

Design and Technology

Elements Curriculum – SEE, DO, GET Model

SEE (Intent)












Through a broad, balanced, ambitious, curriculum we aim to give all the children of Elements Primary School the knowledge, skills, resilience, and ambition to become confident world changers at a local, national and global level.

The 'Elements' of Elements 'Our Values'		
Community & Family	Positivity & Happiness	Creativity & Innovation
<ul style="list-style-type: none"> Inclusion Positive self identity Sense of belonging Tolerance, Respect and Peace Citizenship Sense of Contribution Roles & Responsibility Synergy (Habit 6) Seek First to understand then to be understood (Habit 5) Diversity Democracy 	<ul style="list-style-type: none"> Think Win-Win (Habit 4) Mutual Respect 'Can Do' Attitude Good Mental Health Sharpen the Saw (Habit 7) Relationships Carrying your own weather Celebration and praise 	<ul style="list-style-type: none"> Invention Self Expression Design Research & Development Inspiration Meeting a need Embrace the Arts Metacognition Technology Enhanced Learning "Thinking outside the box" Rule breaking
Aspiration & Pride	Personal Leadership & Resilience	We are creating...
<ul style="list-style-type: none"> Dreaming Big Aiming High Self Belief Self Confidence Giving credit where it is due Congratulate and uplift others Begin with the end in mind (Habit 2) Leaving a legacy 'Painting a masterpiece' 	<ul style="list-style-type: none"> The 7 Habits of Highly Effective People Evaluative Practice Problem Solving Interdependence 'Have a go' attitude Collaboration Change management Personal reflection Emotional Bank Account Seeking and meeting challenge 	<p>A Culture World Changers History Makers</p>

Questions in Design and Technology

Global Influences 'Our Global Responsibilities'		
Citizenship	Environment	Health
<p>What innovations have been made before that have helped global society?</p> <p>Is it possible to make something that would negatively affect society?</p> <p>Does everyone have a contribution to their community?</p> <p>What might that look like?</p> <p>Is there a product that would make our community safer or better?</p>	<p>What have been the key inventions towards environmental change?</p> <p>How important is it to consider the environment as well as the economy?</p> <p>Can some products be made in a more eco-friendly way?</p> <p>Whose responsibility is the environment?</p>	<p>How have inventions helped support good health?</p> <p>What types of products are usually used to treat people?</p> <p>Who are the key leaders in designing products to use in the health service?</p>
Sustainability		Creativity
<p>What is causing an impact on my immediate community?</p> <p>What is causing concern to my global community?</p> <p>How can I live more sustainably?</p> <p>How can I reduce my carbon footprint?</p> <p>Is it right to make people live more sustainably?</p> <p>Who does the planet belong to?</p> <p>What is climate change?</p> <p>Who contributes to the greenhouse effect?</p> <p>What is the evidence of climate change?</p> <p>What is happening to our oceans?</p> <p>Whose responsibility is it and why?</p>		<p>What is the difference between an invention and a product?</p> <p>Has everything already been made or are things still yet to be invented?</p> <p>How do we ensure that our creativity will be successful when designing and building?</p> <p>How important is colour and pattern when designing a product?</p>

Design and Technology Vehicle Overview

Block	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The Famous Five			Puppets  (Materials)	Sandwich snacks  (Food: food groups and healthy eating)	British Inventors  (All)		
Designed and Built	Junk Models  (Structures)	Model Playground  (Structures)	Pop-up books  (Mechanisms)	Model villages  (Structures, Materials)	Torches  (Electrical control, structures)	Gingerbread  (Food)	Vehicles  (Electrical control, mechanisms)
Lost in a Book	Moving Pictures  (Mechanisms)	Fruit smoothies  (Food)			Yorkshire Classics  (Food: Savoury dishes)	Fashion  (Materials)	Shelters  (Structures, materials)
Listen	Fruit salad  (Food)	Animal masks  (Materials)	Biscuits  (Food)	Seasons of Food  (Food)		Costumes  (Materials)	
Change the World	Repurposed Products  (Materials)		Shelters  (Structures, materials)	Windmills  (Structures, Mechanisms)			Sustainable Products  (All)

