



St John's Catholic infant School



DESIGN TECHNOLOGY LONG TERM OVERVIEW

OUR DESIGN TECHNOLOGY INTENT

At St John's Catholic Infant School Design Technology Is an Inspiring and practical subject, where children learn to think creatively to design products as individuals and as part of a team. As Design Technologists we develop our natural curiosity alongside extending our understanding and skills base. We will become confident in completing the design cycle to evaluate and extend our ideas. Staff support children with retaining childhood confidence in their ideas and skills, which can easily be lost if others 'take over' and try to suggest what the child is making, thinking or doing.

YEAR ONE	Autumn Term 'Where I Live' (Use of Materials)	Spring Term 'My Amazing Body' (Mechanisms)	Summer Term Summer 1 'Down On The Farm' (Cooking & Nutrition) Summer 2 'The History Box' (Construction)
IMPLEMENTATION	<p><i>As design technologists, children will:</i></p> <p>Autumn 1 'Where I Live' Make a structure / model using different materials. Make sure work is tidy. Make their model stronger</p>	<p><i>As design technologists, children will:</i></p> <p>Spring 1 'My Amazing Body' Able to make a moving body using split pins. Able to cut materials using scissors. Describe materials using different words. Talk about why they have chosen certain parts to move.</p>	<p><i>As design technologists, children will:</i></p> <p>Summer 1 'Down On The Farm' Able to describe the texture of food. Able to prepare food by cutting and following hygiene rules. Talk about importance of hygiene rules.</p> <p>Summer 2 'The History Box' Able to talk about what and how they want to construct their own history box.. Can select appropriate tools and resources for their project. Draw out simple plan of their history box. Join materials together and decorate box. Evaluate finished product.</p>
END POINTS	<p>'Where I Live' Children working at the expected standard: I can make a simple plan and talk about my ideas. I can join materials together, cutting and gluing to make a model. I can talk about how model and how I made it.</p>	<p>My Amazing Body Children working at the expected standard: I can give some answers to questions. I can experiment at using different materials and find ways to join them. I can talk about how to adapt a mechanism. I can follow instructions and cut out a template. I can attach materials so that they move using split pin.</p>	<p>Down on the Farm Children working at the expected standard: Know and can talk about food hygiene. Know why the rules are important. Can show which foods I should eat plenty of and which foods I should eat less of. Can talk about the texture of food, use utensils safely to prepare soup. Can say what worked well and talk about how it could be improved.</p>

	<p>I can talk about my structure and show how it could be improved.</p> <p>Children working at greater depth: I can adapt, correct or extend my own understanding with independence to make improvements. I can begin to give more detailed reasons for my suggestions. I can use my knowledge from previous learning to enhance my design. I can apply a high level of confidence, work with consistency of purpose and show good resilience when creating my model. I can use oracy to give more detailed reasons to evaluate my work</p>	<p>I can say what I am pleased with and what worked well in my design. I can say how I could improve my work</p> <p>Children working at greater depth: I can explain in detail my understanding to a partner. I can work and not give up showing accurate detail. I can use ambitious vocabulary and talk confidently about my learning. I can correct mistakes and talk about improvements as I go along.</p>	<p>Children working at greater depth: Work with resilience at practical activities working with care. Link learning from previous lessons to explain why soup is nutritious. Can use words with accuracy – contamination etc Can give reasons why some food groups are better than others. Independently make improvements and work with accuracy. Can show how and why I made improvements.</p> <p>The History Box Children working at the expected standard: I can investigate how puppets are made. I can imagine ideas with a partner. I can plan out my own ideas. I can assemble resources to make a puppet. I can evaluate my finished puppet. I can say what I like and how I would like to improve my design.</p> <p>Children working at greater depth: I can give reasons why some ideas may work better. I can adapt, correct or extend my own understanding with independence. I can explain my understanding to others and be a learning buddy to others by giving reasons to say why some ideas are better than others. I can explain my understanding to others and be a learning buddy to others by giving more detailed reason for their comments</p>
<p>VOCABULARY</p>	<p><i>Design, question, idea, structure, join, assemble, stronger, shape, fold, detail, finishing touch.</i></p>	<p><i>Question, imagine, plan, make, evaluate, join, assemble, move, joint, split pin, cut, snip, change, adapt, template, evaluate, effective, alter, design brief, design idea</i></p>	<p><i>Hygiene, healthy, preparation, safety, cut, slice, combine, presentation, names of variety of vegetables / fruit, Hygiene, health, safety, rules, Healthy, unhealthy, food groups, food pyramid, fruit & Veg, carbohydrates, diary, protein, fat, Preparation, cut, slice, combine, spread, utensils,</i></p>

			<i>names of utensils., Criteria, Success, Improvements Textile, cutting, tear, create, glue, attach, effect, in front, behind, materials.,</i>
ENHANCEMENTS	<i>Local area field trip to observe buildings.</i>		<i>Watch youtube.com /watch?v=DoSq9 T6OejA&safe=true Make simple video of the process / finished product Visit to Local Farm to see source of food / crops.</i>

