BURFORD PRIMARY & NURSERY

SUBJECT: DT

LEADER: CHRISTINA LACEY & ELLIE GASSON

INTENT

At Burford, our children are encouraged to think and work like designers. Children use creativity and imagination to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.

Pupils learn how to take risks and become resourceful, innovative and enterprising citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world.

Our children develop their team work skills, grow a deep understanding of environmental and sustainability issues, become effective at managing their own projects, and intuitively reflect and evaluate so that they produce the most successful solutions most efficiently.

Children are encouraged to critique and evaluate their work and others'. They work collaboratively and appreciate their individual role or responsibility within a team. We intentionally create a safe environment for children to explore and ask questions when using a range of materials and tools.

IMPLEMENTATION

Our teaching and learning approach to Design Technology at Burford involves the following:

- Each class engages in 3 DT projects per year following the strands of nutrition, mechanisms and textiles. This enables the acquisition of knowledge and skills at a greater depth, not breadth, and makes each project meaningful and purposeful.
- Our spiral curriculum ensures children build upon their skills and knowledge year upon year. We plan for these retrieval opportunities to deepen understanding and make learning 'sticky'.
- The spine of each DT project is structured using a 'TASC Wheel' (Thinking Actively In A Social Context) which consists of eight key procedural strands.
- A 'Keeping Healthy Staying Safe Week' is held at the beginning of the year. During this week, all classes learn about food and nutrition. Children learn how to cook and prepare food safely and hygienically, they learn what makes a healthy diet, where their food comes from and how food can affect their body.

DT CURRICULUM COVERAGE MAP

	Autumn 1 (KHSS Week)	Spring 1	Spring 2	Summer 1
F1	Healthy Eating	Cooking & Nutrition: Food rainbows and fruits	Mechanisms: Making a strong structure	Textiles: Fabric Bunting (simplified)
F2	Healthy Eating	Cooking & Nutrition: Food rainbows and fruits	Mechanisms: Making a strong structure	Textiles: Fabric Bunting (simplified)
Y1	Healthy Eating	Cooking & Nutrition: Dips and Dippers	Mechanism: Moving Pictures	Textiles: Fabric Bunting
Y2	Healthy Eating	Cooking & Nutrition: Sensational Salads	Mechanisms: Pirate Packed Lunch Problems	Textiles: Fabric Faces
Y3	Healthy Eating	Cooking & Nutrition: Edible Gardens	Mechanisms: Mechanical Posters	Textiles: Juggling Balls
Y4	Healthy Eating	Cooking & Nutrition: The Great Bread Bake Off	Mechanisms: Battery Operated Lights	Textiles: Let's Go Fly a Kite
Y5	Healthy Eating	Cooking & Nutrition: Global Food: Mexican Fajitas	Mechanisms: Automata Animals	Textiles: Felt Phone Cases
Y6	Healthy Eating	Cooking & Nutrition: Super Seasonal Cooking	Mechanisms: Marbellous Structures	

Where does D.T. appear in the EYFS EARLY LEARNING GOALS?

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

Building Relationships

- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery
- Begin to show accuracy and care when drawing

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

Expressive Arts and Design

Creating with Materials

- 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.
- Make use of props and materials when role playing characters in narratives and stories

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher
- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time music

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate - where appropriate - key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs,
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

Implementation: Project One: Nutrition & Healthy Eating (KHSS Theme Day!)

Project One: This learning will happen on one day during the 'Keeping Healthy Staying Safe' theme week at the start of the Autumn Term.. During this day, the children will taste new fruits and vegetables, learn about healthy eating, learn about what is in our food and also learn what makes a balanced diet.