Critical and Evaluative Questions

Block	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The Famous Five		Moving Pictures What is happening in the mechanism to make the picture move?	Puppets <i>What don't I see that needs to be included in my planning and designing?</i>		British Inventors <i>What else needs to be thought about in the process of invention?</i>		
Designed and Built	Junk Models Why is it important to cover my model?	Model Playground Why is it important to think about the shapes used in the playground equipment?	Pop-up books <i>What don't I see that makes this mechanism work?</i>	Model villages <i>What other materials could be used to make the structure stronger?</i>	Torches <i>What don't I see that could be a problem to my torch functioning?</i>	Gingerbread <i>Why is the state of the gingerbread important when constructing the house?</i>	Vehicles <i>What is happening to the motor when the materials I use change?</i>
Lost in a Book	Moving Pictures What is happening in the mechanism to make the picture move?	Fruit smoothies How has the fruit been combined differently than to a fruit salad?			Yorkshire Classics <i>What is happening to the process of combination when making yorkshire puddings?</i>	Fashion <i>Why is it important to understand the source of the textiles?</i>	Shelters <i>What happens to the structure in different weathers and seasons?</i>
Listen	Fruit salad What is happening to the fruit as it is mixed together?	Animal masks What else can be added to make this mask more realistic?	Biscuits <i>Why is the process of combining important when making certain biscuits?</i>	Seasons of Food What do I need to consider when I create a food menu?		Costumes <i>How could these materials have been joined better?</i>	
Change the World	Repurposed Products Why is it important to recycle?		Shelters What is happening to the structure of the shelter when it rains?	Windmills <i>What don't I see that needs to be included to make the windmill function effectively?</i>			Sustainable Products <i>Why is it important to consider sustainability when designing a product for enterprise?</i>

Coverage of Design and Technology Skills

Reception								
Designed and Built: Junk Models Why is it important to cover my model?								
Critical questions	Cutting	Joining	Combining	Measuring	Designing	Colour and Pattern	Purpose	Evaluation
Lost in a Book: Moving pictures What is happening in the mechanism to make the picture move?								
Critical questions	Cutting	Joining	Combining	Measuring	Designing	Colour and Pattern	Purpose	Evaluation
Listen: Fruit Salad What is happening to the fruit as it is mixed together?								
Critical questions	Cutting	Joining	Combining	Measuring	Designing	Colour and Pattern	Purpose	Evaluation
Change the World: Repurposed Products Why is it important to recycle?								
Critical questions	Cutting	Joining	Combining	Measuring	Designing	Colour and Pattern	Purpose	Evaluation

Year 1

The Famous Five: Mechanisms

What is happening in the mechanism to make the picture move?

Critical questions	Cutting	Joining	Combining	Measuring	Designing	Colour and Pattern	Purpose	Evaluation
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Designed and Built: Structures

Why is it important to think about the shapes used in the playground equipment?

Critical questions	Cutting	Joining	Combining	Measuring	Designing	Colour and Pattern	Purpose	Evaluation
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Lost in a Book: Food

How has the fruit been combined differently than to a fruit salad?

Critical questions	Cutting	Joining	Combining	Measuring	Designing	Colour and Pattern	Purpose	Evaluation
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Listen: Materials

What else can be added to make this mask more realistic?

Critical questions	Cutting	Joining	Combining	Measuring	Designing	Colour and Pattern	Purpose	Evaluation
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Year 2

The Famous Five: Materials

What don't I see that needs to be included in my planning and designing?

Critical questions	Cutting	Joining	Combining	Measuring	Designing	Colour and Pattern	Purpose	Evaluation
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Designed and Built: Mechanisms

What don't I see that makes this mechanism work?

Critical questions	Cutting	Joining	Combining	Measuring	Designing	Colour and Pattern	Purpose	Evaluation
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Listen: Food

Why is the process of combining important when making certain biscuits?

