









Design Technology PoSK

	Year R	Year 1	Year 2
<u>Designing</u> Understanding contexts, users and purposes Generating, developing, modelling and communicating ideas	Manipulate materials to achieve a planned effect Construct with a purpose in mind, using a variety of resources Use simple tools and techniques competently and appropriately Selects appropriate resources and adapts work where necessary Select tools and techniques needed to shape, assemble and join materials they are using	State what products they are designing and making Describe what their products are for Say how their products will work Say how they will make their products suitable for intended users Use simple design criteria to help develop their ideas Generate ideas by drawing upon own experiences Use knowledge of existing products to help come up with ideas Develop and communicate ideas by talking and drawing/ use of IT Model ideas by exploring components and kits and by making mock ups/templates	
<u>Making</u> Planning Practical skill and techniques	Safely use and explore a variety of materials, tools and techniques	Plan by suggesting what to do next Select from a range of tools and equipment, explaining their choices Select from a range of materials and components according to their characteristics Follow procedures for safety and hygiene Measure, mark out, cut and shape materials and components Assemble, join and combine materials and components Use finishing techniques including those from art and design Use correct technical language for the project they are undertaking	
<u>Evaluating</u> Own ideas and products		Talk about their design ideas and what they are making Make simple judgements about their products/ideas against design criteria Suggest how their products could be improved	





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Existing products		Explore what products are/what for/how work/how used/materials used/likes and dislikes about a product	
Technical knowledge	YR	Y1	Y2
Mechanisms	<p>Lots of opportunities to cut card and paper with accuracy and skill.</p> <p>Simple Flap Join – fold thin card in half and join one half to a model/structure or card.</p>  <p>Bench fold Children need to fold the card in half, draw two straight lines and then cut the lines and push the box through.</p>  <p>Wheels Investigate fixed axles and rotating wheels on toy cars</p>	<p>Opportunities to practise different joining techniques before completing final piece.</p> <p>Hinge Joins Simple hinge using paper or masking tape.</p>  <p>Simple Slider</p>  <p>Fold paper in half. Make a slider by folding paper. Slide through the two slots cut earlier. 3 key stages:</p> <ol style="list-style-type: none"> 1. Tube of paper that a slider moves up/down inside 2. Slider through a bar fixed to the back of card 3. Add extra bar so that the slider moves vertically <p>NB ensure slider is long enough to reveal picture</p> <p>Pivot Use of split pins. Teach how to make a hole for pin with a pencil into blu-tac</p> <p>Levers with linkage</p>	<p>Fixed axle with accurate joining.</p> <p>Rotating (+) axle with fixed wheels –</p>  <p>Axle held in place by a straw.</p>  <p>Axle holder made with pegs. Axle holder using cardboard triangles</p>



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		 <p>Once children are confident making a simple lever and pivot, they can start to create movement using several levers attached to a linkage system.</p>	
Structure	<p>Junk modelling- selecting objects for a purpose</p> <p>Experiment with joining – choosing materials for a purpose.</p> <p>Opportunities to select best joining materials: tape- joining boxes PVA- collage/flaps Pritt- joining paper</p>	<p>Joining sheet material -</p> <p>flute joins <u>to aid stability</u>-</p>  <p>Adding detail rooms to models using a variety of reclaimed materials focusing on stability Accuracy of cutting/finishing</p>	
Food Technology	<p>Work hygienically.</p> <p>Work safely.</p> <p>Use simple tools to cut, squeeze and mix ingredients.</p> <p>Begin to understand which foods keep us healthy.</p>	<p>Begin to measure and weigh ingredients.</p> <p>Use selected tools to carefully and with some accuracy – cut, peel, chop, grate, spread.</p> <p>Begin to use a food vocabulary using taste, smell, texture, feel.</p> <p>Understand and know foods that we need for a balanced diet.</p> <p>Name and sort foods into the five groups in the eatwell Plate. Know that all food comes from plants or animals.</p>	<p>Observe hygiene, health and safety hazards.</p> <p>Begin to choose/select appropriate materials to cut, peel, slice etc.</p> <p>To use these tools with increased accuracy.</p> <p>Develop food vocabulary.</p> <p>Group familiar foods, e.g. fruit and vegetable.</p> <p>Measure and weigh food items using non and statutory measures. Understand the need for a variety of foods in a diet. Combine food ingredients according to their sensory characteristics</p>



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Skills	Paper and card	Clay and play dough	Construction	Food
Cutting	<p>Following a direction Cut to a point and stop Cut a straight line Cut a curve Holding scissors correctly (safety)</p> <p>Saw backward and forward motion.</p> <p>Measure from edge spread fingers to control ruler Draw a line</p>	<p>Know how much pressure to apply to cutter</p> <p>Knife Cut away excess</p>		<p>Cutting Grating Peeling</p>
Joining	<p>Making a choice between resources such as:</p> <ul style="list-style-type: none"> • Sellotape- estimating amount needed. Know when to use • Masking tape • Pva glue- know to glue around the edge, coverage, wiping spreader • Pritt stick • Pegs • Split pins • Blue tac • Paper clips • Staples – overlap strengthen • Nails and screws(practise skill using tap tap toy) <p>Other means of joining</p>		<p>Overlapping bricks to strengthen a join Using a base</p>	



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	<ul style="list-style-type: none"> • Fluting • Tabs 			
Shaping and Finishing	<p>Estimating: big or small piece</p> <p>Stencil</p> <p>Curling</p> <p>Fan</p> <p>Fold (edges meeting, pressing down)</p> <p>Rolling</p> <p>Concertina</p> <p>Nets (visualising the shape)</p> <p>Tabs</p> <p>Making a relevant choice</p> <p>Accuracy of measuring</p> <p>Purpose</p> <p>Choice for media- pens, paint, printing, fabric, paper, glue etc</p> <p>Design, draft, make , evaluate, make adjustments</p>	<p>Prepare work surface</p> <p>Rolling (sausage of for base)</p> <p>Squeezing (making a fist)</p> <p>Kneading</p> <p>Squashing</p> <p>Twisting</p> <p>Pinching</p> <p>Pressure (how much, to cut through or mark the clay?)</p> <p>Pulling</p> <p>Keeping the shape (slip to hold the shape)</p> <p>Templates</p>	Adding detail to construction kits	