Design and Technology

How are we doing so far?

The New Curriculum

Scheme of Work

How are we doing so far?

Planning	Selecting	Making	Evaluating	
47/375	29/375	53/375	36/375	
13%	7%	14%	10%	

Planning for the New Curriculum

What's new?

- 1. More emphasis on 'effective' DT and creating 'innovative' products in KS2
- 2. Two strands: Designing and Making + Cooking and Nutrition
- 3. Importance in making on-going changes and improvements during making stages
- 4. Looking into seasonality of ingredients and how they are caught/reared etc
- 5. Computing and coding of products in KS2
- 6. Researching key events and individuals in KS2

Planning for the New Curriculum

Planning and teaching effective Design and Technology

A resource outlining the skills that should to be met according to the 2014 Design and Technology curriculum

Year Group	<u>Autumn Term</u>	Spring Term	Summer Term	
Year 1	Mechanisms Sliders and levers	Structures Freestanding structures	Food Preparing fruit and vegetables	
Year 2	Mechanisms Wheels and axles	Food Preparing fruit and vegetables	Textiles Templates and joining techniques	
Year 3	Structures Shell structures (including computer aided design)	Food Healthy and varied diet	Textiles 2D shape to 3D product	
Year 4	Mechanical Systems Levers and linkages	Electrical Systems Simple circuits and switches (including programming and control)	Food Healthy and varied diet	
Year 5	Structures Frame structures	Food Celebrating culture and seasonality	Electrical Systems More complex switches and circuits (including programming, monitoring and control)	
Year 6	Textiles Combing different fabric shapes (including computer aided design)	Mechanical Systems Pulleys or gears	Food Celebrating culture and seasonality	

<u>Design and Technology – Skills to be met</u>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skill						
Background Research – Lesson 1 Exploring context and existing products	Understand what a product is and who it is for Understand how a product works and how it is used Identify where you might find this product	Understand what a product is and who it is for Understand how a product works and how it is used Identify where you might find this product Identify the materials used to make the product Express an opinion about the product	Identify who made the product, when it was made and what its purpose is Identify what the product has been made from Evaluate the product on design and use Brain Builders: Research facts about famous inventors/ chefs / designers atgalinked to product	Identify who made the product, when it was made and what its purpose is Identify what the product has been made from Evaluate the product on design and use Brain Builders: Research facts about famous inventors/ chefs / designers etc. linked to product	Identify who made the product, when it was made and what its purpose is Identify what the product has been made from and how environmentally friendly the materials are Evaluate the product on design, appearance and use Identify the cost to make the product Brain Builders: Research facts about famous inventors/ chefs / designers atc. linked to product	Identify who made the product, when it was made and what its purpose is Identify what the product has been made from and how environmentally friendly the materials are Evaluate the product on design, appearance and use Identify the cost to make the product and whether it has any other purposes \$5. Leading innovation of the time, trend setting Brain Builders: Research facts about famous inventors/ chefs / designers \$50 linked to product
Design Criteria – Lesson 2 Understanding their intended users and their own product	Explain what product they will be designing and making Explain who their product will be used by Describe what their product will be used for	Use own experiences and existing products to develop ideas Explain what product they will be designing and making Explain who their product will be used by	Brain Builders: Understand and gather information about what a particular group or people want from a product Describe the purpose of their product and how it will work	Brain Builders: Understand and gather information about what a particular group or people want from a product Describe the purpose of their product Identify design features that will appeal to intended users	Brain Builders: Understand and gather information about what a particular group or people want from a product, using questionnaires, surveys etc. Describe the purpose of their product	Brain Builders: Understand and gather information about what a particular group or people want from a product, using questionnaires, surveys etc. Describe the purpose of their product

Scheme of Work: Projects on a Page

 Recommended by DT Association and teachers

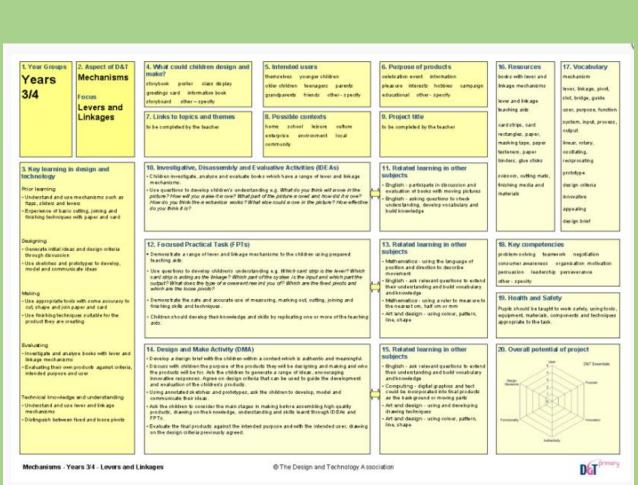


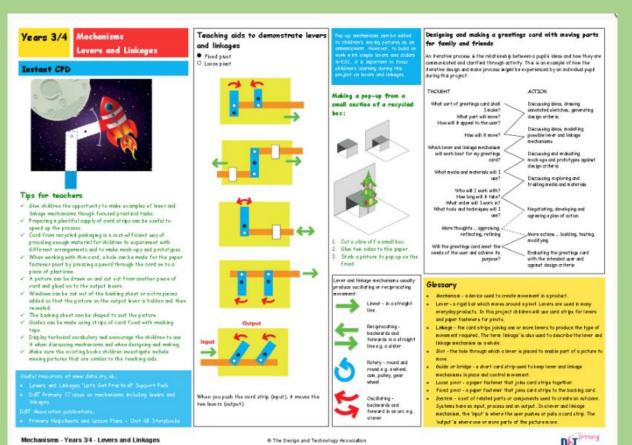
Easy to follow

 Ensures skills are met whilst providing more flexibility

 Provides CPD training and information to support teachers







Page to support planning

Page to support subject knowledge

My next steps

Continue to order resources

Look into software to support computer based work

Be available