Critical questions	Cutting	Joining	Combining	Measuring	Designing	Colour and Pattern	Purpose	Evaluation
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Change the World: Structures

What is happening to the structure of the shelter when it rains?

Critical questions	Cutting	Joining	Combining	Measuring	Designing	Colour and Pattern	Purpose	Evaluation
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Year 3

Designed and Built: Structures

What other materials could be used to make the structure stronger?

Critical questions	Cutting	Joining	Combining	Measuring	Designing	Colour and Pattern	Purpose	Evaluation
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Listen: Food

What do I need to consider when I create a food menu?

Critical questions	Cutting	Joining	Combining	Measuring	Designing	Colour and Pattern	Purpose	Evaluation
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Change the World: Structures, Mechanisms

What don't I see that needs to be included to make the windmill function effectively?

Critical questions	Cutting	Joining	Combining	Measuring	Designing	Colour and Pattern	Purpose	Evaluation
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Year 4

The Famous Five: Inventors

What else needs to be thought about in the process of invention?

Critical questions	Cutting	Joining	Combining	Measuring	Designing	Colour and Pattern	Purpose	Evaluation
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Designed and Built: Electrical Control

What don't I see that could be a problem to my torch functioning?

Critical questions	Cutting	Joining	Combining	Measuring	Designing	Colour and Pattern	Purpose	Evaluation
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Lost in a Book: Food

What is happening to the process of combination when making yorkshire puddings?

Critical questions	Cutting	Joining	Combining	Measuring	Designing	Colour and Pattern	Purpose	Evaluation
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Year 5

Designed and Built: Food

Why is the state of the gingerbread important when constructing the house?

Critical questions	Cutting	Joining	Combining	Measuring	Designing	Colour and Pattern	Purpose	Evaluation
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Lost in a Book: Materials

Why is it important to understand the source of the textiles?

Critical questions	Cutting	Joining	Combining	Measuring	Designing	Colour and Pattern	Purpose	Evaluation
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Listen: Materials

How could these materials have been joined better?

Critical questions	Cutting	Joining	Combining	Measuring	Designing	Colour and Pattern	Purpose	Evaluation
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Year 6

Designed and Built: Electrical Control, Mechanisms

What is happening to the motor when the materials I use change?

Critical questions	Cutting	Joining	Combining	Measuring	Designing	Colour and Pattern	Purpose	Evaluation
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Lost in a Book: Structures, Materials

What happens to the structure in different weathers and seasons?

Critical questions	Cutting	Joining	Combining	Measuring	Designing	Colour and Pattern	Purpose	Evaluation
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Change the World: All

Why is it important to consider sustainability when designing a product for enterprise?

Critical questions	Cutting	Joining	Combining	Measuring	Designing	Colour and Pattern	Purpose	Evaluation
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Critical Evaluative Questioning

Evaluating an existing product and discussing its design, purpose and quality of use.

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Designed and Built	Junk Models Why is it important to cover my model?	Model Playground Why is it important to think about the shapes used in the playground equipment?	Pop-up books <i>What don't I see that makes this mechanism work?</i>	Model villages <i>What other materials could be used to make the structure stronger?</i>	Torches <i>What don't I see that could be a problem to my torch functioning?</i>	Gingerbread <i>Why is the state of the gingerbread important when constructing the house?</i>	Vehicles <i>What is happening to the motor when the materials I use change?</i>
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Listen	Fruit salad What is happening to the fruit as it is mixed together?	Animal masks What else can be added to make this mask more realistic?	Biscuits <i>Why is the process of combining important when making certain biscuits?</i>	Seasons of Food What do I need to consider when I create a food menu?		Costumes <i>How could these materials have been joined better?</i>	
Change the World	Repurposed Products Why is it important to recycle?		Shelters What is happening to the structure of the shelter when it rains?	Windmills <i>What don't I see that needs to be included to make the windmill function effectively?</i>			Sustainable Products <i>Why is it important to consider sustainability when designing a product for enterprise?</i>

Cutting

To break apart or separate using different tools (craft knife, scissors, hack-saw, etc.)

