

EYFS

Educational Programme			
Early Learning Goals			
<p><b>Personal, social and emotional development</b></p> <ul style="list-style-type: none"> <li>- Creating something that has a purpose and which can be modified at will can bring particular satisfaction to learning. Confidence, excitement, enthusiasm and perseverance can emerge from and contribute to success in designing and making.</li> <li>- Greater confidence and self-esteem may also be apparent as children develop greater understanding and awareness of their world.</li> <li>- Increased ability to share, take turns and collaborate may emerge as children engage in group interests and design topics.</li> </ul>	<p><b>Communication, language and literacy development</b></p> <ul style="list-style-type: none"> <li>- Discussing ideas with others develops language for communication and for thinking.</li> <li>- Talking about what they have made offers children opportunities to explain their choices and evaluate their own work and that of others.</li> <li>- Stories, created by children or drawn from books or television, can be an excellent starting point for developing design and technology projects.</li> <li>- Many of the manipulative skills demanded in making things contribute to handwriting skill.</li> </ul> <p>- Making birthday cards, notices for a shop or menus for a cafe provide opportunities for giving reading and writing a purpose</p>	<p><b>Problem-solving, reasoning and numeracy</b></p> <ul style="list-style-type: none"> <li>- Problem-solving is at the heart of both mathematics and design and technology - similar skills are involved.</li> <li>- Measurement, counting, calculation and awareness of shape and size support design and technology.</li> <li>- Positional language is used in many elements of design and technology, such as in talking about block play and using other types of construction material, modelling with clay or making a birthday card.</li> </ul>	<p><b>Knowledge and understanding of the world</b></p> <ul style="list-style-type: none"> <li>- Information technology includes many useful tools which support designing and making, such as computers, photocopiers and cameras.</li> <li>- Less complex mechanisms such as hand-drills and whisks (sometimes known as 'warm technology') have the advantage for young children of making the way in which they work visible.</li> <li>- Promoting children's sense of time and place introduces them to many different artefacts and tools. This opens their minds to the possibility of many 'right' ways of doing things - a vital element of imagination and creativity.</li> </ul>
<p><b>Physical development</b></p>		<p><b>Creative development</b></p>	

- - Children use a range of tools and equipment, developing control and skill in vital physical skills as cutting, joining and folding.
- - Gross motor actions also contribute to understanding of both design and technology. Den building, for example, can support the development of a range of making skills at the same time as involving them in problem-solving. Questions such as 'how many people can fit in here?' or 'how can I ensure this tent stands up?' require the imaginative thought characteristic of design and technology.

- - Sensory experiences, expressing and representing ideas are key to design and technology.
- - Imaginative play contributes to design and technology development.
- - Good design requires aesthetic awareness - an often-neglected aspect of development.

### Year 1/2

	Autumn 1	Autumn 2	Spring 1	Spring 2/Summer 1	Summer
Cycle 1	Food Y1: Fruit and Veg Smoothies	Mechanisms Y1: Moving Story Book - GfoL	Structures Y2: Baby Bear's Chair	Textiles Y1: Puppets	Mechanisms Y1: Wheels and Axels - make a moving vehicle
Cycle 2	Food Y2: A Balanced Diet - make a wrap	Mechanisms Y2: Moving monsters	Structures Y1: Windmills	Textiles Y2: Pouches - wallet or purse	Mechanisms Y2: Wheel style ride - Ferris Wheel

### Year 3/4

	Autumn 1	Autumn 2	Spring 1	Spring 2/ Summer 1	Summer
Cycle 1	Structures Y3: Castles	Food Y3: Eating Seasonally	Textiles Y3: Cushions	Electrical systems Y4: Torches	Mechanisms Y3: Pneumatic Systems
Cycle 2	Food Y4: Adapting a Recipe	Structures Y4: Pavilion	Textiles Y4: Fastenings	Electrical systems Y3: Static Electricity	Mechanisms Y4: Slingshot Cars

Year 5/6

	Autumn 1	Autumn 2	Spring 1	Spring 2/ Summer 1	Summer
Cycle 1	Textiles Y6: Waistcoats	Food Y6: Come Dine with Me	Electrical systems Y6: Steady Hand Games	Mechanisms Y5: Pop-up Books	Structures Y5: Bridges
Cycle 2	Textiles Y5: Stuffed Toys	Electrical systems Y5: Electric Greeting Cards- (Christmas cards)	Food Y5: What Could Be Healthier?	Mechanisms Y5: Automata Toys	Structures Y6: Playgrounds