	EYFS	Year 1	Year 2	Year 3	Year 5	Year 6
KNOWLEDGE AND SKILLS	Session 1: What? To name my favourite fruit and vegetable. Why? so that other people can get to know me. Session 2: What? To classify photos based the type of food that they are. Why? so that I can show my understanding of healthy and unhealthy foods. Session 3: What? To explore a range of fruit and vegetables. Why? so that I can expand by cullenery pallet. Session 4: What? To name my favourite fruit. Why? So that we can create a whole class pictogram of our favourites. Focus activity: Select your healthy snacks cut and stick Linked activity: Make your own pizza cut and stick	Session 1: What? To sort foods into two groups Why? so I can show my understanding of healthy and unhealthy food. Session 2: What? To classify foods into different groups Why? so I can show an understanding of where my food comes from. Session 3: What? I can use equipment safely Why? so I can peel and chop soft vegetables to use to make a face. Session 4: What? To share a treat and discuss why we have treats in moderation Why? So I know the risks of eating too much sugar.	Session 1: What?To know that different foods contain different properties. Why? So that I know how to make my diet healthy and balanced. Session 2: What? To identify foods that are healthy VS unhealthy. Why? So that I can plan a healthy meal. Session 3: What? To use a appropriate kitchen equipment carefully and accurately. Why? So that I can practise chopping, slicing and peeling different fruits. Session 4: What? To try a range of common and uncommon fruits that I have prepared. Why? So that I can describe their taste and whether I like or dislike them.	Session 1: What? To sort foods into two groups, Why? So that I can identify foods that are healthy and those that are unhealthy. Session 2: What? To prepare a simple healthy lunch snack, Why? So that I follow easy recipe. Session 3: What? To learn about and understand the eatwell plate, Why? So that I can classify foods under each group and know the balance needed for a healthy meal. Session 4: What? To design my own healthy meal, Why? So that I can apply my understanding of the Eatwell Plate.	Session 1: What? Food detectives investigation Why? Discuss the importance of balance in a diet and represent the amount of sugar in foods that children may be eating Session 2: What? Food detectives investigation part 2 Why? Introduce suitable alternatives for food that children are eating and begin to explore simple recipes (some math work with recipe scaling) Session 3: What? Cooking falafels Why? Skills in reading and following a recipe, teamwork in working as part of a group. Healthy eating focus with healthy recipe Session 4: What? Eating falafels Why? Discussion of healthy food choices	Session 1: What?To understand how different food groups affect the body Why? so that I can make healthy choices when planning my balanced diet Session 2: What? To research and investigate the effects of salt on the human body Why? So that I can understand the dangers of salt consumption Session 3: What? Why? Session 4: What? Why?



