

D&T in EYFS at St John's CE Primary School			SMSC opportunities	British Values opportunities
All about me Autumn 1	People who help us – Fire brigade/police – Creating fire engines etc Shopping – junk model shopping baskets Traps for 'Supertato' Science Day: Floating and sinking Core D.T unit cooking and Nutrition- Seasonal soup	Display: Could you have a display with the different joining materials/cutting equipment and try to focus on them at particular times?	Spiritual - Enjoying and celebrating personal creativity. Evaluating created things. Moral - Raising questions about the effect of technological change on human life and the world around them. How is life better now that we have fire engines compared to in the past. Social – Developing practical solutions to problems (both personally when making and wider impact of the product) Cultural – Thinking about the functionality of a product and ensuring it is fit for purpose, consider cultural influences on design.	❖ Democracy - Children must take the views and opinions of others into account but still have the right to make their own choices. ❖ Rule of Law - Children follow general class and school rules during their DT lessons. ❖ Individual Liberty - Children are encouraged to develop their own self-knowledge through our creative subjects such as DT. ❖ Tolerance and Mutual Respect - Children are given many opportunities to critique each other's work in a positive and constructive manner whilst showing respect for the opinions and beliefs of their peers which may differ from their own.
Houses & homes Autumn 2	Constructing model buildings- Bendy/Straight use spaghetti (talk about joining, cutting skills) and straight materials (cardboard etc) Autumn hibernating boxes. Sliding Santa chimney.	Throughout the year: Junk modelling (modelled by adults) "Creation Station" – week by week as part of continuous provision Gross and fine motor skills – cutting Skills to make joining easier e.g selotape on the	Spiritual - Enjoying and celebrating personal creativity. Evaluating created things. Moral - Raising questions about the effect of technological change on human life and the world around them. Social – Developing practical solutions to problems (both personally when making and wider impact of the product) Working collaboratively to create a 'Big Build' Cultural – Thinking about the functionality of a product and ensuring it is fit for purpose, consider cultural influences on design.	❖ Democracy - Children take turns both in speech and practically with others. ❖ Rule of Law - Children follow general class and school rules during their DT lessons. ❖ Individual Liberty - Children understand that it is important to listen to others but they make their own ideas and design choices in D.T. ❖ Tolerance and Mutual Respect - Children understand that many great design ideas originate from other cultures.
Jump into spring Spring 1	Homes for animals Design your own gardens- plan, make, evaluate Creating a butterfly picture using natural objects. Discuss the best way to attach them (e.g. Would	Skills to make joining easier e.g selotape on the	Spiritual – Enjoying and celebrating personal creativity. Evaluating created things. Moral – Raising questions about the effect of technological change on human life and the world around them. Social – Developing practical solutions to problems (both personally when making and wider impact of the product)	❖ Democracy - Children take turns both in speech and practically with others. ❖ Rule of Law - They are taught the specific skills within the subject allowing them to develop their skills in following the 'rules' of DT. ❖ Individual Liberty - Children are expected to take responsibility for all

	<p>glue be strong enough to hold a fir cone on?) Fruit faces- chopping/cutting/preparation Flower threading</p> <p>Core D.T unit structures- Boats</p>	side of the table, correct amount of glue etc.	<p>Cultural – Thinking about the functionality of a product and ensuring it is fit for purpose, consider cultural influences on design. (Food from around the world, different countries and cultures)</p>	<p>of the equipment used when working in DT.</p> <p>❖ Tolerance and Mutual Respect- When completing the food and nutrition units, food from different cultures are discussed as well as food that is accepted in different faiths.</p>
<p>Once upon a time Spring 2</p>	<p>Props for story telling Making gingerbread men Constructing homes for the three little pigs Designs for shoes (Elves and the shoe maker)- sewing (threading) their own shoe for the elf, evaluate. Bridge building- joins, which materials would be appropriate, construction</p> <p>Junk robots</p> <p>Hanging egg decoration.</p>	<p>Use of split pins</p> <p>Construction toys</p> <p>Mud Kitchen with replica tools for cutting etc.</p>	<p>Spiritual - Enjoying and celebrating personal creativity. Evaluating created things. Moral – Raising questions about the effect of technological change on human life and the world around them. Social Developing practical solutions to problems. Cultural - Thinking about functionality of products as well as the visual effect (aesthetics)</p>	<p>❖ Democracy- Children understand that it is not always possible or right to have their own way and understand the value of compromise.</p> <p>❖ Rule of Law- Children follow general class and school rules during their DT lessons.</p> <p>❖ Individual Liberty- Children understand that it is important to listen to others but they make their own ideas and design choices in D.T.</p> <p>❖ Tolerance and Mutual Respect- Children are able to take turns during discussions to resolve difficulties or make decisions.</p>
<p>Fantasy World Summer 1</p>	Design and make a rainbow salad.	Incidental food tasting and preparation activities. (potatoes – mash, roasts etc, soup, bread	<p>Spiritual - Enjoying and celebrating personal creativity. Evaluating created things. Moral – Raising questions about the effect of technological change on human life and the world around them. Social Developing practical solutions to problems. Cultural - Thinking about functionality of products as well as the visual effect (aesthetics)</p>	<p>❖ Democracy- Children understand that it is not always possible or right to have their own way and understand the value of compromise.</p> <p>❖ Rule of Law- Children follow general class and school rules during their DT lessons.</p> <p>❖ Individual Liberty- Children understand that it is important to</p>

				<p>listen to others but they make their own ideas and design choices in D.T.</p> <p>❖ Tolerance and Mutual Respect- Children are able to take turns during discussions to resolve difficulties or make decisions.</p>
<p>Around the world Summer 2</p>	<p>Food tasting- Try different foods from European countries. Learn how to prepare it.</p> <p>Core D.T unit textiles- Bookmarks</p>		<p>Spiritual - Enjoying and celebrating personal creativity. Evaluating created things. Moral - Raising questions about the effect of technological change on human life and the world around them. Social – Developing practical solutions to problems (both personally when making and wider impact of the product) Cultural – Thinking about the functionality of a product and ensuring it is fit for purpose, consider cultural influences on design. (Food from different countries/cultures)</p>	<p>❖ Democracy- Children understand that it is not always possible or right to have their own way and understand the value of compromise.</p> <p>❖ Rule of Law- They are taught the specific skills within the subject allowing them to develop their skills in following the 'rules' of DT.</p> <p>❖ Individual Liberty- Children are expected to take responsibility for all of the equipment used when working in DT.</p> <p>❖ Tolerance and Mutual Respect- When completing the food and nutrition units, food from different cultures are discussed as well as food that is accepted in different faiths.</p>