



At Moorings Way we become designers and technologists by...



Designing



Making



Evaluating



Gaining Technical knowledge

Deciding design

EYFS: simple design with support.

Year 1: design for themselves or others within set criteria.

Year 2: design for themselves or others with own ideas within set criteria.

Describing design

EYFS: through gestures, drawing and talking.

Year 1: through talking, drawing and beginning to model.

Year 2: through talking, drawing and modelling.

Choosing materials and tools

EYFS: choose simple materials and tools with support to match fine motor skills.

Year 1: choose from a range of materials and tools with support.

Year 2: choose from a wide range of materials and tools with support and independently.

Using tools and materials

EYFS: Construct with purpose using simple tools and materials.

Year 1: Construct with purpose using a selection of tools and materials.

Year 2: construct with purpose using a selection of tools and materials. Explain reason for choice.

Applying techniques

EYFS: select tools to shape, assemble and join materials to replicate a structure.

Year 1: select tools to shape, join, cut, measure, mark out, assemble materials and to begin to finish.

Year 2: select tools to shape, join, cut, measure, mark out, assemble materials and to finish products.

Giving explanations

EYFS: to discuss construction with purpose and to discuss working safely.

Year 1: to discuss purpose of product, tools and materials used and discuss working safely.

Year 2: to discuss purpose of product, tools and materials used and reasoning of decisions taken. To discuss working safely.

Evaluating others products and constructs

EYFS: dismantle and examine existing objects discussing similarities and differences.

Year 1: examine and discuss existing products assessing the positives and negatives of the design.

Year 2: examine and discuss existing products assessing the positives and negatives of the design. Express personal preferences.

Evaluating own products and constructs

EYFS: adapt work if necessary and discuss why changes are being made.

Year 1: examine and discuss products beginning to discuss what could improve it.

Year 2: examine and discuss products and how to improve the product. Form ideas of how these improvements could be achieved.

Materials and structures

EYFS: explore different materials and structures and begin to make choices.

Year 1: describe different materials and structures. Begin to join materials with support and begin to make suggestions to improve strength of structures.

Year 2: describe different materials and structures. Join materials in different ways (joining, rolling, folding). Use own ideas to improve strength of structure.

Mechanisms

EYFS: begin to use slides in play-based learning.

Year 1: understand and use slides and levels in work.

Year 2: Use slides and levels and begin to understand the use of wheels and axles.

Textiles

EYFS: explore suitable textiles for purpose and make choices between textiles.

Year 1: choose suitable textiles for purpose and measure, cut and join to make a product with support.

Year 2: choose suitable textiles for purpose and measure, cut and join accurately to make a product. Begin to understand 3D textile structures.

Food Nutrition

EYFS: begin to understand eating well and to understand some simple food preparations techniques.

Year 1: Understand where some food comes from and how to prepare healthy, appealing food using simple techniques with support.

Year 2: Understand where food comes from and how to prepare healthy appealing food using simple techniques with growing confidence.



At Moorings Way DT skills are given context and links to other subjects through our carefully chosen topics for example applying our knowledge of materials in science to select the appropriate materials to build a boat for Nelson. Key vocabulary and processes are taught using worked examples, videos, diagrams. One of key aspects of modelling in DT is the reviewing/evaluation process as we know that our child can see mistakes as a failure rather than a learning opportunity so every lesson includes an example of how a mistake has helped us this week. Metacognition tools are used throughout; circle maps to collect prior knowledge and questions, flow maps to plan the design, hats to evaluate. DT lessons in all year groups follow a similar structure to reduce cognitive load. Feeding back to feeding forward and key questions are particularly important in ensuring that children evaluate, tweak and edit their designs and form a process of re-evaluation