Implementation: Project Two: COOKING & NUTRITION

Project Two: This project will happen during the first half term in Spring. During this project, the children will retrieving their learning from 'Keeping Healthy Staying Safe Week' about healthy eating and what makes a balanced diet. They will learn where their food comes from, how and where it is grown, and how they can obtain food in their local environment. They will learn about growing food, shopping for food, making food, and where our local food banks are.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Food rainbows and fruits	Dips and dippers	Sensational salads	Edible gardens	The Great Bread Bake Off	Global Food: Mexican fajitas	Super seasonal cooking (Cooking a balanced meal)
KNOWLEDGE	I know where fruits and vegetables come from: (U.K. - grown Fruits: apples, raspberries, blackberries, peaches, strawberries, pears and plums; World-wide fruits: melon, bananas, oranges, pineapples, avocados, kiwis, limes, lemons, grapefruits, grapes; U.K. grown vegetables: aubergines, broccoli, brussel sprouts, potatoes, carrots, cabbage, onions, asparagus, leeks, spinach, courgettes and tomatoes; world wide vegetables: pak choi, okra, peppers) I know that fruits and vegetables can be bought from shops or markets, and can be grown in gardens. I know which fruits need to be washed before eating (apples, grapes, pears, berries) and which don't because they need to be peeled (satsumas, oranges, bananas, kiwis). I know which fruits are sour (lemon, lime, grapefruit) and which are reliably sweet (grapes, peaches, plums, pears). I know which fruits have stones inside that should not be eaten (peaches, plums, avocados, mango). I know how to make a healthy snack out fruits and vegetables.	I know where different foods come from (guacamole, salsa, hummus, raita) I know the main food groups and foods which fall into those categories. I know the importance of eating a balanced and varied diet. I know the names of some healthy ingredients which could be combined to create a delicious dip (yogurt + cucumber = raita; chickpeas + red pepper + water + tahini = hummus; tomato + red onion + lime juice = salsa) I know the names of some carbohydrates that could make healthy dippers and where they traditionally come from in the world (nachos - Mexico, pita bread - India, breadsticks - U.K., crackers - U.K.). I know how to prepare a cucumber (chopping), a pepper (which part to throw away), red onion (peeling and chopping), and a tomato (quartering) safely so that it is ready for eating.	I know the different names of salad vegetables that grow below the ground locally (potatoes, carrots, spring onions, radish). I know the different names of some salad vegetables that grow above the ground (celery, lettuce, cucumber, tomatoes, cress). I know the names of different species of fish (salmon, prawns, sardines, mussels, tuna) and understand where they come from (seas, rivers or lakes). I know that fish is a healthy source of protein and that Omega 3 oils found in fish are good for our brains. Using the salad vegetables learned about,I know how to prepare them safely and cleanly to make a healthy fish salad. I know why a salad is a healthy meal because I know about the importance of eating food from positive food groups (e.g. vegetables, fruits and proteins).	I know the names of some herbs that can be grown locally (mint, thyme, parsley, rosemary) I know what makes a diet and varied, including the names of key food groups and examples of food which belongs in each category. I know about seasonality and how the weather affects certain plants. I know when different plants should be grown and harvested. I know how to follow a simple recipe. I know how to measure liquids accurately using a measuring jug (oil) I know how to identify herbs and harvest them so that they can continue growing. I know how to use a blender safely, including where the sharp elements are. I know how to use a cooker stove hob to heat water safely. I know how to use a colander to drain water safely. I know how to prepare a side salad safely (including cucumber, lettuce, tomatoes, grated carrot, peppers)	I know about important people and events in the past that have shaped the way bread is made and sold today. I know how to investigate and analyse existing products according to their characteristics. I know how to develop a design criteria. I know how to shape dough. I know how to think of original ideas for a product based on my design criteria. I know how to select ingredients and kitchen equipment to help me follow a bread making recipe. • I know how to knead and bake.	I know where Mexico is (retrieval from Y3 Frida Kahlo project). I know some ingredients from Mexico (coriander, refried beans, tomatoes, sweetcorn, blue corn tortillas, avocado, lime). I know the names and flavours of Mexican spices: chilli, smoked paprika, cumin, dried oregano, garlic salt). I know nutritional similarities between foods eaten around the world, and why this is important. I know which food groups on the EatWell plate food belong to. I know that salmonella can be very dangerous, and know the steps to remain safe and clean. I know how to safely and cleanly prepare: chicken breasts, peppers, onions, tomatoes, coriander, lime, beans). I know how to cook food thoroughly and safely using a cooker hob. I know the different stages involved in preparing flavouring for my meat and vegetables (algorithmic thinking). I know a good technique for folding tortilla wraps to contain my filling.	I know how to correctly handle and store meat and fish to maintain food safety standards. I know the importance of wiping down surfaces. I know how, where and when a variety of ingredients are caught and processed (e.g. meats, fishes, vegetables and fruits). I know what seasonality means and when different fruits and vegetables are in season in the U.K. I know where the fruits which are ingredients in my seasonal crumble grow and how they are harvested. I know how to combine ingredients to make a crumble topping using my hands. I know where all these ingredients come from, including their food miles and the implications for our environment. I know that, in order for my crumble to be healthy and balanced, the quantity of fruit should exceed the quantity of sugary topping.
	Healthy faces	2 part healthy snack	Fish salad	Pesto pasta	Pizza	Fajitas	Autumnal crumble

