

DT Learning Journey – EYFS and KS1



Garden design (Victorian)
Afternoon Tea

Model designs using software.

Beach Hut
 Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.

Christmas decorations
 Shape, join and colour textiles using templates, running stitch and techniques such as dyeing, embellishments and printing.

All strands of DT, except food technology, are taught using a spiral curriculum. Learning between year groups and phases is then assimilated and built upon in varying contexts. This is so children master design strategies through a range of challenges and learning opportunities.


Sushi
Giants breakfast

Cut, peel or grate ingredients safely and hygienically. Measure or weigh using measuring cups or electronic scales. Assemble or cook ingredients.

2
 Create products using levers, wheels and winding mechanisms.

Windmills
Planes

To design, make, evaluate and improve in Year 2, we:
 Link opportunities to design with the rest of our curriculum.
 Make products, refining the design as work progresses.
 Use software to design.
 Explore how products have been crafted.
 Link learning with designers who have shaped history: Cherish Finden (food)




Ginger bread men
Spring rolls
Sandwiches

Rain hat
 Cut materials safely using the tools provided. Measure and mark out to the nearest cm. Demonstrate a range of cutting and shaping techniques such as tearing, cutting, folding and curling.

Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.

To design, make, evaluate and improve in Year 1, we:
 Link opportunities to design with the rest of our curriculum.
 Design products that have a clear purpose and intended user.
 Explore objects and designs to identify likes and dislikes of the designs.
 Suggest improvements to existing designs.
 Link learning with designers who have shaped history: Samuel Cody



Cut, peel or grate ingredients safely and hygienically. Measure or weigh using measuring cups or electronic scales. Assemble or cook ingredients.

1
 To design a Rangoli pattern
 To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

To plan, carry out, evaluate and change where necessary.
To use a range of resources to create own props to aid role play

We teach all strands of DT, exploring purpose, analysis, designing, creation and evaluation.

Food	Computing	Construction	Textiles
Mechanics	Electronics	Materials	

To identify and group a range of fruits and vegetables
To select appropriate materials according to their properties
To identify and sort health/unhealthy foods

To name and identify a range of different materials and to know how they are used in familiar environments.

To construct with a purpose in mind, using a variety of resources

To identify and select resources and tools to achieve a particular outcome

To describe ways of safely using a variety of materials

To design, make, evaluate and improve in EYFS, we link our DT learning to the 7 areas of learning. DT is explored through continuous provision, group work and whole class teaching, within a range of contexts and learning environments.

Maths	Physical development	Communication and language	PSED	Understanding of the world	Expressive arts and design
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To be able to talk about the different jobs that adults do

To learn how to join in with whole group activities

To make comments about their observations

To know why it is important to handle apparatus safely

To handle tools, objects, construction and malleable materials safely and with increasing control

To know how to handle a range of tools effectively
To use a dominant hand

Across all year groups, literacy and English skills and knowledge are built into the teaching of DT. This begins in EYFS, where children begin to think of and write short, simple sentences, and ends in Year 6 where children can write sustained, critical pieces about their learning through a range of learning stimuli.

EYFS

To match quantities to a numeral

To use non-standard units to measure length, weight and capacity

To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity

To make observations of and compare length, weight and capacity

To understand and use a range of prepositions in everyday contexts