Freegrounds Infant School - Our Curriculum

What aa we trying to achieve?

Our Vision	We encourage our children to develop confidence, a sense of identify and lead safe, healthy and fulfilling lives.		We want our children to grow into responsible citizens who make a positive contribution to local, national and global communities.		We enable our children to develop skills, knowledge, understanding and enjoyment that sustain a lifetime of successful learning.		
Our Aims	Working in close collaboration with each other, parents and other agencies, schools and the wider community.	Enabling or encouraging everyone to become confident to pursue their own interests, brave to take risks and independent and motivated to learn.	Creating a culture of inclusion and respect.	Valuing the ideas and celebrating the achievement, successes and individuality of everyone.	Creating an exciting, stimulating resource rich environment which supports learning through interactive displays and use of technology.	Providing high quality teaching and learning, first hand experiences, high levels of collaboration, challenge and support.	Building on previous learning, teaching key skills and creating opportunities to explore and be curious.
Our Values	Independence		Respect	Teamwork	Thinking	Engagement	Motivation

How do we implement this?

Our teaching intentions	Carefully planned, rich connected learning journey.	Teaching models respect pupil uniqueness, challenges prejudice and promotes social justice.	Parents and carers are supported and challenges to play a role in their child's learning.	Approaches to learning are sensitive to the needs of all learners and their self-esteem especially the vulnerable.	Classroom environment inspires and motivates all children.	
Effective teaching	Teachers have a deep learning of subjects to be taught.	Teachers have a clear understanding of cognition and learning.	All adults have high expectations and provide challenge for all, with support when necessary.	Teaches employ skilful and effective questioning to check and deepen understanding.	Teachers use a range of flexible and responsive strategies.	
Assessment for learning	Effective use of summative assessment to inform steps.	Oral and written feedback that has immediate impact.	Purposeful internal and external moderation to inform professional discussions.	Clear learning intentions and success criteria are shared with children and understood by all.		

Organisation	Units of work are based on key questions and cross-curriculum themes.		Stimulating indoor and outdoor learning environments. .		Daily routines and a range of enrichment experiences	Use children's own ideas and interests to shape learning.	Partnerships with other schools and the local community.		Hook that engages the children and gives the context for the learning.	A clear outcome which gives purpose to the learning.		
EYFS and National Curriculum	Personal & Social Development (PSED)	Physical Development (PD)	Communication and Language	Literacy	Mathematics	Understanding of the World				Expressive Arts and Design (EAD)		
	PSHE	PE	English		Mathematics	Science	RE	History	Geography	Computing	Art and Design	Design Technology	Music

What is the impact?

An inclusive curriculum for all	An inspiring and challenging curriculum for all.	Teaching that is consistently good or better for all pupil groups.	High levels of attainment and progress.	Positive climate for learners in all classrooms.	Children who are fluent in the language of learning.
Evaluation	Memorable connections Does the learning make links with prior and current learning within the subject and across the curriculum? Does learning excite to create memorable moments?	Is an enquiry based approach to learning journeys used in all subjects? Does the task or topic promote deeper thinking? Do children have choices at different points of the learning process? Do children reflect on their learning and generate new thinking?	Equity and enrichment Are there high expectations for all? Is there equity are all children able to access the learning? Do all children experience the whole curriculum? Are all year group leaders ensuring there is consistency in the curriculum across the year groups?	High quality outcomes and challenge for all? Do all adults have high expectations of all children at all times? Are there clear assessment criteria linked to the development of knowledge and skills? Has the learning journey spread to a purposeful outcome or product? Are children challenged to think and evaluate their learning? Are the children shown examples of the best outcomes to help and inspire them to achieve?	Is each subject area given integrity and taught well? Are children able to relate their values and experiences to British values? Is there a cohesive, entire planned curriculum across the school? Does the curriculum facilitate unlimited possibilities for rehearsing and honing English, Maths and Computing skills?