Burford's DT Curriculum

SKILLS: COOKING & NUTRITION

	EYFS	1	2	3	4	5	6
SKILLS	I can describe which foods taste sour and which taste sweet. I can combine different fruits and vegetables together to make a food face.	I can cut food safely and hygienically so that I can prepare dishes. I can keep my fingers away from the sharp part of the knife when chopping.. I can hold and use a knife safely. I can hold the food item securely in one hand whilst either peeling or cutting it (e.g. making a bridge)	I can weigh ingredients to use in a healthy recipe. I can hygienically prepare the fish ready for the salad (e.g. draining, mashing, top and tail) I can hold and use a knife, grater and peeler safely. I can hold the food item securely in one hand whilst either peeling, grating or chopping. .	I can use a range of techniques such as peeling, chopping, grating and mixing. I can combine ingredients together when cooking to create a simple dish. I can use an oven hob safely to bring a saucepan of water to the boil. I can use a knife, grater, peeling and oven safely. I can continue to use a sensible grip (e.g. bridging, fingers tucked in) when using a knife.	I can use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. I can combine ingredients together when cooking to create a simple dish. I can use an oven safely and set it to the right temperature to bake a loaf of bread. I can continue to use a sensible grip (e.g. bridging, fingers tucked in) when using a knife. I can bring a creative element to the food I produce (e..g plaiting bread)	I can consistently be hygienic and safe when cooking/baking (e.g. sanitizing after handling raw chicken) I can follow a simple recipe independently of an adult. I can use an oven and hob safely to cook a simple dish. I can continue to use a sensible grip (e.g. bridging, fingers tucked in) when using a knife.	I can continue to be consistently hygienic and safe when cooking/baking (e.g. sanitizing stations along the way). I can follow a more complex recipe independently of an adult. I can ensure that my hands are cool when rubbing the mixture together to make a crumble. I can use an oven and hob safely to cook a simple dish. I can continue to use a sensible grip (e.g. bridging, fingers tucked in) when using a knife
Food and nutrition skills vocabulary	Juicy, sour, sweet, fruit, vegetable, like, dislike, hygienic, safely	Cutting, peeling, grating, prepare, safely, hygienically.	Cutting, peeling, grating, prepare, safely, hygienically. Ingredients, weigh, grams, kilograms, scales,	Prepare, boil, peeling, chopping, slicing, grating, mixing, ingredients, recipe,	Prepare, bake, peeling, chopping, slicing, grating, mixing, kneading, spreading, ingredients, recipe, .	Prepare, bake, peeling, chopping, slicing, grating, mixing, kneading, spreading, ingredients, recipe,	Prepare, bake, peeling, chopping, slicing, grating, mixing, kneading, spreading, ingredients, recipe, .

Any objectives not covered during 'Keeping Healthy, Staying Safe' theme week are covered at other times throughout the year.
There are obvious links to the Science curriculum and PSHE curriculum.

Implementation: Project Three: MECHANISMS

Project Three: This project will happen during the second half term in Spring. During this project, the children will learn about mechanisms, and the key mechanical components needed to make some move. Knowledge will build year upon year, so by the end of Year 6 all children will understand what levers, pivots, cams, axels, gears and pulleys are. They will understand how mechanisms are integrated into everyday life, and will value the importance of them.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Making a strong structure	Moving Pictures	Pirate Packed Lunch Problems	Mechanical Posters	Battery Operated Lights	Automata Animals	Marbellous Structures
KNOWLEDGE	I know how to build a simple structure out of a range of simple materials (e.g. cardboard, boxes etc)	I know how to use a mechanism in my product. I know how to make a lever and can use it in my product. I know how to make a slider mechanism and use it in my product. I know how to design a working product thinking about who it is for and what it needs.	I know which materials will be useful for making my product. I know how to design a new product that meets the design criteria. I know how to use my evaluations to make improvements to my product and then retest and evaluate it. I know how to improve my product by making it stronger, stiffer, more stable and more waterproof.	I know what a mechanical system is. I know how to make mechanical systems which use levers and linkages. I know how to develop design criteria to help me design innovative product. I know how to use prototypes to develop my ideas. I know how to name the parts and functions of a lever and linkage mechanical system.	I know how key events and individuals in design and technology have helped shape the world. I know how to make and represent different types of circuits. I know which materials and components I need to make my light. I know how to create a well finished product.	I know how a simple cam mechanism works. I know how to select materials according to their functional properties I know how to build a framework, accurately using a wider range of tools and equipment. I understand and know how to use a mechanism system.	I know what a free standing structure is. I know how to apply my understanding of structures to design my own. I know how to develop a range of practical skills to create bends. I can programme a digital device to direct the marble down the structure and different speeds.

