

Creating Learners Without Limits

Command words

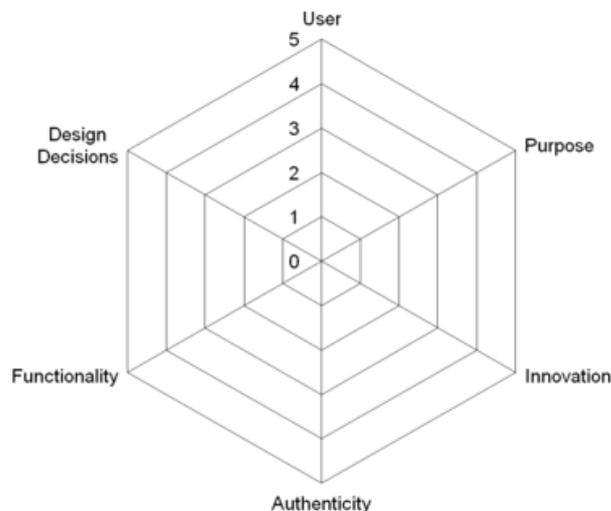
Across all subjects, teachers spend time broadening learners' knowledge of specific **vocabulary** and most importantly provide many opportunities to explore meanings and use new words. We believe that a wide vocabulary is one way to deepen understanding – accurate use of words supports the understanding of concepts.

Design and Technology Command Words

| Reception | Year One | Year Two | Year Three | Year Four | Year Five | Year Six |
|------------|-----------|------------|------------|--------------|---------------|---------------|
| make | design | construct | purpose | mark out | design | prototype |
| model | craft | hygiene | prototype | join | specification | product |
| cut | product | measure | component | design | assemble | material |
| shape | plan | component | assemble | criteria | improvements | hygiene |
| fruit | tools | structures | combine | construction | sustainable | manufacturers |
| vegetables | stable | food | evaluate | inventors | innovative | nutrients |
| | structure | groups | | | functional | |

Planning for D and T

Teachers plan for D and T using a star diagram. This ensures that learning takes account of the 6 principles of D and T.



User

Pupils should have a clear idea of who they are designing and making products for, considering their needs, wants, values, interests and preferences. The intended users could be themselves or others, an imaginary or story-based character, a client, a consumer or a specific target group.

Purpose

Pupils should be able to clearly communicate the purpose of the products they are designing and making. Each product they create should be designed to perform one or more defined tasks. Pupils' products should be evaluated through use.

Functionality

Pupils should design and make products that work/function effectively in order to fulfil users' needs, wants and purposes. In D&T, it is insufficient for children to design and make products which are purely aesthetic.

Design Decisions

Pupils need opportunities to make their own design decisions. Making design decisions allows pupils to demonstrate their creative, technical and practical expertise, and use learning from other subjects. When making design decisions pupils decide on the form their product will take, how their product will work, what task or tasks it will perform and who the product will be for.

Innovation

When designing and making, pupils need some scope to be original with their thinking. Projects that encourage innovation lead to a range of design ideas and products being developed and are characterised by engaging open-ended starting points for learning.

Authenticity

Pupils should design and make products that are believable, real and meaningful to themselves and others.

D and T in Reception



D and T in Year One



Year 1 were set a challenge to make a model for Miss Holmes. It needed to help the reception children understand that a plant needed sun and rain to grow. We learnt how to make a slider to show the flower growing out of the pot. We learnt how to make a simple lever. We used a split pin to make the lever turn. We drew the sun and rain on our spinning lever. We are so proud of the results.



D and T in Year Two