EYFS D&T Skills Overview

Within the new Early Years Curriculum there is still the need to teach and instil strong Design and Technology skills through the prime areas of physical development and personal, social and emotional development. These skills can also be taught through the specific areas of understanding the world and expressive arts and design. Design and Technology is very much included within our enhanced provisions, both indoor and out and within their child and adult led time, using time for the exploration of the prime and specific areas to support their learning. Below are the areas of the new framework which Design and Technology applies to:

Physical Development	Fine Motor Skills	• Use a range of small tools, including scissors, paintbrushes and cutlery.
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.
Personal, Social and Emotional Development		• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.
Physical Development		• Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors.
Understanding the World		• Explore how things work.
Expressive Arts and Design		• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
Physical Development		• Progress towards a more fluent style of moving, with developing control and grace. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
Expressive Arts and Design		• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.

These are all relevant to the knowledge, understanding and skills needed to engage in an iterative process of designing and making. In turn, this will build upon the confidence the children are experiencing of exploring within technology which will support the transition into a Design and Technology curriculum in KS1.

Year 1 D&T Skills Overview

Term	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Topic	New beginnings	Let it shine!	Magic of Toys!	What big eyes you've got! Pets/ animals	What big eyes you've got! Under the Sea/ mini-beasts	Through the keyhole!	Fire Fire!	Let it grow!
Focus			Joining- Puppets (evaluating)		Levers and Sliders	Free-standing structure of a house.	Food (cous cous)	
Designing			State what products they are designing and making		Describe what their products are for	Generate ideas by drawing on their own experiences	Say whether their products are for themselves or other users	
					Generate ideas by drawing on their own experiences			
					State what products they are designing and making			
Making			Use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components		Plan by suggesting what to do next	Select from a range of tools, materials and equipment, explaining their choices	Follow procedures for safety and hygiene	
Evaluating			•what products are •who products are for •what products are for •how products work •how products are used •where products might be used •what materials products are made from •what they like and dislike about products		Talk about their design ideas and what they are making	Begin to suggest how their products could be improved		
Technical Knowledge					Knows about the simple workings of levers and sliders	How freestanding structures can be made stronger, stiffer and more stable		
Food and Nutrition					Describe what their products are for	Generate ideas by drawing on their own experiences	How to use techniques such as cutting, peeling and grating	
					Generate ideas by drawing on their own experiences	Generate ideas by drawing on their own experiences	How to prepare simple dishes safely and hygienically, without using a heat source	
							That everyone should eat at least five portions of fruit and vegetables every day	
							That all food comes from plants or animals	

Year 2 D&T Skills Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Reach for the stars!	Transport	Around the world	Unsinkable!	Bees, seeds and enormous trees	Brilliant Brazil
		Vehicles- Mechanisms – wheels and axels	**Evaluate:** Where does our food come from? Fairtrade Tea Party	**Materials** **Titanic cabin**		Free-standing structure (Brazil landmark)
Designing		Use knowledge of existing products to help come up with ideas.		Say how they will make their products suitable for their intended users.		
		Say how their products will work.	Use simple design criteria to help develop their ideas	Work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment		
Making		Assemble, join and combine materials and components	Follow procedures for safety and hygiene	Use finishing techniques, including those from art and design		
Evaluating		Make simple judgements about their products and ideas against design criteria. • what products are • who products are for • what products are for • how products work • how products are used • where products might be used • what materials products are made from	Make simple judgements about their products and ideas against design criteria. • what products are • who products are for • what products are for • how products work • how products are used • where products might be used • what materials products are made from	Make simple judgements about their products and ideas against design criteria. • who products are for • what products are for • how products are used • where products might be used • what materials products are made from		
			What they like and dislike about products			
			Suggest how their products could be improved			
Technical Knowledge		About the movement of simple mechanisms such as wheels and axles		About the simple working characteristics of materials and components		
Food Technology			How to name and sort foods into the five groups in The Eatwell plate			

			How to prepare simple dishes safely and hygienically, without using a heat source			
			How to use techniques such as cutting, peeling and grating			

