

Design Technology

At Hartside Primary School, our Design and Technology curriculum aims to develop creative, practical, and critical thinkers who can design, make, and evaluate products that solve real and relevant problems. We want children to become confident innovators who are not afraid to take risks, experiment with ideas, and learn from mistakes as part of the design process.

Our curriculum is carefully crafted to be meaningful and relevant to the lives of our children in Crook. We teach Design Technology using this overview and 'projects on a page' from the D&T Association, following a five-lesson approach that ensures depth and progression.

We have selected projects that connect directly to our pupils' experiences, local environment, and community. Many of our recipes—such as pasta sauces, sandwiches, and pizzas—are familiar to our children, making food technology accessible and engaging. We have included a topic on wind turbines, linking to the physical geography of our area; these turbines are a prominent feature on our skyline, and some of our parents work for local companies that maintain them. By exploring playground equipment, we ensure that learning is rooted in real-life experiences, as playgrounds are a part of our children's daily lives both in and out of school. Recognising that fine motor skills can be challenging for our pupils, we have built in opportunities—such as sliders and levers in Year 1—to help children develop these essential skills through hands-on, practical projects.

Each topic is chosen not only for its educational value but also for its relevance to our pupils' lives—reflecting the needs, opportunities, and aspirations of our local community. Whether designing, making, or evaluating, our children learn to connect classroom learning with the real world, preparing them for the challenges and possibilities they will encounter in Crook and beyond.

Design Technology in EYFS

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The most relevant statements for DT are taken from the following areas of learning

Physical Development

Understanding the World

Expressive Arts and Design

Personal, Social and Emotional Development

Three and Four-Year-Olds	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.	
Reception	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	
Early Learning Goals	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

Long term plan			
Year	A	B	C
1	Sliders and Levers (Slider Cards)	Free standing structures (Playground Equipment)	Preparing Fruit and Vegetables
2	Making a sandwich	Making Vehicles	Templates and joining techniques
3	3D gift box	Toasted pitta pockets for a class picnic.	Coin purses
4	Pop up Christmas Card	Wind Turbine – Crumble	Smoothies
5	Pasta sauce – heat food on <u>electric hob</u>	Model Solar System	Pop-up toys using <u>cams</u>

6	Combining different fabric shapes (including CAD – Wild things software)	Responsive device, such as room guard or electronic money box More complex switches and circuits (including programming, monitoring and control) Crumble	Recipe linked to Geography learning ‘Fantastic Forests’ (a celebratory dish originating from a country with forest learned about) Celebrate culture and seasonality Bread/pizza