

The DT Curriculum at Bernards Heath Infant School

Subject: DT		
Skills	Knowledge	Context - How we teach this:
<ul style="list-style-type: none"> • Design purposeful products • Choose the best tool for a task e.g. sellotape, scissors or glue for joining a variety of materials • Talk about a range of products and how they might be improved • Evaluate products they have made 	<ul style="list-style-type: none"> • Explore different ways to communicate ideas e.g. talking, drawing and by making mock-ups • Know the characteristics of materials and why they might be good for a certain purpose e.g. plastic for a rain coat • Learn how mechanisms can be used in their products e.g. levers, sliders, wheels and axles • Name 5 food groups and talk about the importance of a healthy diet • Understand where food comes from 	<p>All Children:</p> <ul style="list-style-type: none"> • Parent volunteers cook with children regularly at school. The recipes involve a cooking skill such as grating, mixing, peeling or melting. The adults working with children take advantage of the English and Maths knowledge to be gained from this activity by discussing the layout of a recipe and identify the numbers involved in weighing. <p><u>Year 1:</u></p> <ul style="list-style-type: none"> • Children make moving pictures for an audience after deconstructing examples and talking about why different mechanisms are or are not suitable. When planning a picnic they make fruit/veg kebabs after discussion about likes and dislikes and where the foods we use come from. • Research a designer and find out what impact their design has had on modern living. Talk about the purpose of designs and how a practical item such as a chair can vary in design due to what people want to use it for. With their teacher children deconstruct designs and discuss the use of mechanisms and materials used. • Imagination is encouraged when children explore their own designs during CIP, they make alterations and explain the different features of the models they have made. Children are encouraged to give reasons using 'because' when talking about certain parts of their models or their reasons for placing objects in a certain place. • With links to computing, children use software to design a game for their friends to play. They make choices about what it looks like, how it works and what options there are for players to choose from. <p><u>Year 2:</u></p> <ul style="list-style-type: none"> • Children use tools for cutting and sanding wood. They investigate different ways of joining wood and look at everyday items that are made of wood and how they have been put together. • From children's interests teachers share the work of a designer and children research the impact their design has had on modern living. They

		<p>talk about the purpose of designs and how a practical item such as a chair can vary in design due to what people want to use it for. With support they deconstruct designs and discuss the use of mechanisms and materials used.</p> <ul style="list-style-type: none">• Planning formats are used and changes are made to these after evaluating their usefulness. Children include reasons for why they have planned something and talk about how they can make improvements.• Children investigate food packaging and research where the foods have come from. Linked to science they plan a balanced meal and cook foods commenting on how foods change and describing the differences between raw and cooked foods.
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