Key Stage 1 Language Overview: D&T

Term	Year 1 Term 1	Year 1 Term 2	Year 1 Term 3	Year 1 Term 3	Year 2 Term 1	Year 2 Term 2	Year 2 Term 2	Year 2 Term 3
Dimension and Skill	Magic of toys!	What big eyes you've got! Pets/ animals/ under the sea	Through the keyhole	Let it grow!	Transport	Around the World	Unsinkable	Brilliant Brazil
Previously learnt vocabulary – Tier 1	Gluing Character Puppet names of existing products, joining and finishing techniques, tools, fabrics and components template, pattern pieces, mark out, join, decorate, finish features, suitable, quality mock-up, design brief, design criteria, make, evaluate, user, purpose, function	cut, fold, join, fix structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved metal, wood, plastic circle, triangle, square, rectangle, cuboid, cube, cylinder design, make, evaluate, user, purpose, ideas, design criteria, product, function	moving picture handle pull push slider drawing labelling moving movement forward backwards order length join cut	Sweet Sticky Hard Slimy Salty Chewy Fluffy Soft Cool Mushy Strong Lumpy Warm Smooth Dry Mix stir Chop cut Knife chopping board Apron taste Cooking	Designing Ideas Making Joining testing vehicle wheels moving discuss, guess test measure turn build	Healthy Recipe Measure Sweet Hard Slimy Fluffy Soft Cool Mushy Mix stir Chop cut Knife chopping board Apron taste Cooking Ingredient Farmers	Designing Ideas Making Joining testing vehicle wheels moving discuss, guess test measure turn names of existing products, joining and finishing techniques, tools, fabrics and components	cut, fold, join, fix structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved metal, wood, plastic circle, triangle, square, rectangle, cuboid, cube, cylinder design, make, evaluate, user, purpose, ideas, design criteria, product, function
Taught during the topic – Tier 2	Seam Stitch thread Strengthen plan template fabric cutting out sewing needle, position Sock puppet	Recycled Join Weatherproof Animal proof Strong	direction designing movement hole punch slider, lever, pivot, slot, bridge/guide card, masking tape, paper fastener, join	Moist Savoury Crisp Citrus Sour Crumbly Sharp Bland Ingredient claw grip Recipe slice hygiene Measure grate chop	vehicle, wheel, axle, axle holder, chassis, body, cab assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism names of tools, equipment and materials used	Fair Trade Weigh Ounces Sharp Bland claw grip slice hygiene grate chop Eat Well plate Blend	Luxury Basic Quality Interior Comfortable Uncomfortable Promenade deck Saloon deck poop deck	Recycled Join Weatherproof Animal proof Strong

	Hand puppet Shadow puppet marionette names of existing products, joining and finishing techniques, tools, fabrics and components template, pattern pieces, mark out, join, decorate, finish features, suitable, quality mock-up, design brief, design criteria, make, evaluate, user, purpose, function		pull, push, up, down, straight, curve, forwards, backwards design, make, evaluate, user, purpose, ideas, design criteria, product, function	fruit and vegetable names, names of equipment and utensils sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, investigating tasting, arranging, popular, design, evaluate, criteria	design, make, evaluate, purpose, user, criteria, functional Purpose Connecting Chassis Axles Body Explore Predict Doweling hole punch rotate corner stiffener clamp saw frame levers sliders	spices fruit and vegetable names, names of equipment and utensils sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, investigating tasting, arranging, popular, design, evaluate, criteria	template, pattern pieces, mark out, join, decorate, finish features, suitable, quality mock-up, design brief, design criteria, make, evaluate, user, purpose, function	
Deeper Learning vocabulary – Tier 3	Strong quality Features reflective mock-up symmetry running stitch	concealed Sturdy Robust assemble	Pivot lever pivot sliding mechanism	Bitter Tangy Tender Mild Tart Weak Firm Tough Flaky Gritty Ounces grams	Combining Durable fixed axles construct	Nutritious Vitamins Minerals Protein	Luxurious Communal Steerage Dormitories	concealed Sturdy Robust assemble

An inspiring and challenging curriculum for all.	Children who are fluent in the language of learning.