SKILLS: MECHANICAL

	EYFS	1	2	3	4	5	6
SKILLS	I can safely explore and use a variety of materials, tools and techniques to build my structure. I can make my structure stronger, stiffer and more stable (e.g. sellotape, glue, adding more cardboard/paper to it etc)	I can explore and evaluate an existing product. I can make decisions about my product design and use an annotated sketch to show them. I can use scissors and split pins safely. I can evaluate my product against design criteria.	I can evaluate a product's ability to do a job well. I can investigate and evaluate existing products. I can select and use tools and equipment to make a product. I can use scissors, split pins, PVA glue, treasury tags and paper clips to fasten my materials together.	I can use annotated sketches to develop and communicate ideas. I can select and use the correct tools and equipment accurately. I can select materials and use different techniques. I can explain how a system works using input and outputs. I can explain the difference between a lever and a linkage. I can evaluate my poster.	I can develop and communicate a design for my light. I can make and use switches. I can make and represent different types of circuits. I can complete a detailed evaluation of my finished product.	I can use technology to research ideas about different animals to inform my design. I can use technology to research ideas about different animals to inform my design. I can use research and develop design criteria to inform my design. I can evaluate my product.	I can apply mu previous learning and understanding on structures. I can use technology to research marble runs. I can use a wider range of tools and equipment to perform practical tasks accurately. I can select from and use materials and components to make a marble run. I can evaluate and improve my design and technology work.
Mechanical vocabulary	Build, Construct, Structure, Strengthen (Strong, stronger, strongest)	Moving, mechanism, slider, wheel, evaluate, assemble.	Moving, mechanism, stronger, waterproof, stiffer, stable,	Levers, .linkages, mechanical system, input, output, pivot,	Bulbs, bulb holders, batteries, wire, crocodile clips,	mechanical systems, cam, framework	Free standing structure,

Implementation: Project Four: TEXTILES

Project Four: This project will happen during Summer 1. During this project, the children will learn about different materials, and how they can decorate and fasten them using variety of skills and techniques. Due to SATS, Year 6 will not have a textile project for this half term.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Fabric Bunting (simplified)	Fabric Bunting	Fabric Faces	Juggling Balls	Let's Go Fly A Kite	Felt Phone Cases	
KNOWLEDGE	I know how to create a simple stitch in a piece of fabric by pushing a needle through to leave a stitch. I know how to hold and use a pair of scissors safely and correctly. I know how to pick a colour to use on my bunting that makes happy.	I know how to evaluate bunting. I know how to use a paper template to help cut out a fabric shape. I know how to use a running stitch to join fabric. I know that I need to keep my fingers away from the needle when sewing. I know how to select fabrics that are suitable for decorating my bunting. I know how to join fabrics,	I know that all fabrics are different and have different properties. I know how to use a template to create my fabric face. I know how to select appropriate fabrics to make my fabric face. I know how to produce a design and can talk about what I will do to follow it.	I know what a juggling ball is and how they are successfully designed and made. I know how to perform tie-dye as a technique for decorating my fabric. I know which filling would be most appropriate for my juggling ball and I can describe why. I know how to create a hem. I know how to join my juggling ball using an appropriate stitch to create my finished shape.	I know how key events and individuals in design and technology have helped shape the world. I know the names and different functions of the different parts of a kite. I know how to make a strong and stiff frame structure to support the kite.	I know how to organise my ideas in a step by step plan. I know how to select decorative techniques and fastenings according to their functional properties and aesthetic qualities. .	

SKILLS: TEXTILES

	EYFS	1	2	3	4	5	6
SKILLS	I can use a pair of scissors safely and correctly. I can hold a needle correctly, and with adult guidance, can make one small stitch.	I can use technology (Paintz app) to design my bunting flag. I can use chalk to draw round the paper template. I can use scissors to carefully cut out my bunting. I can use embroidery thread and needles to produce a running stitch to join the fabric. I can evaluate my product.	I can explore fabrics and talk about how different materials feel. I can use technology (Paintz app) to create and follow a design criteria. I can talk about how hair is created using different materials. I can select a material and shape it. I can use scissors to cut along a line. I can use embroidery thread and a needle to join materials together, I can evaluate my product.	I can cut around a template and use a running stitch to create a hem. I can follow a design criteria to help me create and communicate my ideas. I can use elastic bands to tie around my fabric. I can use a pipette to squeeze the dye onto my fabric during the tie-dye process to decorate my fabric. I can apply my previous learning on stitching, to join my fabrics together,	I can select from and use different materials and components to make my kite. I can develop design criteria based on my research into kites. I can communicate and develop a design for my kite. I can accurately measure and cut the shape of the body of the kite and join it to the frame structure. I can evaluate my kite based on the design criteria.	I can write a design criteria for a mobile phone case. I can generate a range of design ideas and clearly communicate my final design. I can make a paper template for my mobile phone case. I can practise using the different types of stitches and can choose the best one to use on my final felt phone case. I can organise my ideas into a step by step plan. I can evaluate my product.	
Textiles vocabulary		Bunting, fabric, cut, running stitch, join	Fabric, properties, design, thread,	Tie-dye, pipette, stitch, decorate, attach, hem,	Strong and stiff frame structure, measure,		

