



Design	Make	Evaluate
<ul style="list-style-type: none"> • Explain the project to the children and establish clearly the design criteria for the product • Develop more than one design or adaptation of an initial design • Investigate similar products to the one to be made to give starting points for a design • Draw/sketch products to help analyse and understand how products are made • Research needs of user • Plan a sequence of actions to make a product • Record the plan by drawing using annotated sketches • Use prototypes to develop and share ideas • Think ahead about the order of their work and decide upon tools and materials • Propose realistic suggestions as to how they can achieve their design ideas • Consider aesthetic qualities of materials chosen 	<ul style="list-style-type: none"> • Decide which design idea to develop • Prepare pattern pieces as templates for their design • Cut internal shapes • Select from a range of tools for cutting shaping joining and finishing • Use tools with accuracy • Select from techniques for different parts of the process • Select from materials according to their functional properties • Plan the stages of the making process • Use appropriate finishing techniques. 	<ul style="list-style-type: none"> • Discuss how well the finished product meets the design criteria of the user. • Identify the strengths and weaknesses of their design ideas in relation to purpose/user • Consider and explain how the finished product could be improved • Investigate key individuals and events in Design and Technology.
Food and Nutrition		Textiles
<ul style="list-style-type: none"> • Develop sensory vocabulary/knowledge using, smell, taste, texture and feel • Analyse the taste, texture, smell and appearance of a range of foods (predominantly savoury) • Follow instructions/recipes • Join and combine a range of ingredients • Work safely and hygienically • Understand the seasonality of foods and know where and how ingredients used have been grown, caught or processed. <p>DT learning covered in Science:</p> <ul style="list-style-type: none"> • Make healthy eating choices - use the Eatwell plate 		<ul style="list-style-type: none"> • Develop vocabulary for tools materials and their properties • Understand seam allowance • Join fabrics using running stitch, over sewing, blanket stitch • Prototype a product using J cloths • Use prototype to make pattern • Explore strengthening and stiffening of fabrics • Explore fastenings (inventors?) and recreate some • Sew on buttons and make loops • Use appropriate decoration techniques

Notes for teachers

Project ideas:

Food:

- Seasonal food
- Making sandwiches
- Food linked to countries or historical periods as part of a Topic. Discuss the seasonality of foods and where they come from. How do the ingredients get to us?
- Studying and making food linked to religious celebrations

Textiles:

- Christmas stocking
- Pencil case

Process for Planning a Project for your class.

Think: Product (What could we make?) Purpose (What is it for?) User (Who is going to use it?) - this will make the "Challenge" for the project

e.g. Design Make and Evaluate a (product) to (purpose) for (user).

How will this fit with your themes/topics/creative curriculum? If it doesn't, consider it as a discrete project.

What context will this project be set in? Consider the examples given in the Programme of Study (NC2014) or your own idea.

Plan what products for evaluation / resources / tools / materials you are going to offer the children, taking account of previous experiences and current learning readiness. Ensure all appropriate Risk Assessments have been undertaken.

Make sure prior learning from D&T and other subject areas is in place. If not, plan specific learning opportunities prior to the project - Focus Tasks.

Plan for inclusion of vocabulary development. Are you going to teach this before beginning the project or during the course of the project?

Plan the questions you will ask the children to encourage the 'iterative process'