CURRICULUM INTENT

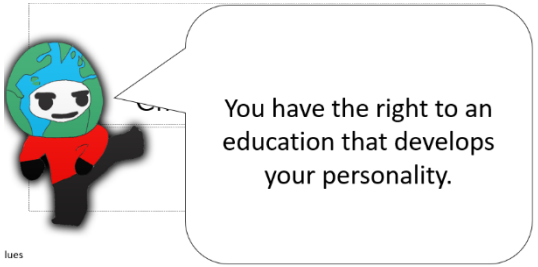
Subject Name: Design and Technology

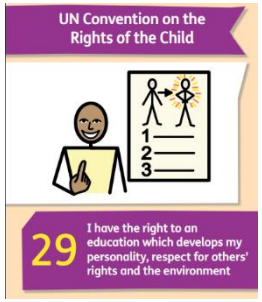
At Freegrounds Infant School we provide a Design and Technology curriculum which is accessible for all children. We strongly believe that high-quality Design and Technology lessons inspire children to be curious about the materials around them as well as creating their own products in a variety of ways. This in turn motivates them to learn, think and act as enterprising and capable citizens.

Our curriculum design allows children to develop their subject knowledge, skills and understanding whilst promoting their spiritual, moral, social, cultural and mental development which prepares them for future opportunities and experiences.

At Freegrounds Infant School we link learning through a range of topics, which give children the essential characteristics to help them to become enterprising and capable citizens. Through careful planning our children have the opportunities to develop a sense of curiosity about Design and Technology and how to design, make and evaluate whilst applying a range of technical knowledge.

We aim to increase and develop children's Design and Technology skills, knowledge of food and nutrition and problem-solving skills by immersing them in creative, risk-taking contexts through practical experiences. We plan purposeful outcomes which enable children the chance to show what they have learnt.





Teaching that is consistently good or better for all pupil groups.	High levels of attainment and progress.

CURRICULUM IMPLEMENTATION

Subject Name: Design and Technology

At Freegrounds Infant School we ensure high standards of teaching and learning in Design and Technology, by implementing a curriculum that is progressive throughout the whole school. We aim to challenge, motivate and involve all learners and through Design and Technology lessons. Teachers will encourage all children to develop a growth mindset, accepting that they may not have all the skills but determinedly strive to design, make and evaluate using the appropriate technical knowledge and skills. Design and Technology is taught through our topics, focusing on the knowledge and skills stated in the National Curriculum.

At Freegrounds Infant School each Design and Technology topic is taught based on previously taught skills and each product is designed to solve real and relevant problems. Teachers ensure that children are engaged in Design and Technology through providing a range of opportunities to develop their risk-taking, knowledge and skills. Their ability to design, make, evaluate and use technical knowledge will enable them to begin to develop an understanding of Design and Technology.

Children have opportunities to explore and use a variety of tools and we offer contextual experiences that draw upon children's mathematics, science, computing and art skills. These opportunities evoke the children's interest, creating memories and positive attitudes towards the subject. As designers, they will develop the ability to evaluate and respond to a variety of situations to develop a critical understanding of the impact on daily life and the wider world.

At Freegrounds Infant school we believe that the promotion of a high-quality Design and Technology curriculum is essential to the successful acquisition of the Design and Technology skills and so it is carefully planned for across the school.

Design and Technology resources and tools are key aspects of the learning and provides an opportunity for the children to explore and apply their understanding of the technical knowledge and skills.

Through a rich Design and Technology curriculum, the children will feel prepared and well equipped for a successful future in the wider world.

Positive climate for learners in all classrooms.

CURRICULUM IMPACT

Subject Name: Design and Technology

The impact and measure of our curriculum is to ensure that children at Freegrounds Infant School are equipped with the creative, technical and practical Design and Technology skills and technical knowledge that will enable them to be ready for the curriculum at Key Stage 2 and for life as an adult in the wider world.

We want our children to have thoroughly enjoyed learning about Design and Technology, therefore encouraging them to undertake new life experiences now and in the future. We want our children to talk about their Design and Technology learning with passion and enthusiasm both within school and at home.

On leaving Freegrounds Infant school we want children to know more, remember more and understand more about Design and Technology. Children will understand and use the design, make and evaluate skills alongside the Design and Technology skills that they have learnt.

Assessment activities have been created for Teachers to assess and reflect on the learning throughout a Design and Technology learning journey and against the carefully planned outcomes. Standards are monitored by the Design and Technology leader through learning walks, pupil conferencing and book scrutiny.