

Curriculum Sequence for **DT – Design Technology teaches us how to design and make products that solve problems, and then evaluate how successful our results are.**

Early Years	Autumn Term Stories and Rhymes		Spring Term Changes		Summer Term Me and My World	
	<p>Declarative Knowledge Expressive Arts That some materials can be shaped by hands or tools. Name some That materials can be joined together in different ways</p> <p>Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</p>	<p>Procedural Knowledge Expressive Arts ...explore different materials freely, in order to develop their ideas about how to use them and what to make. ...manipulate dough or modelling material with hands or tools. ...select tools (glue, spanners, etc) and use them with reasonable control to make things or join them together.</p>	<p>Declarative Knowledge That different media can be joined together in different ways. that time to create a piece of art is important.</p>	<p>Procedural Knowledge ...investigate the best way to joint different media together. ... important it is to take time to create a piece of art and that it is ok to return to it to improve it. Experiments with joining-junk modelling, construction cutting and sticking skills Talk about and share their work with peers and adults</p>	<p>Declarative Knowledge Coming soon.....</p>	<p>Procedural Knowledge</p>
	Enhancements: Autumnal week, trip to the theatre, perform in front of an audience, visit from librarian					
Year 1	Autumn Term A Trip Down Memory		Spring Term Animals Everywhere		Summer Term The Great Outdoors	
	<p>Declarative Knowledge Which DT techniques do I need to know to make moving parts? How can I join card? How can I add moving parts Know some different types of card. Know some different types of glue tape and fixings Know the link between a design diagram, a model and the finished product. Know that we make things for a purpose. Revisit this to make a Christmas card</p>	<p>Procedural Knowledge Use my own ideas and experiences to generate a design idea Choose appropriate materials and tools Cut out a range of materials Describe how well my outcome meets my original idea</p>	<p>Declarative Knowledge How can I parts to make a moving vehicle? Know some different types of card. Know the link between a design diagram, a model and the finished product. Know that we make things for a purpose.</p>	<p>Procedural Knowledge Use my own ideas and experiences to generate a design idea Design ideas for a roleplay area, adding lables and resources needed. Choose appropriate materials and tools Describe how well my outcome meets my original idea</p>	<p>Declarative Knowledge Which DT techniques do I need to know to design and make a smoothie? Which DT techniques do I need to know to design and make a kite? Know the link between a design diagram, a model and the finished product. Know that we make things for a purpose. Know how to cut safely with a knife. How do I plan my design in order to make it functional and appealing? Know how to make an instrument to suit criteria and outcome (try pots of different</p>	<p>Procedural Knowledge Wash my hands before and after preparing food Peel, chop, grate or squeeze fresh fruit and vegetables Design purposeful, functional, appealing products for themselves and others based on design criteria. Evaluate their ideas and products against design criteria. Select from and use a wide range of materials and components, including materials and ingredients according to their characteristics.</p>

					sizes and materials to deem what is suitable) Know how to make a kite (try different materials and designs to decide what will fly best)	Select from and use a range of tools and equipment to perform practical tasks. Build structures, exploring how they can be made stronger, stiffer and more stable
	Enhancements: Traditional toys and games day Visit local library		Enhancements: Visit from Animal person, trip to the safari park/zoo/nature centre, create exhibition for parents		Enhancements: Outdoor day, trip to West Smethwick Park, prepare an outdoor day for their family	
Year 2	Autumn Term Home and Away		Spring Term Change Makers		Summer Term Change 4 Life	
	<p><u>Declarative Knowledge</u> Can I build a structure/artwork and explore how to make it stronger and more stable? properties of different materials, what makes card/paper stronger, Know a range of simple joining techniques How can a plan help me create a good piece of work? Know what a plan is for, to share ideas, create templates and mock-ups. Can I create a moving Christmas card to celebrate the season with my family?</p>	<p><u>Procedural Knowledge</u> Generate ideas for a design based on other's ideas and experiences Create a simple plan of how to make my product Describe how to join certain materials being used Evaluate my outcome against my design identifying strengths and areas for improvement Discuss what I like and dislike about how I made my product and what I could improve on</p>	<p><u>Declarative Knowledge</u> Making models Materials and their uses (link to science). Can I use my knowledge of a variety of materials to make models (for the museum) – considering strength, moving parts and joints and scale? How can I test model bridges for weight bearing? What is a property of a material? BIG IDEA everything is built of tiny building blocks Hard, soft, bendable, shiny, smooth, rough, texture</p>	<p><u>Procedural Knowledge</u> Generate ideas for a design based on other's ideas and experiences Decide who the product is for and how it might work Create a simple plan of how to make my product Describe how to join certain materials being used Explain my choice of materials and tools Measure, mark and cut out a range of materials Evaluate my outcome against my design identifying strengths and areas for improvement</p>	<p><u>Declarative Knowledge</u> Can we describe basic food hygiene and food groups? Can we prepare food safely using different methods (peel, chop, grate, squeeze)? Can we choose and plan for appropriate tools to prepare a healthy snack? How can we ensure this is safe for all? (hygiene, allergies) How can we ensure the product fits the purpose?</p>	<p><u>Procedural Knowledge</u> Describe basic food hygiene when cooking Wash my hands before and after preparing food Choose appropriate tools by which to peel, chop, grate or squeeze fresh fruit and vegetables Describe ingredients being used in a cooking process How do we prepare food safely/hygienically? Wash hands, clean surfaces, tie back long hair, wipe up spills immediately, wear a clean apron, To identifying the food origins (or source) for a breakfast, playtime snack, lunch and dinner. Draw a flow diagram to show how foods is produced e.g , chocolate /bread /ice cream. Peel, chop, grate or squeeze fresh fruit and vegetables Choose appropriate tools by which to peel, chop, grate or squeeze fresh fruit and vegetables Investigate plants as food source : Roots, Stems, Leaves, Flowers, Fruit, Seeds</p>

						Investigate food labels/packaging to find where food comes from and locate on map.
	Enhancements Walk around Smethwick, interview people who lived in Smethwick since they were young		Enhancements Trip to a museum Create an exhibition for parents			Enhancements: Film Makers in school for two weeks to create a film with the children. Film night