

## Pickering Community Infant and Nursery School

### Curriculum Coverage – Design and Technology/Expressive Arts (creating with materials) Understanding of the World (The natural world)

#### Curriculum intent for Design and Technology

The curriculum intent for Design and technology at Pickering Community Infant and Nursery School we aim to provide inclusive opportunities for all children to use creativity and imagination to design and make products that solve contextual problems, considering their own and others' ideas. The D&T curriculum encourages our children to develop the necessary resilience to keep going when things don't work out quite as planned. Our children will learn about cooking, food and nutrition, ensuring that they begin to acquire the fundamental life skills in order to be able to feed themselves healthily and independently, whilst learning about where food comes from, therefore making connections with their geographical and scientific knowledge.

Cycle A		Cycle B	
<b>Autumn</b>	<p>Theme: Autumn Cooking and Nutrition</p> <ul style="list-style-type: none"> <li>• Use the basic principles of a healthy and varied diet to prepare dishes</li> <li>• Understand where food comes from</li> </ul> <p>Food including designing appropriate packaging</p> <ul style="list-style-type: none"> <li>• Design purposeful, functional, appealing products for themselves and others based on design criteria</li> <li>• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>• Explore and evaluate a range of existing products</li> </ul>	<b>Autumn</b>	<p>Theme: Autumn Cooking and Nutrition</p> <ul style="list-style-type: none"> <li>• Use the basic principles of a healthy and varied diet to prepare dishes</li> <li>• Understand where food comes from</li> </ul> <p>Food including designing appropriate packaging</p> <ul style="list-style-type: none"> <li>• Design purposeful, functional, appealing products for themselves and others based on design criteria</li> <li>• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>• Explore and evaluate a range of existing products</li> </ul>

<p><b>Spring</b></p>	<p><b>Theme: Structures</b> Structures</p> <ul style="list-style-type: none"> <li>• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>• Select from and use a range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing.</li> <li>• Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>• Evaluate their ideas and products against design criteria</li> <li>• Build structures, exploring how they can be made stronger, stiffer and more stable</li> </ul>	<p><b>Spring</b></p>	<p><b>Theme: Animals</b> Moving pictures including sliding mechanisms (possible link to literacy)</p> <ul style="list-style-type: none"> <li>• Design purposeful, functional, appealing products for themselves and others based on design criteria</li> <li>• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>• Select from and use a range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing.</li> <li>• Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>• Evaluate their ideas and products against design criteria</li> <li>• Explore and use mechanisms [for example levers, <b>sliders</b>, wheels and axles,] in their products</li> </ul>
<p><b>Summer</b></p>	<p><b>Theme: Trains and Vehicles</b> Design wheeled transportation; wheels and axels</p> <ul style="list-style-type: none"> <li>• Design purposeful, functional, appealing products for themselves and others based on design criteria</li> <li>• Explore and use mechanisms [for example levers, sliders, <b>wheels and axles,</b>] in their products</li> <li>• Select from and use a range of tools and</li> </ul>	<p><b>Summer</b></p>	<p><b>Theme: Our Wonderful Islands – The UK</b> Reusing textiles and protecting our planet</p> <ul style="list-style-type: none"> <li>• Design purposeful, functional, appealing products for themselves and others based on design criteria</li> <li>• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul>

	<p>equipment to perform practical tasks (for example cutting, shaping, joining and finishing).</p> <ul style="list-style-type: none"> <li>• Evaluate their ideas and products against design criteria</li> <li>• Explore and evaluate a range of existing products.</li> </ul> <p>Theme: Summer Cooking and Nutrition</p> <ul style="list-style-type: none"> <li>• Use the basic principles of a healthy and varied diet to prepare dishes</li> <li>• Understand where food comes from</li> </ul> <p>Food including designing appropriate packaging</p> <ul style="list-style-type: none"> <li>• Design purposeful, functional, appealing products for themselves and others based on design criteria</li> <li>• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>• Explore and evaluate a range of existing products</li> </ul>		<ul style="list-style-type: none"> <li>• Select from and use a range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing).</li> <li>• Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>• Evaluate their ideas and products against design criteria</li> </ul> <p>Theme: Summer Cooking and Nutrition</p> <ul style="list-style-type: none"> <li>• Use the basic principles of a healthy and varied diet to prepare dishes</li> <li>• Understand where food comes from</li> </ul> <p>Food including designing appropriate packaging</p> <ul style="list-style-type: none"> <li>• Design purposeful, functional, appealing products for themselves and others based on design criteria</li> <li>• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>• Explore and evaluate a range of existing products</li> </ul> <p>Theme: Castles Structures, levers, wheels and axels as trebuchet and mangonel</p> <ul style="list-style-type: none"> <li>• Explore and use mechanisms [for example levers, sliders, wheels and axles,] in their</li> </ul>
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			<p>products</p> <ul style="list-style-type: none"> <li>• Select from and use a range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing).</li> <li>• Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>• Evaluate their ideas and products against design criteria</li> </ul>
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## EYFS

Design and technology is threaded through the early years curriculum. Work across many areas of the framework will contribute significantly to children's development in this area, in particular physical development and expressive arts and design. The educational programme for expressive arts and design states that: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

As a school we aim to provide children with:

- a breadth of experiences where they can engage in the design, make and evaluation process.
- opportunities to create with a freedom to express their ideas, imagination and creativity.
- opportunities to talk about objects and products in their environment, exploring their use.
- support to develop their fine motor skills to effectively create and use a range of tools effectively.
- a curriculum that teaches them about food and aspects of a healthy diet