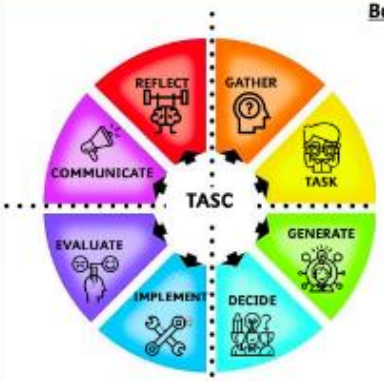
Procedural knowledge

Thinking **A**ctively In **A** **S**ocial **C**ontext

	Circle time questioning e.g. 'Have you seen any bridges? Have you been to a river before?'		**Build, make, create!** Talk about what you are doing.
	Set a problem or ask a question e.g. How could we cross the river?		**Questioning to explain** whilst making.
	Share / make **lots of ideas!** Reflect upon what everyone has made!		**Show off you work!** Tell me what you have made and how!
	Discuss which one is best and try again!		**Metacognition: Reflect** Often a teacher plenary

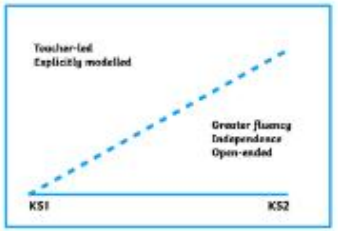
EYFS The procedures are not cyclical and some can be happening simultaneously. They are heavily linked to the oracy curriculum as children are encouraged to verbalise their thinking and explain their process.

Building Procedural Mastery



KS1: Some procedures can be chunked and covered together. Adults guide and model explicitly the skills associated with each stage.





KS2: Children work towards mastery where they can make efficient selections and work purposefully by following the TASC structure, and applying knowledge and skills. Teachers become critical friends to challenge a team's thinking around efficiency and meeting the brief.

Non-negotiable ways of working

Children collaborate to problem-solve.
From KS1 upwards, children always work in project teams so that they learn team-working skills whilst following the TASC Wheel structure.

A mastery approach



Technical knowledge

Food and Nutrition

We use a spiral curriculum.
Each class completes one D.T. Project per year and these are organised around **two key strands**. Knowledge, skills and vocabulary are revised and built upon with increasingly difficulty and sophistication.
Some of the Nutrition strand is addressed during our 'Keeping Healthy, Staying Safe' theme week.

Associated key skills overview

GATHER	-What do we already know? -Assessing prior knowledge and experience -Retrieval opportunities	**IMPLEMENT**	- Work as a team with define roles & responsibilities - Select a wide range of tools & materials - Competent tool use - Build, make, create
TASK	- Identify the task (purpose) - Introduce a question or problem - Introduce the audience / client - Generate success criteria	**EVALUATE**	- Evaluate against the design criteria - Consider the views of others to make improvements
GENERATE	- Research existing projects - Find as many ideas & as much inspiration	**COMMUNICATE**	Presenting your project: - Listening - Oracy - Sentence stems / key vocab - Writing - Digital Citizenship - Digital Creator strand
DECIDE	- Share your research with your team - Compromise & synthesise - Form an agreed plan	**REFLECT**	Metacognition: Reflect upon our learning - How well did we work as a team? - What do I know now that I did not know before.

