DT Overview



Design and Technology is part of every child's immediate life experience. The subject encourages children to become creative problem-solvers, both as individuals and as part of a team. It enables them to identify needs and opportunities and to respond by developing ideas, and eventually making a range of products. Through the study of design and technology, they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as of the products functions. This allows them to reflect on, and evaluate, past and present design and technology. Design and technology helps all children to become discriminating and informed consumers and potential innovators.

	Autumn	Spring	Summer		
EYFS	Many skills taught across the seven areas of learning from Birth to Five Matters are prerequisite skills for DT within the National Curriculum. The most relevant statements for skills to build upon for DT within the National Curriculum are taken from the following areas of learning:				
Range 5 36 – 48 months	Personal, Social and Emotional Development: -Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things. Physical Development: -Creates lines and circles pivoting from their shoulder and elbow. - Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrushes, scarves and ribbons. - Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely. Understanding The World: - Talks about why things happen and how things work. - Shows an interest in technological toys with knobs and pulleys, real objects and touchscreen devices. - Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Expressive Arts and Design: - Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces. - Uses tools for a purpose. - Uses available resources to create props or creates imaginary ones to support play.				
Range 6 48 – 60 months	-Shows confidence in choosing rephysical Development: -Shows increasing control over a - Uses simple tools to effect chare Handles tools, objects, construe and intention Describes a range of different to are combined or exposed to hot	es, what they can do well and are esources and perseverance in can object. In object. Inges to materials. In object materials and malleable materials safety.	fely and with increasing control and notices changes when they		

- Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquires and develop thinking Develops their own ideas through experimentation with diverse materials Creates representation of both imaginary and real-life ideas, events, people and objects. ELG Personal, Social and Emotional Development: - Explain the reasons for rules, knows right from wrong and try to behave accordingly Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Physical Development: - Use a range of small tools, including scissors, paint brushes and cutlery. Expressive Arts and Design: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the process they have used. Year Mechanisms (Sliders and Levers) Moving Minibeasts Year Structures (Freestanding Structures) (Itemplates and joining) Puppets Prod Technology (Preparing fruit and veg) Smoothie Year Mechanisms (Riwels and axles) (Itemplates and switcures) (Itemplates and switcur		T					
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