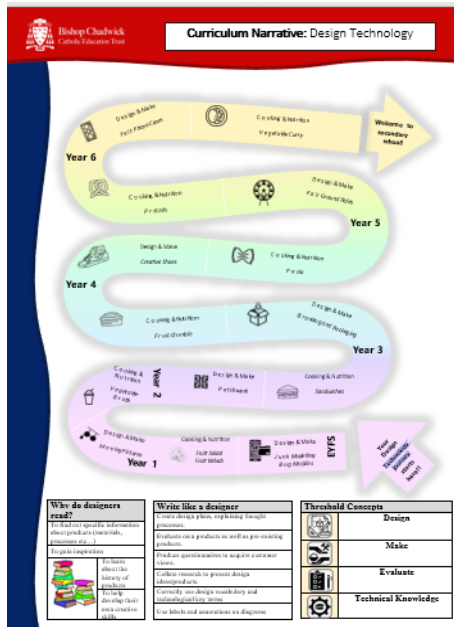




# Design and Technology

## Curriculum continuity - EYFS to Year 1



A team of Primary Subject Leads and Secondary Heads of Department within BCCET have worked together to produce some high quality units, following the threshold concepts, an example of which can be seen below.

An effective DT curriculum must cover all 4 of these concepts and within any one lesson at least 3 of these concepts should be covered.

Writers have worked to identify sufficient breadth of content and ensure that pupils learn this in sufficient depth. By using the materials, teachers are able to break down the content they wish pupils to learn into component parts, which have been selected to take into account, what pupils need based on their prior knowledge and experiences.

The units are written for year 1 pupils up to year 6, and this document captures the progression from EYFS into year 1.

### The 4 threshold concepts

Threshold Concepts	In year 1, children will...
	<b>Design</b> Use research and exploration to identify and understand user needs. Children will identify and solve design problems. They will generate creative ideas to inform the design of innovative, functional and appealing products in a variety of situations, as well as developing and communicating design ideas in a variety of formats.
	<b>Make</b> Select and use specialist tools, techniques, processes and equipment. They will select and use a wide range of materials, components and ingredients – considering their properties. Children will also be preparing and cooking a variety of dishes, including smoothies and vegetable broth.
	<b>Evaluate</b> Analyse the work of past and present professional, whilst investigating new and emerging technologies. Children will use design specifications and user feedback to rest, evaluate and refine own and others ideas, as well as exploring the impact of DT on society and the environment.
	<b>Technical Knowledge</b> Understand and use materials based on their properties and structural performance. They will understand mechanical systems used in products to change movement and force, electrical and electronic systems used to power products. They will begin to understand the principles of a healthy and varied diet as well as understanding seasonality and food sources.

In EYFS, pupils will be introduced to Cooking & Nutrition by preparing and tasting a range of fruits. Design skills will be developed through junk modelling, providing opportunities to use a range of motor skills



*How does the Early Year's framework fit within the 4 threshold concepts?*

<i>Design</i>	<i>Make</i>	<i>Evaluate</i>	<i>Technical Knowledge</i>
<b>Expressive art and design: ELG: Creating with materials</b>			
Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	<p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>	<p>Return to and build on their previous learning, refining ideas and develop their ability to represent them.</p> <p>Share their creations, explaining the process they have used.</p>	
<b>Physical development: ELG: Fine Motor skills</b>			
Choose the right resources to carry out own plan.	Use a range of small tools, including scissors, paintbrushes and cutlery.		
<b>Personal, social and emotional development 3-4 years band</b>			
	Select and use activities and resources with help when needed.		

## *Expressive arts and Design*

“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.”

Statutory framework for the EYFS (2021)

