

Dodford First School

Our Values				
Perseverance	Respect	Independence	Determination	Excellence
Our Golden Threads				
Vocabulary and Oracy	Breadth and Mastery	Diversity and Inclusion	Digital Literacy and Personal Safety	

Design and Technology Curriculum Statement

At Dodford First School, we inspire a love of Design and Technology (DT) in all children, encouraging creativity, innovation, and practical problem-solving through engaging and meaningful learning experiences. Our curriculum equips pupils with the knowledge, skills, and confidence to design, make, and evaluate products using a range of tools, materials, and techniques. It also develops an understanding of how design and technology impact daily life and the wider world.

Design and Technology teaching at Dodford First School is designed to provide all children, from the Early Years Foundation Stage through to Year 4, with opportunities to develop essential skills and knowledge that enable them to plan, create, and improve practical solutions. Pupils are supported in gaining a secure understanding of key DT concepts and processes, alongside an appreciation of how design and technology are applied in real-world contexts.

Our curriculum is carefully structured to meet the diverse needs of all learners, including those with Special Educational Needs and Disabilities (SEND), within mixed-age classes. Teaching is inclusive and accessible, with learning adapted through scaffolding, differentiated outcomes, flexible materials, and targeted support to ensure all pupils can participate and succeed.

In line with the National Curriculum for Design and Technology, our approach ensures that pupils develop:

- **Creativity and Innovation:** Encouraging children to generate ideas, explore possibilities, and develop original solutions to practical challenges.
- **Technical Knowledge and Skills:** Building proficiency in using tools, materials, and techniques safely and effectively across a range of contexts, including mechanisms, textiles, structures, and food.
- **Planning and Problem-Solving:** Learning to design with purpose, plan processes carefully, and solve challenges through testing and iteration.
- **Evaluation and Improvement:** Developing the ability to evaluate their own work and that of others, reflecting on strengths and areas for improvement.
- **Real-World Awareness:** Understanding the impact of design and technology on society, the environment, and everyday life.

We implement a carefully structured scheme of work that ensures progression and continuity in skills, knowledge, and confidence. Concepts and techniques are revisited and built upon across year groups, enabling children to develop both **substantive knowledge** (such as materials, tools, and technical processes) and **disciplinary knowledge** (such as problem-solving, planning, and iterative design) in a coherent and meaningful way.

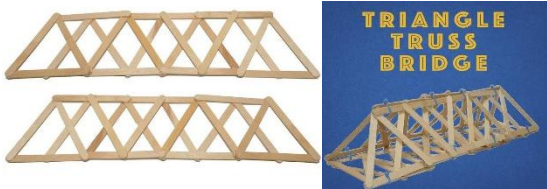
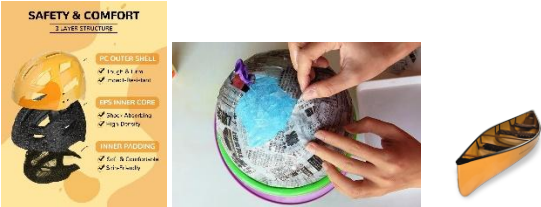
Design and Technology Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
WRENS - RECEPTION						
EYFS Cycle A	Marvellous Me	Happy to Help	Material World	Spring Around the World	African Adventure	We're Going on a Minibeast Hunt
Key Skills	Safely use tools and materials, explore joining techniques, select materials for a purpose, talk about designs	Joining and strengthening materials, simple mechanisms, structures, food preparation	Explore properties of materials, construction, problem solving, evaluate designs	Designing from own ideas, joining materials, testing structures, evaluating	Malleable materials, shaping, strengthening structures, food technology	Natural materials, outdoor construction, safe tool use, designing for a purpose
Line of Investigation	How can we make something that represents us?	How do things help us in our community?	What can we build with different materials?	How can we design and make something inspired by spring?	Which materials are best for building and modelling?	How can we design for nature?
EYFS Cycle B	Starting School	My Place in the World	Winter Wonderland	Toy Town	My Wonderful World	Summer Adventures
Key Skills	Safe tool use, selecting materials, simple joining, food hygiene	Structures, joining materials, designing for purpose, evaluating	Stable structures, selecting suitable materials, testing ideas, cooking	Wheels and axles, mechanisms, designing, evaluating	Modelling, shaping, structures, solving problems, food technology	Outdoor design, natural materials, tool safety, evaluating and improving
Line of Investigation	What can we design to help us at school?	How can we build the places we know?	How can we keep people and animals warm in winter?	How do toys move?	How can we build places and habitats?	How can we build for outdoor adventures?

ROBINS – KS1

Year 1 and 2 Cycle A DT Skills	Master Practical Skills: Construction	Master Practical Skills: Materials Mechanisms – sliders	Master Practical Skills: Food Portable snacks – food technology
Line of Investigation	How can we make a chair strong for a teddy? 	How can we make a picture move in a card? 	How can we make a healthy snack that is easy to eat? 
Year 1 and 2 Cycle B DT Skills	Master Practical Skills: Construction Structures – solid	Master Practical Skills: Mechanics Mechanisms – wheels and axles	Master Practical Skills: Textiles Puppets – textiles
Line of Investigation	How can we build a strong bridge using solid shapes? 	How can we make wheels turn to help a buggy move? 	How can we make a puppet using fabric? 

OWLS - KS2

Year 3 and 4 Cycle A DT Skills	Master Practical Skills: Materials/Electricals and electronics	Master Practical Skills: Construction	Master Practical Skills: Textiles
Line of Investigation	How can we design a paper circuit that creates a complete loop to light an LED? 	How can triangulation improve the strength of a frame structure? 	How can different joining techniques be used to make a strong textile product? 
Year 3 and 4 Cycle B DT Skills	Master Practical Skills: Food	Master Practical Skills: Construction	Master Practical Skills: Mechanics
Line of Investigation	How can we prepare and cook a healthy vegetable soup safely? 	How do curved surfaces make shell structures strong? 	How can levers be used to reduce the effort needed to lift a load? 