily a thing which can be sold</td> </tr> </table>	product	an outcome piece with a function/that does something - not necessarily a thing which can be sold
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<ul style="list-style-type: none"> Children make their product. 	<table border="1"> <tr> <td>brief</td> <td>the initial instructions that tell us what we need to do in our project</td> </tr> </table>	brief	the initial instructions that tell us what we need to do in our project		
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<ul style="list-style-type: none"> Children improve their product. 	<table border="1"> <tr> <td>user</td> <td>the person who we are designing our product for, whose needs/wants must be taken into account</td> </tr> </table>	user	the person who we are designing our product for, whose needs/wants must be taken into account		
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<ul style="list-style-type: none"> Children critically evaluate their work. 	<table border="1"> <tr> <td>nutrition</td> <td>the principles of a varied and healthy diet</td> </tr> </table>	nutrition	the principles of a varied and healthy diet		
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Potential GD pupils should also be encouraged to record more independently and freely as well as be encouraged to experiment with and use materials of their own choice. Their increasingly critical thinking and in depth evaluation of their own and others' design and technology work should be reflected in their books and the products they create with increasing confidence and independence of thought.					
Key Skills used in every project					
Progression in skills	Reception	Year 1	Year 2		
Research	<ul style="list-style-type: none"> Children safely use and explore a variety of materials, tools and techniques,. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. 	<ul style="list-style-type: none"> Explore a range of existing products, discussing how they are made and how they work. Discuss how these products could help them with their own design 	<ul style="list-style-type: none"> Explore a range of existing products, discussing how they are made and how they work. Discuss how these products could help them with their own design 		
Design	<ul style="list-style-type: none"> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. Children represent their own ideas, thoughts and feelings through design and technology. 	<ul style="list-style-type: none"> Talk about what they want to make, in relation to the design brief and their research. Draw a simple picture of their product and add some words, e.g. its parts/materials. Choose the materials/ingredients/tools they will use, from a limited selection. Write down some of the materials/ ingredients/tools they will need, using a word bank to help them. <p>Food and cookery</p> <ul style="list-style-type: none"> Understand the basic principles of a healthy and varied diet and that they are designing a healthy dish. Create a basic recipe, using drawings. 	<ul style="list-style-type: none"> Talk about what they want to make, in relation to the design brief and their research. Draw a labelled picture of their product, which may include parts, components, materials. Choose the materials/ingredients/tools they will use, from a selection. Write a list of the materials/ ingredients/tools they will need. <p>Food and cookery</p> <ul style="list-style-type: none"> Understand that the basic principles of a healthy and varied diet feature within their design. Create a basic recipe, using drawings and labels 		
Evaluate	<ul style="list-style-type: none"> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. 	<ul style="list-style-type: none"> Describe what went well and which aspects of their product they are pleased with. Describe anything that didn't work as well and any changes they had to make. Discuss whether they think their intended user will like/did like the product and why. 	<ul style="list-style-type: none"> Describe what went well and which aspects of their product they are pleased with. Describe anything that didn't work as well and any changes they had to make. Discuss what the intended user might think about the product. Suggest how their product could be improved. 		

	<ul style="list-style-type: none"> Children represent their own ideas, thoughts and feelings through design and technology. 	(Can be done verbally or written).	
Year 1			
	Theme 1	Theme 2	Theme 3
Area	Cooking and nutrition (see PSHE)	Textiles	Structures/Construction (link science TAPS assessment)
Brief	NA	Design and make a Christmas decoration	To compare bridges and test the strength of bridge shapes.
Research	NA	Observe and discuss a variety of Christmas ornaments. How are they made? How would they be used? What are they made from?	Look at pictures of different types of bridges. Discuss similarities and differences. Explore how to find out which bridge shape/material is the strongest. (science – materials tests)
Design	NA	Draw a picture of their design and label the various parts and the materials and tools needed.	From their science experiments decide upon a design for their bridge. Draw their design and label materials and what they are going to use to join the materials. List tools they will need.
Create	NA	Carefully cut the materials to make their design. Learning sewing basics – threading a needle, knotting thread, finishing off. Learn how to sew using running stitch.	Carefully cut and join the materials for their bridge. Make the bridge. As per their design.
Evaluate	NA	Share and discuss the finished decorations. Say what they like about those of others. From a photograph of their product describe what they like about it. Discuss if they think the intended user will like it.	Test the bridge to check that it is fit for purpose. Can a toy car drive across the bridge? How could it be improved/made stronger?
Vocabulary		See vocabulary list	See vocabulary list
	Theme 4	Theme 5	
Area	Structures/construction	Sculpture (see art & design)	
Brief	Design and make a castle using construction materials	NA	
Research	What does a castle look like? Are all castles the same? What things do most castles have in common?	NA	
Design	Talk about the type of castle they would like to build. Draw a picture of their castle design. Label the parts and what they will use for each part.	NA	
Create	Follow their design to build the castle. Joining construction materials together to make it stronger/more stable.		
Evaluate	Take a photograph of their finished design for their books. Does the castle look like their design? What are they pleased with? What could be improved?	NA	
Vocabulary	Design, structure, castle, Lego, construction	NA	
Year 2			
	Theme 1	Theme 2	Theme 3
Area	NA	Textiles	Construction/mechanisms
Brief	NA	Design and make a decoration	Design and make a boat that will float on water that incorporates a mechanism

Research	NA	Look at various Christmas tree decorations. What are they made from? Why are they considered Christmas decorations?	Look at and discuss a variety of boats. Discuss the materials they are made from and if they are waterproof. Discuss how the boat moves. Share ideas for a model boat. It must be able to float and have a mechanism (levers/sliders).
Design	NA	Design a Christmas decoration. Draw a picture of what it will look like. List the tools needed to make it.	Using ideas from the research decide on a design for the boat. Draw the design and label all of the parts. List the materials and tools needed for the design.
Create	NA	Follow the design to make the product. Carefully cut the fabric Use running stitch/over stitch to join the fabric together.	Use the design to aid making the model boat. Test and improve the boat so that it meets the design brief. Record the changes onto the original design.
Evaluate	NA	Was the design easy to follow? Would you change anything about it?	Evaluate their design, saying what they found easy and what was more difficult. Write about any changes they had to make and why.
Vocabulary	NA	See vocabulary list	See vocabulary list
	Theme 4	Theme 5	
Area	NA	Cooking/nutrition	
Brief		Design and make a picnic lunch	
Research		Research food appropriate for a picnic lunch to take to the beach. What items are suitable/unsuitable and why? What would be healthy/unhealthy?	
Design		Using their research to List tools and ingredients needed to make the lunch. Draw a picture of the items to be included in the lunch.	
Create		Prepare the items for the picnic lunch. Care fully cut any items. Wash hands, fruit and surfaces. Follow the design brief.	
Evaluate		What do they think the intended user would think about the product.	
Vocabulary		See vocabulary list	