



Corporation Road Community Primary School

Design & Technology LTP

Design & Technology: Year 1/2B		
Vision: Design and Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. Design and Technology is split into four strands – Structures, Mechanical Systems, Textiles and Food. At Corporation Road, we would like children to draw on skills from a range of subjects such as mathematics, science, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Design and Technology education begins well before children begin their formal schooling. Children constantly explore their world through a variety of activities and it is vital for us to continue to extend this. The child's increasing understanding of the process of design and technology should match their intellectual and physical development throughout their primary education.		
Domains:		Key Concepts:
Making, Using and Understanding		Tools, Materials, Health & Safety, Repair & Maintenance, Textiles, Card Making, Joining, Structures, Mechanisms, Preparing & Cooking Food, Nutrition, Origins of Food
Planning, Knowledge and Evaluation		Designing, Working from Plans, Existing Product Evaluation and Evaluation
Autumn 2	Spring 2	Summer 2
Theme: Legacy & Impact	Theme: Citizenship	Theme: Gender & Equality
Domains:	Domains:	Domains:
<ul style="list-style-type: none"> - Making, Using and Understanding - Planning, Knowledge and Evaluation 	<ul style="list-style-type: none"> - Making, Using and Understanding - Planning, Knowledge and Evaluation 	<ul style="list-style-type: none"> - Making, Using and Understanding - Planning, Knowledge and Evaluation
Key Concepts:	Key Concepts:	Key Concepts:
<ul style="list-style-type: none"> - Tools, Materials, Health & Safety, Textiles & Joining - Designing, Working from Plans, Existing Product Evaluation and Evaluation 	<ul style="list-style-type: none"> - Tools, Health & Safety, Preparing & Cooking Food, Nutrition and Origins of Food - Designing, Working from Plans and Evaluation 	<ul style="list-style-type: none"> - Tools, Materials, Health & Safety, Repair Maintenance, Joining and Structures - Designing, Working from Plans, Existing Product Evaluation and Evaluation
End Point: <u>Legacy & Impact</u> For children to understand and learn about legacies in design and technology left behind by key individuals and communities, which have had an impact on the way in which we live our lives, and influence what we learn, in society today. For children to develop design and technology skills so that they can choose to have an impact on their immediate and wider environment and influence others. For children to have the knowledge and ability to make their own mark on society knowing they themselves leave behind their own legacy.	End Point: <u>Citizenship</u> For children to understand that as citizens, we can use design and technology to help work towards the betterment of the whole community. Children will learn how to take risks, become resourceful, innovative, enterprising and capable citizens. Children will know that, through design and technology, you can meet the needs, wants and values of yourself and others.	End Point: <u>Gender & Equality</u> For children to have an appreciation and knowledge of the different strands within design and technology therefore understanding that you can contribute using a range of subject knowledge. To understand that irrespective of gender, race, beliefs, culture or religion, you can have an appreciation of and access to design and technology. For children to have the skills and knowledge to have the option of continuing design and technology in higher education and/or through a career.
Textiles – Coat of Arms	Food – Anzac Biscuits	Structures – Boat (explorers)
<ul style="list-style-type: none"> - Joining fabrics - Using templates - Functional and appealing product for the use, with purpose 	<ul style="list-style-type: none"> - Measuring ingredients - Mixing ingredients 	<ul style="list-style-type: none"> - Small-scale - Choosing and joining materials



Year 1		Year 2		Year 1		Year 2	
<ul style="list-style-type: none"> - Select and explain why they have chosen a particular tool for a task. - Select and explain their choice of materials, sometimes with help. - Explain how to keep safe during a practical task. - Cut out shapes from a range of fabrics and papers. - Join appropriately, using glue or tape. - Draw a simple picture of an intended design with basic labelling. - With help, put ideas into practice. - Describe how an existing product works (e.g. 'the toy moves when I turn the handle'). - Talk about their own work and others' work identifying strengths or weaknesses. 	<ul style="list-style-type: none"> - Use tools safely for cutting and joining materials and components. - Choose appropriate materials and suggest ways of manipulating them to achieve a desired effect. - Join fabrics using running stitch, glue, staples, oversewing and tape. - Produce detailed, labelled drawings or models of products based on design criteria. - Think of ideas and plan what to do next, based on their experience of working with materials and components. - Investigate a range of existing products and say if they do what they are supposed to do. Explain how closely, finished products, meet their design criteria and say what they could do better in the future. 	<ul style="list-style-type: none"> - Select and explain why they have chosen a particular tool for a task. - Explain how to keep safe during a practical task. - Measure and weigh food items using non-standard measures (e.g. spoons and cups). - Identify the main food groups including fruit and vegetables. - Identify the source for common foods. - Draw a simple picture of an intended design with basic labelling. - With help, put ideas into practice. - Talk about their own work and others' work identifying strengths or weaknesses. 	<ul style="list-style-type: none"> - Work safely and hygienically in construction and cooking activities. - Cut, peel, grate and chop a range of ingredients to make dishes from other countries. - Recognise the need for a variety of foods in a diet. - Explain where the food they eat comes from (e.g. by referring to countries, counties, animals and plants). - Produce detailed, labelled drawings or models of products based on design criteria. - Think of ideas and plan what to do next, based on their experience of working with materials and components. - Explain how closely, finished products, meet their design criteria and say what they could do better in the future. 	<ul style="list-style-type: none"> - Select and explain why they have chosen a particular tool for a task. - Select and explain their choice of materials, sometimes with help. - Explain how to keep safe during a practical task. - Explain how they would fix simple products. - Join appropriately, using glue or tape. - Build simple structures. - Draw a simple picture of an intended design with basic labelling. - With help, put ideas into practice. - Describe how an existing product works (e.g. 'the toy moves when I turn the handle'). - Talk about their own work and others' work identifying strengths or weaknesses. 	<ul style="list-style-type: none"> - Use tools safely for cutting and joining materials and components. - Choose appropriate materials and suggest ways of manipulating them to achieve a desired effect. - Work safely and hygienically in construction and cooking activities. - Cut, measure, form and shape materials to fix or repair something, explaining objectives. - Attach features to a vehicle (e.g. an axle and wheels or a sail and rudder). Join appropriately, with glue and/or tape, for different materials and situations. - Improve structures by making them stronger, stiffer and more stable. - Produce detailed, labelled drawings or models of products based on design criteria. - Think of ideas and plan what to do next, based on their experience of working with materials and components. - Investigate a range of existing products and say if they do what they are supposed to do. - Explain how closely, finished products, meet their design criteria and say what they could do better in the future. 		

To be covered when making greetings cards:
 Card Making:
 Year 1 - Fold, tear, roll and cut paper and card.
 Year 2 - Create simple hinges and pop-ups using card.
 Mechanisms:
 Year 1 - Use wheels, axles, levers and sliders.
 Year 2 - Create and use wheels and axles, levers and sliders.

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