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Joining

Assembling or putting together two or more components.

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Combining

Adding several components to change the state or nature of a product

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Measuring

Finding or making the correct size of an object.

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Design

A plan or drawing that shows the look and function of an object before it is made.

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Colour and pattern

The planning and purpose of colour and pattern in an object or product.

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Purpose

The reason for which a product has been created or made.

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Evaluation

A judgement of the process that has been taken when making something, as well as the final product itself.

Block	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The Famous Five		Moving Pictures <i>What is happening in the mechanism to make the picture move?</i>	Puppets <i>What don't I see that needs to be included in my planning and designing?</i>		British Inventors <i>What else needs to be thought about in the process of invention?</i>		
Designed and Built	Junk Models <i>Why is it important to cover my model?</i>	Model Playground <i>Why is it important to think about the shapes used in the playground equipment?</i>	Pop-up books <i>What don't I see that makes this mechanism work?</i>	Model villages <i>What other materials could be used to make the structure stronger?</i>	Torches <i>What don't I see that could be a problem to my torch functioning?</i>	Gingerbread <i>Why is the state of the gingerbread important when constructing the house?</i>	Vehicles <i>What is happening to the motor when the materials I use change?</i>
Lost in a Book	Moving Pictures <i>What is happening in the mechanism to make the picture move?</i>	Fruit smoothies <i>How has the fruit been combined differently than to a fruit salad?</i>			Yorkshire Classics <i>What is happening to the process of combination when making yorkshire puddings?</i>	Fashion <i>Why is it important to understand the source of the textiles?</i>	Shelters <i>What happens to the structure in different weathers and seasons?</i>
Listen	Fruit salad <i>What is happening to the fruit as it is mixed together?</i>	Animal masks <i>What else can be added to make this mask more realistic?</i>	Biscuits <i>Why is the process of combining important when making certain biscuits?</i>	Seasons of Food <i>What do I need to consider when I create a food menu?</i>		Costumes <i>How could these materials have been joined better?</i>	
Change the World	Repurposed Products <i>Why is it important to recycle?</i>		Shelters <i>What is happening to the structure of the shelter when it rains?</i>	Windmills <i>What don't I see that needs to be included to make the windmill function effectively?</i>			Sustainable Products <i>Why is it important to consider sustainability when designing a product for enterprise?</i>

Designing and Purpose

Progression of Design and Technology skills

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Draw their model before making it</p> <p>Uses talk to organise the materials, tools and colours they might need to make their model.</p>	<p><i>Draw on their own experience to help generate ideas</i></p> <p><i>Suggest ideas and explain what they are going to do</i></p> <p><i>Identify a target group for what they intend to design and make</i></p> <p><i>Model their ideas in card and paper</i></p> <p><i>Develop their design ideas applying findings from their earlier research.</i></p>	<p><i>Generate ideas by drawing on their own and other people's experiences</i></p> <p><i>Develop their design ideas through discussion, observation, drawing and modelling</i></p> <p><i>Identify a purpose for what they intend to design and make</i></p> <p><i>Identify simple design criteria</i></p> <p><i>Make simple drawings and label parts</i></p>	<p><i>Generate ideas for an item, considering its purpose and the user/s</i></p> <p><i>Identify a purpose and establish criteria for a successful product.</i></p> <p><i>Plan the order of their work before starting</i></p> <p><i>Explore, develop and communicate design proposals by modelling ideas</i></p> <p><i>Make drawings with labels when designing</i></p>	<p><i>Generate ideas, considering the purposes for which they are designing</i></p> <p><i>Make labelled drawings from different views showing specific features</i></p> <p><i>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail</i></p> <p><i>Evaluate products and identify criteria that can be used for their own designs</i></p>	<p><i>Generate ideas through brainstorming and identify a purpose for their product</i></p> <p><i>Draw up a specification for their design</i></p> <p><i>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail</i></p> <p><i>Use results of investigations, information sources, including ICT when developing design ideas</i></p>	<p><i>Communicate their ideas through detailed labelled drawings</i></p> <p><i>Develop a design specification</i></p> <p><i>Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways</i></p> <p><i>Plan the order of their work, choosing appropriate materials, tools and techniques</i></p>

