Primary Early Years Initial Teacher Education: Curriculum Plan

Design and Technology: Undergraduate Programmes

Curriculum Intent:

The Design and Technology curriculum will enable trainees to plan and deliver high quality learning opportunities. They will be equipped with the knowledge and understanding to develop a range of skills, learning behaviours and attitudes to support progress across the curriculum [as well as the technical knowledge and understanding associated with the subject].

Cultural capital will be promoted through the teaching of all strands of design and technology, for example architecture in 'structures', international cuisine in 'cooking and nutrition'.

Phase	Learn that…	Learn how to…
Phase 2 (Y2) **- During NC Core Subjects module EYE 2001/2**	Trainees will know:	Trainees will be able to:
	• The progression of skills and knowledge from EYFS to Y2 in all strands of design and technology.	• Build on skills developed through the EYFS Expressive Arts and Design area of learning
	• The end of stage requirements of design and technology at Key Stage 1 and that cooking and nutrition has its own separate strand.	• Use the iterative cycle to design make and evaluate KS1 appropriate products.
	• The principles of high quality design and technology teaching: The iterative process of researching, designing, making and evaluating products.	• Plan a design and technology project over a short series of lessons.
	• That children need to investigate and evaluate existing products before designing their own.	• Provide opportunities for children to research and evaluate existing products.
	• That products are designed using several strategies such as exploded diagrams, annotated drawings and mock ups.	• Provide opportunities for children to learn how things work by deconstructing products.
	• A mood board is an approach to design.	• Provide appropriate and meaningful scenarios for children to design a simple product in accordance with a design brief.
	• How to adapt lessons to ensure that children with SEND can experience success	• Identify basic skills required for specific making tasks and teach these skills including rules for health and safety.
	• That products are made using a variety of materials and tools including construction materials and textiles.	• Provide appropriate tools and resources for children to select from to make their product.

	• That products need to be evaluated for their effectiveness using simple criteria with the initial brief in mind.	• Support children in evaluating the effectiveness of their finished products against a given criteria.
	• Basic health and safety rules. For example, children need to be taught how use simple tools such as scissors and sewing needles safely.	• Manage risk and behaviour in practical design and technology lessons.
	• The Purpose of Study and Aims of the National Curriculum for Design and Technology.	• Plan a series of activities that meet the purpose and aims of DT in KS1
	• The role of government approved organisations in supporting the teaching and learning of design and technology (Design and Technology Association, National Curriculum Expert Group for Design and Technology)	• Understand how these organisations can support the development of DT in KS1
	Trainees will understand:	**Composite knowledge / understanding / skills**
	• The iterative nature of design and technology.	*By the end of this phase trainees will **know:***
	• That we live in an increasingly and rapidly advancing technological world.	• That every teacher can develop children's creative, technical and practical expertise to perform everyday
	• That products are designed and made with a specific need/problem in mind and have a specific audience.	tasks confidently and specific tasks to meet specific needs.
	• The transferable skills, learning behaviours and attitudes developed through high quality D&T provision.	*By the end of this phase trainees will **understand:*** • The iterative nature of the design and technology.
	• That design and technology can be incorporated into a thematic approach.	• The importance of effective behaviour management and how to manage risks to health and safety.
	• That skills from other curriculum areas are used in design and technology.	*By the end of this phase trainees will **be able to:***
	• The progression in design from EYFS to Y2, for example early designing may be through making before moving on to more formal recording of plans.	• Plan and teach a high quality design and technology lesson.
	• The progression of skills and knowledge within a given strand of design and technology from EYFS to Y2.	
	• The advantages of children working collaboratively.	