Burford's DT Curriculum

PROCEDURAL KNOWLEDGE

	EYFS	1	2	3	4	5	6
 **GATHER**	I can verbalize and share my thoughts and opinions with others.	I can communicate my ideas by talking and drawing. I can draw on my own experiences and prior knowledge to describe what I already know about the product.	I can develop and communicate my ideas by talking and drawing. I can draw on my own experiences and prior knowledge to discuss with others what I already know about the product.	I can develop and communicate my ideas by talking and drawing. I can draw on my own experiences and prior knowledge to discuss with others what I already know about the product.	I can develop and communicate my ideas by talking and drawing. I can draw on my own experiences and prior knowledge to discuss with others what I already know about the product.	I can develop and communicate my ideas by talking and drawing. I can draw on my own experiences and prior knowledge to discuss with others what I already know about the product.	I can develop and communicate my ideas by talking and drawing. I can draw on my own experiences and prior knowledge to discuss with others what I already know about the product.
 **TASK**	I can verbalize and share my thoughts and opinions with others.	I can state what product I am making and who it is for. I can say how my product will work.	I can describe the purpose and audience my product is for. I can explain how my product will be suitable for its intended user. I can use simple design criteria to develop my	I can gather information about the needs and wants of the intended user. I can develop my own design criteria and use my research to inform my ideas.	I can gather information about the needs and wants of the intended user. I can develop my own design criteria and use my research to inform my ideas.	I can carry out research using surveys, interviews questionnaires and web-based resources to inform my ideas. I can develop a simple design specification to guide my thinking.	I know how to identify the needs, wants, preferences and values of particular individuals or groups and use this knowledge to inform my ideas. I can develop a simple design specification to guide my thinking.
 **GENERATE**	I can verbalize and share my thoughts and opinions with others.	I can use knowledge of existing products to come up with my own ideas. I can generate ideas by drawing on my own experiences.	I can use knowledge of existing products to come up with my own ideas. I can generate ideas by drawing on my own experiences.	I can generate ideas by listening to and sharing experiences with others. I can use ICT to research existing products. I can research how inventors, designers, engineers, chefs and manufacturers have developed ground-breaking products.	I can generate ideas by listening to and sharing experiences with others. I can share and clarify ideas through discussion. I can use ICT to research existing products. I can research how inventors, designers, engineers, chefs and manufacturers have developed ground-breaking products.	I can generate ideas by listening to and sharing experiences with others. I can share and clarity ideas through discussion. I can use ICT to research existing products. I can research how inventors, designers, engineers, chefs and manufacturers have developed ground-breaking products.	I can generate ideas by listening to and sharing experiences with others. I can share and clarity ideas through discussion. I can use ICT to research existing products. I can research how inventors, designers, engineers, chefs and manufacturers have developed ground-breaking products.
 **DECIDE** i) Communicating research ii) Formulating a plan	I can verbalize and share my thoughts and opinions with others.	I can develop and communicate ideas through talking and drawing.	I can use information and communication technology, where appropriate, to develop and communicate my ideas.	I can generate realistic ideas, that take account the needs of the user. I can share and clarify ideas through discussion with others. I can use annotated sketches and digital media to communicate ideas.	I can generate realistic ideas, that take account the needs of the user. I can share and clarify ideas through discussion with others. I can use annotated sketches, cross-sectional drawings and digital media to communicate ideas.	I can generate realistic ideas, that take account the needs of the user. I can generate innovative ideas within my team by synthesizing research findings. I can use annotated sketches, cross-sectional drawings, exploded diagrams and digital media to communicate ideas.	I can generate realistic ideas, that take account the needs of the user. I can generate innovative ideas within my team by synthesizing research findings. I can use annotated sketches, cross-sectional drawings, exploded diagrams and digital media to communicate ideas.
	I can safely explore and use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	I can select from a range of tools and equipment and explain my choices. I can collaborate with others to briefly describe hew I will make my product.	I can select from a range of tools and equipment and explain my choices. I can collaborate with others to briefly describe how I will make my product.	I can select tools, equipment and materials and explain my choices in relation to the skills and techniques I will be using. I can model my ideas by exploring materials, components and construction kits and my making templates and mock-ups. I can collaborate with others to formulate the main stages of making.	I can select tools, equipment and materials and explain my choices in relation to the skills and techniques I will be using. I can model my ideas by exploring materials, components and construction kits and my making templates and mock-ups. I can collaborate with others to formulate the main stages of making.	I can select tools, equipment and materials and justify my choices in relation to the skills and techniques I will be using. I can model my ideas using prototypes and pattern pieces. I can collaborate with others to formulate a detailed step-by-step plan.	I can select tools, equipment and materials and justify my choices in relation to the skills and techniques I will be using. I can model my ideas using prototypes and pattern pieces. I can make design decisions taking in account of restraints such as time, research findings, resources and cost. I can collaborate with others to formulate a detailed step-by-step plan.