Cutting, Joining, Combining, Measuring

Progression of Design and Technology skills

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Cuts safely using scissors</p> <p>Chooses the appropriate tool to join (tape, glue)</p>	<p>Make their design using appropriate techniques</p> <p>With help measure, mark out, cut and shape a range of materials</p> <p>Use tools eg scissors and a hole punch safely</p> <p>Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape</p> <p>Select and use appropriate fruit and vegetables, processes and tools</p> <p>Use basic food handling, hygienic practices and personal hygiene</p> <p>Use simple finishing techniques to improve the appearance of their product</p>	<p>Begin to select tools and materials; use vocab' to name and describe them</p> <p>Measure, cut and score with some accuracy</p> <p>Use hand tools safely and appropriately</p> <p>Assemble, join and combine materials in order to make a product</p> <p>Cut, shape and join fabric to make a simple garment.</p> <p>Use basic sewing techniques</p> <p>Follow safe procedures for food safety and hygiene</p> <p>Choose and use appropriate finishing techniques</p>	<p>Select tools and techniques for making their product</p> <p>Measure, mark out, cut, score and assemble components with more accuracy</p> <p>Work safely and accurately with a range of simple tools</p> <p>Think about their ideas as they make progress and be willing change things if this helps them improve their work</p> <p>Measure, tape or pin, cut and join fabric with some accuracy</p> <p>Demonstrate hygienic food preparation and storage</p> <p>Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT</p>	<p>Select appropriate tools and techniques for making their product</p> <p>Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques</p> <p>Join and combine materials and components accurately in temporary and permanent ways</p> <p>Sew using a range of different stitches, weave and knit</p> <p>Measure, tape or pin, cut and join fabric with some accuracy</p> <p>Use simple graphical communication techniques</p>	<p>Select appropriate materials, tools and techniques</p> <p>Measure and mark out accurately</p> <p>Use skills in using different tools and equipment safely and accurately</p> <p>Weigh and measure accurately (time, dry ingredients, liquids)</p> <p>Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens</p> <p>Cut and join with accuracy to ensure a good-quality finish to the product</p>	<p>Select appropriate tools, materials, components and techniques</p> <p>Assemble components make working models</p> <p>Use tools safely and accurately</p> <p>Construct products using permanent joining techniques</p> <p>Make modifications as they go along</p> <p>Pin, sew and stitch materials together create a product</p> <p>Achieve a quality product</p>

Evaluation

Progression of Design and Technology skills

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Evaluate the finished product by discussing how well it works in relation to the purpose	<p><i>Evaluate their product by discussing how well it works in relation to the purpose</i></p> <p><i>Evaluate their products as they are developed, identifying strengths and possible changes they might make</i></p> <p><i>Evaluate their product by asking questions about what they have made and how they have gone about it</i></p>	<p><i>Evaluate against their design criteria</i></p> <p><i>Evaluate their products as they are developed, identifying strengths and possible changes they might make</i></p> <p><i>Talk about their ideas, saying what they like and dislike about them</i></p>	<p><i>Evaluate their product against original design criteria e.g. how well it meets its intended purpose</i></p> <p><i>Disassemble and evaluate familiar products</i></p>	<p><i>Evaluate their work both during and at the end of the assignment</i></p> <p><i>Evaluate their products carrying out appropriate tests</i></p>	<p><i>Evaluate a product against the original design specification</i></p> <p><i>Evaluate it personally and seek evaluation from others such as teachers and peers</i></p>	<p><i>Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests</i></p> <p><i>Record their evaluations using drawings with labels</i></p> <p><i>Evaluate against their original criteria and suggest ways that their product could be improved</i></p>