EYFS DT Long Term Plan

Our Rationale

At Courthill Infant School, we believe that Design and Technology gives children the opportunity to develop skill, knowledge and understanding of designing and making functional products. We feel it is vital to nurture creativity and innovation through design and by exploring the designed world in which we live and work.

We develop the children's skills and knowledge in design, structures, mechanisms and use a range of materials including food. This is done by providing exciting activities linked to topics that encourage creativity and the opportunity to think about important issues.

In Foundation, children are encouraged to be creative and innovative using construction toys and develop joining skills and fine motor skills. They are encouraged to use these skills to solve problems.

In Key Stage One children follow the National Curriculum. They learn about becoming a designer and the process of design: plan, make and evaluate. The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Inclusion statement

At Courthill Infant School we strive to provide all pupils with a broad and balanced curriculum that meets the specific needs of individual pupils with suitable challenge. Our curriculum aims to respond to pupils' diverse needs across the school and to overcome any barriers to their learning. Key knowledge and skills have been identified in **bold** with the expectation that all pupils will achieve these outcomes by the end of the year. We strive to address the key objectives through differentiated questioning, demonstrating and scaffolding, as well as using different approaches to teaching and learning to overcome barriers.

	Big idea 1: Design	**Big idea 2: skills and manufacture**	**Big idea 3: Evaluate**
Knowledge and facts *(NC)*	• 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	• 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 <u>Technical knowledge</u> • 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.	• explore and evaluate a range of existing products • evaluate their ideas and products against design criteria
Knowledge and facts (EYFS)	**H&SC** know the importance of good health, healthy diet and talk about ways to stay healthy and safe **SC&SA:** Confident to try new activities, talk about their ideas and choose the resources they need for chosen activities **E&UM&M:** Safely use and explore a variety of materials tools and techniques, experimenting colour, design, texture, form and function **BI:** Use what they have learn about media and materials in original way thinking about uses and purposes. They represent their own ideas, thoughts, feelings through design and technology.	**M&H:** handle tools effectively **H&SC** know the importance of good health, healthy diet and talk about ways to stay healthy and safe **SC&SA:** Confident to try new activities, talk about their ideas and choose the resources they need for chosen activities **E&UM&M:** Safely use and explore a variety of materials tools and techniques, experimenting colour, design, texture, form and function **BI:** Use what they have learn about media and materials in original way thinking about uses and purposes. They represent their own ideas, thoughts, feelings through design and technology.	**H&SC** know the importance of good health, healthy diet and talk about ways to stay healthy and safe **SC&SA:** Confident to try new activities, talk about their ideas and choose the resources they need for chosen activities **BI:** Use what they have learn about media and materials in original way thinking about uses and purposes. They represent their own ideas, thoughts, feelings through design and technology.
Context/Focus	**-Use the plan, do, review model** **-Be able to explain what they are going to make** -Draw a pictorial plan -Use a template to draw around -Identify things that they like about examples shown and use these to influence their plan -Understand the what they have been asked to do (and why)	**-Join materials e.g. using glue, staple, cellotape, masking tape, paperclip, split pin** -Use a template to draw around -Use scissors to cut along a straight and curved lines -Use hole punches to create holes -Build structures joining components together -Explain how they will join the materials of their choice -Select and name the tools they need	**Use the plan, do, review model** **<u>During:</u>** -Identify problems as they are happening -Know when to ask for help and when they need to change their idea to create a finished product **<u>After:</u>** **-Take part in a class (verbal) evaluation of a product**

		-Explain what they are making and which materials they are using **Specific to cooking and nutrition:** -Measure ingredients using non-standard measurements (cups, spoons, etc.) -To mix, stir, cut, pour, shape and spread **-Wash their hands before cooking**	**identifying what they like about it and one thing to improve (taste, appearance)**