	EYFS	1	2	3	4	5	6
IMPLEMENT Building, making, creating	I can safely explore and use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. I can represent my own ideas, thoughts and feelings through design technology.	I can follow procedures for safety and hygiene. .I can plan by suggesting what to do next. I can cut and shape materials and components. I can assemble, join and combine materials and components. I can use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components.	I can follow procedures for safety and hygiene. I can measure, mark out, cut and shape materials and components. I can assemble, join and combine materials and components. I can use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components.	I can follow procedures for safety and hygiene. I can measure, mark out, cut and shape materials and components with some accuracy. I can assemble, join and combine materials and components with some accuracy. I can use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components.	I can follow procedures for safety and hygiene. I can measure, mark out, cut and shape materials and components with some accuracy. I can assemble, join and combine materials and components with some accuracy. I can apply a range of finishing techniques to my product. I can use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components.	I can follow procedures for safety and hygiene. I can accurately measure, mark out, cut and shape materials and components. I can accurately assemble, join and combine materials. I can accurately apply a range of finishing techniques. I can use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components.	
Working as a team	I take turns when sharing equipment and tools. I can work with someone else in a kind way. I talk to my friend when I am working. I can help someone else.	I take turns when sharing equipment and tools. I can work with someone else in a kind way. I can share my ideas with someone else and listen to their ideas. I can follow simple algorithms and share jobs with others. I can compromise and work positively. I helped someone else.		I can share ideas clearly and constructively with my group, taking it in turns to speak. I can listen to others in my group and take their ideas on board. I can compromise to create a shared plan, showing a willingness to change and adapt. I can follow simple algorithms and break tasks down into different jobs in a logical sequence. When given roles for everyone in our group, I have accepted a role and understand what I am required to do. I can work positively and fulfil my role. I can show when I have helped someone else in my team.		As a group, we have developed a way of chairing a discussion so that everyone has a say. As a group, we have developed a democratic decision-making process. As a group, we have worked out the different roles needed and allocated these clearly so that everyone understands what they need to do in order for the team to be a success. I can work positively, fulfilling my role for the good of the team.	

	EYFS	1	2	3	4	5	6
Evaluate	I can listen to others and respond to what I hear with relevant comments, questions or actions.	I can make simple judgements about my product and my peers' products against simple success critieria. I can describe how my product met the requirements of its intended audience. I can use a simple feedback process when evaluating products (e.g. I like this, this was good, I did not like this, this was less good)	I can make simple judgements about my product and my peers' products. I can describe how my product met the requirements of its intended audience I can verbally use a simple '2 stars and a wish' structure when evaluating products to suggest two positive things and something to improve on. Children may have been provided with scaffolds to help them to structure this.	I can identify the strengths, weaknesses and areas for development in my own and others' products. I can consider the views of others, including intended users, to improve my work. I can use '2 stars and a wish' when evaluating products to suggest two positive things and something to improve on. This could be verbal and recorded using IT (and sometimes then written down). Children may have been provided with scaffolds to help them to structure this.	I can identify the strengths, weaknesses and areas for development in my own and others' products, linked to our success criteria and intended audience. I can consider the views of others, including intended users, to improve my work. I can use '2 stars and a wish' when evaluating products to suggest two positive things and something to improve on. These are linked to S.C. and audience, and use appropriate technical vocabulary to add specificity. These could be offered during discussion and/or recorded using IT or in writing.	I can critically evaluate the quality of products, taking into consideration the design, manufacture and fitness for purpose against the design criteria and intended audience. I can justify the choices I am making and how my product meets the requirements of its intended audience and design criteria e.g. Why have I chosen to do it this way?) I can evaluate my own and others' products against the design criteria, and suggest ways to improve. These are linked to S.C. and audience, and use appropriate technical vocabulary to add specificity. They are full explained.	