

# Design and Technology

at



Our curriculum and approach

Design and technology at Great Moor Infant School encourages children to be curious, responsible and reflective learners whilst solving problems both as individuals and as members of a team. We are committed to delivering a curriculum accessible to all which provides the broadest possible range of opportunities for children. Each project address the six design and technology principles – user, purpose, functionality, design decisions, innovation and authenticity.



It's all to do with the 'Big Ideas' and finding out about the wider world.

Design and Technology in our Early Years



Design and Technology in our Nursery & Reception classes is covered in the 'Understanding the World' and 'Expressive Arts and Design' area of the EYFS Curriculum.



It is introduced indirectly through engaging, practical activities that encourage every child to explore, predict, think, make decisions and talk about what is happening around them.

# Design and Technology Language

Our children are encouraged to develop their use of language, observing, discussing and explaining through first-hand practical discoveries. Through Quality First Teaching, we ensure all children are engaged and involved in their learning and discovery.

Our pupils use 'Knowledge Organisers' to support their learning of key facts and vocabulary. They are encouraged to look back at their prior learning to consolidate what they have found out.

Remember?



## MEMORY FLASHPOINTS...

These are key facts that our children have learnt in Design and Technology throughout their time at our school. Discussing this learning at regular intervals helps them to store it in their long term memory...

| Mechanisms - Making a moving story book                 |  | Key facts  |
|---|--|--|
| <b>Assemble</b>   | To fix all parts together.   | <p>Moving story books allow you to move characters across different backgrounds.</p> <p>Remember the key words for describing movement!</p> <p>Up    Down    Left    Right</p> |
| <b>Design</b>   | To make, draw or write plans for something.  |  |
| <b>Design criteria</b>                                  | A set of rules to help you with your ideas and test the success of them.   |  |
| <b>Evaluation</b>                                       | When you look at the good and bad points about something, then think about how you could improve it.               |  |
| <b>Mechanism</b>  | A system of parts working together.  |  |
| <b>Model</b>  | A practice version, often on a smaller scale, that lets you test out your ideas and see how it will look and work. |  |
| <b>Sliders</b>  | Something that can move from side to side or up and down.  |  |
| <b>Stencil</b>  | A shape which you can draw around.   |  |
| <b>Target audience</b>                                  | A person or particular group of people at whom a product is aimed.   |  |
| <b>Template</b>   | A stencil which you use to help you draw a shape more easily on to different materials.                            |  |
| <b>Test</b>   | To find out whether something works as it should.  |  |
| <b>Page orientation. Which way around is your page?</b> |  |  |
|   |  |  |

| Textiles - Puppets  |   | Key facts  |
|---|---|--|
| <b>Decorate</b>   | To add details to a design to improve its appearance.   | <p>You will use a variety of techniques to create your puppet including cutting, sewing, shaping and joining.</p> <p>What colour fabric will you choose for your puppet?<br/>What colour hair will your puppet have?<br/>What kind of teeth, nose and ears will your puppet have?</p> <p> </p> |
| <b>Design</b>   | To make, draw or write plans for something.   |  |
| <b>Fabric</b>   | A natural or man-made woven or knitted material that is made from plant fibres, animal fur or synthetic material. |  |
| <b>Glue</b>   | A sticky liquid that can join two things together.  |  |
| <b>Model</b>  | A practice version, often on a smaller scale, that lets you test out your idea and see how it will look and work. |  |
| <b>Hand puppet</b>  | A toy that you can make move by putting your hand inside it.  |  |
| <b>Safety pin</b>   | A 'U' shaped pin with a cap where the needle slide in securely after fastening.                                   |  |
| <b>Stencil</b>  | A shape that you can draw around.   |  |
| <b>Technique</b>  | A way of doing something to complete a task.  |  |
| <b>Template</b>   | A stencil which you use to help you draw a shape more easily on to different materials.                           |  |
| <b>Did you know?</b>  |   |  |
| <p>Puppets were first invented over 3,000 years ago in Egypt. They were made out of clay.</p> |   |  |

Designing things  
at home to  
construct in  
school

Practical  
discovery and  
taking learning  
outdoors

Celebrating Design  
and Technology at  
our school

Fun  
experiments

Special  
Visitors

STEM activities  
and competitions

Exciting Science  
week activities

What do our children  
think about Design  
and Technology?

"Design and Technology is  
interesting and really fun!"

"We get to use  
different tools"

"I do making things  
at home."

"We get to taste different fruits  
and chop and grate them!"

"It's about designing things  
and making them, you can  
change it as you go along."

"I like junk  
modelling."

"It doesn't matter if it doesn't go to plan. There's no  
right or wrong when you're finding things out."

"I like sticking  
things together!"

"It's about  
learning how  
things work."

"We make use lots of  
different materials."