YEAR TWO	Autumn Term Autumn 1 'Lord Lever & Port Sunlight' (Use of Materials and Construction) Autumn 2 'Remembering and Remembrance' (Textiles)	Spring Term Spring 1 'Owl Who Was Afraid Of The Dark' (Mechanisms)	Summer Term Summer 1 'Lighthouses' (Construction) Summer 2 'Pirates on Tour' (Food)
IMPLEMENTATION	<p><i>As design technologists, children will:</i></p> <p>Autumn 1 'Lord Lever & Port Sunlight' Join different materials together to make a soap bar. Use skills of cutting, folding, scoring to construct a soap box.</p> <p>Autumn 2 'WW1 & WW11' Join and cut textiles to make a poppy. Talk about their choices and design ideas.</p>	<p><i>As design technologists, children will:</i></p> <p>Spring 1 'Owl Who Was Afraid Of The Dark' Think of ideas and plan what to do next. Choose best tools, materials and talk about their designs. Join materials together to make a moving part. Add design to their finished product. Develop ideas from starting points. Incorporate movement into model. Consider how to improve their construction.</p>	<p><i>As design technologists, children will:</i></p> <p>Summer 1 'Lighthouses' Measure and cut wood. Use different joining techniques to make a picture frame.</p> <p>Summer 2 'Pirates on Tour' Make choices based on flavour. Design a label for my fruit juice. I can evaluate. Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria</p>
END POINTS	<p>Autumn 1 Children working at the expected standard: I can talk about how a box is assembled. I can unpick a box and find a net shape. I can reassemble a net to make a box. I can cut and score card. I can fold and join to make a box form a net. I can talk about how to improve my work I can talk about how my box works and if it meets the design brief.</p>	<p>Children working at the expected standard: I can make components move in simple ways. Discuss how to alter and improve designs. I can make a plan showing my choices of design and reasons for these. I can make a moving owl which has some design features on. I can explain how well my design worked and give reasons for this. I can show any</p>	<p>Summer 1 Children working at the expected standard: I can talk about how a frame has been put together. I can try different techniques to join a fame and say which works best. I can measure with accuracy, use a saw safely. Joins parts to make whole showing how they added strength to the design I can explain how well my picture frame worked</p>

	<p>I can say what I am pleased with and how it could be improved.</p> <p>Children working at greater depth: I can work with confidence and resilience to reassemble box with accuracy and care. I can apply high level of confidence and show good resilience when tasks seem demanding. I can use accurate subject vocabulary when talking about design – design brief, evaluate, enhance</p> <p>Autumn 2 Children working at the expected standard: I can cut out with care and follow safety rules. I can join materials in different ways and work with textiles. I can evaluate mine and my peers’ sewing skills and identify ways to develop this skill next time.</p> <p>Children working at greater depth: I can apply high level of confidence and show good resilience when tasks seem demanding. I can adapt, correct or extend my own understanding with independence.</p>	<p>change to make for the future.</p> <p>Children working at greater depth: I can use oracy effectively to enhance my work when using more than one mechanism. I can accurately and effectively link learning from previous lessons to create an owl. I can apply knowledge, skills and understanding from previous learning with security and accuracy without the teacher and add additional moving features using my own ideas to good effect. I can adapt, correct and extend my own understanding with independence.</p>	<p>and give reasons for this. I can show any change to make for the future.</p> <p>Children working at greater depth: I can adapt, correct or extend my own understanding with independence to investigate different joining techniques. I can apply a high level of confidence and show good resilience when tasks seem demanding. I can apply knowledge, skills and understanding from previous learning with security and accuracy without the teacher.</p> <p>Summer 2 Children working at the expected standard: I can make choices based on flavour. I can design a label for my fruit juice and follow the instructions to create my fruit juice pirate potion. I can evaluate.</p> <p>Children working at greater depth: I can compare and give reasoning for my juice choice. Make a purposeful label and work with accuracy when handling ingredients and utensils. I can give reasons and explain how I would improve my flavour and label next time.</p>
<p>VOCABULARY</p>	<p><i>Assemble, material, cuboid, net vertices, edge, cut, score, fold, join glue, design brief, evaluate, improve</i></p> <p><i>thread, push, pull, weave, sew needle, Safe, design, cut, felt, textile join, stitch, success criteria evaluate</i></p>	<p><i>Moveable, movement, split pins, join, connect, attach, glue, design, cut, evaluate, product, texture, materials, model, improve</i></p>	<p><i>Join, fix, glue, cut, measure taste buds, sweet, sour, salty, bitter umami, fresh, tanginess, tangy</i></p>
<p>ENHANCEMENTS</p>	<p><i>Visit to Port Sunlight</i> <i>Visit from War Veteran/ Current soldier</i></p>	<p><i>Visit from Owl Man</i></p>	