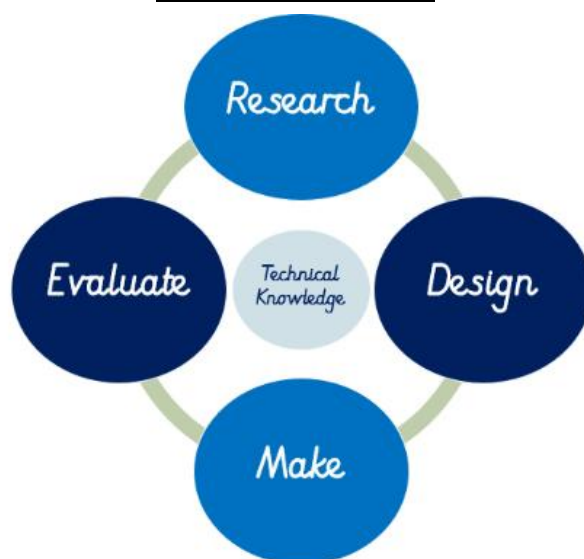


Lakes Primary School



EYFS DT Learning Journey

DT in Early Years begins with children exploring materials and structures and practising skills for example: joining, connecting, balancing, sticking, etc. Children create with a purpose in mind. There is a high focus on technical vocabulary that is modelled and encouraged. Once a product is made for example, a building using small bricks, children can draw (mark make) their product. DT is presented in 'big books' and 'evidence me' with children's technical knowledge and comments on the design process added. By reception, children develop and enhance their models and creations.

Children research their products where possible. This could be a variety of books or internet researching as a class. The planning involves a drawing of their proposed product with labels where possible for the structure/materials of the product. Writing underneath the drawing may be a sentence or two about what the product is going to look like and as a challenge, what purpose the product is for. Children should follow theirs and other children's plans for example, using small and large construction and junk modelling, then review. When the product is complete, it can be photographed and stuck into DT folder with an evaluative comment from the child about their product. This can be very simple and may have a sentence opener 'I am happy with my product because...'

KS1 DT Learning Journey

Research:

- Read and respond teaching of context, learning new vocabulary. This could be videos/real life problems to discuss.
- Explore existing products. This could include annotations and small descriptions about why the product seems successful

Design:

- Design criteria (e.g. tailoring to an audience/user)
- Idea generation (e.g. annotated sketches)
- Idea development (e.g. template, pattern pieces)

Make:

- Select and use appropriate tools and equipment. Children could draw and label their product

Evaluate:

- Evaluate against a list of design criteria. What is the product's purpose? What went well? What could be done differently? Is the product solving a problem?
- Evaluate, investigate and analyse existing products
- Evaluate their own and others' ideas
- Understand how key events and individuals have helped to shape the world of D&T
- Consider feedback to make improvements

KS2 DT Learning Journey

Research:

- Read and respond teaching of context, learning new vocabulary. This could be videos/real life problems to discuss.
- Explore existing products. This could include annotations and descriptions about why the product seems successful
- Children to contextualise their product and research the topic around it for example, 'Mexican food' to include research about the country's food imports/exports, culture and traditional foods. Healthy eating to be explored during research stage where food is the focus.

Design:

- Design criteria (e.g. tailoring to an audience/user)
- Idea generation (e.g. annotated sketches)
- Idea development (e.g. template, pattern pieces)
- Models and prototypes (both virtual and physical)
- Cross-sectional and exploded diagrams
- Innovative, fit-for-purpose and functional product solutions to design problems

Make:

- Understand and select materials and components (including ingredients) based on their aesthetic and functional properties. Children could write about the choices that they make
- Understand the importance of, and follow the health and safety rules. Children could write about the precautions they take during the making stage.

Evaluate:

- Evaluate against a list of design criteria. What is the product's purpose? What went well? What could be done differently? Is the product solving a problem?
- Evaluate, investigate and analyse existing products
- Evaluate their own and others' ideas
- Understand how key events and individuals have helped to shape the world of D&T
- Consider feedback to make improvements