**Primary Early Years 3-7 Curriculum Map (Design and Technology and Expressive Arts and Design: Creating with Materials)**

***Year 1 Undergraduate***

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| **University Curriculum – Year 1** | | | | | |
| **Session Sequence** | | **Session Content**  **Subject Specific Components** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Session**  **EYFS**  **Within EAD** | | To develop subject knowledge focusing on the iterative process (design and make) and the design cycle (design, make, evaluate).  To identify key aspects of designing, making and evaluating across the curriculum which includes cooking and nutrition by using statutory and non-statutory guidance.  To develop knowledge of the observe, assess and plan cycle to plan for effective adult-led learning and continuous provision to develop key skills of designing, making and evaluating. | **1.1**, 1.2  **2.2**, **2.7**  **3.1**, **3.2**, 3.4, **3.5**  **4.3**, **4.4**, **4.6**  **5.1**, **5.3**, **5.7**  **6.1**  **8.2** | 1c  2g  **3a**, 3c, 3u  4j, 4o  5b, **5c**  **8d** | D.A.T.A., 2021. *Opportunities for developing D&T in the EYFS framework 2021*  DFE., 2021. *Development Matters*  DFE., 2021. *Early Years Foundation Stage Statutory Framework*  EARLY EDUCATION., 2021. *Birth to Five Matters*  FLINN, E. and PATEL, S, 2016. Chapter 2 ‘The Design Cycle’ In *The really useful primary design and technology book: subject knowledge and lesson ideas*  FOOD A FACT OF LIFE <https://www.foodafactoflife.org.uk/3-5-years/>  LLEWELLIN, M. 2015 Just for Starters… *Nursery World 2015* Pp 6-7  POUND, L., 2011. Best Practice: All about ... Design & technology. *Nursery World*.  RAWSTRONE, A., 2014. From Seed to Plate. *Nursery World 2014* Pp 6-8  RAWSTRONE, A., 2021. [We've explored…: a building site](https://www.magonlinelibrary.com/doi/abs/10.12968/nuwa.2021.12.28). *Nursery World 2021. Issue 12.* Pp 28-29 | In-session retrieval activities/questioning  In-session peer discussions and focused tasks  Self-assessment against key knowledge  Learning Journey (LJ) – ongoing subject reflections in EYE 1009 area of electronic portfolio |

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| **School Based Curriculum – Year 1** | | | | |
| **Observing**:  Observe how expert colleagues use and deconstruct approaches, in this subject, in at least one lesson throughout school.  **Planning:**  Observe how expert colleagues break tasks down into constituent components, in this subject, for at least one lesson.  **Teaching:**  Rehearse and refine particular approaches in this subject for a group/whole class. Deliver group/whole class teaching.  **Assessment:**  Check prior knowledge and understanding during lessons.  **Subject Knowledge:**  Discuss and analyse subject specific components with expert colleagues. | | | | |
| **Subject Specific Components/s**  **(know, understand, can do)** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| Know the iterative process (design and make) and recognise and reflect on the parts of the design cycle (design, make and evaluate) when observing children in their play and observing adults teaching and interacting with children.  Using the setting’s plans, key resources and mentor support, know and understand how to plan and engage in high-quality provision (adult-led or an area of continuous provision) to support the development of the design cycle (design, make and evaluate) and cooking and nutrition for example using story as stimulus.  When teaching developing knowledge and skills in design, making and evaluating (including cooking), know how to and begin to be able to support and adapt teaching to meet different learners needs by:   * Using questioning to check prior knowledge * Modelling and scaffolding to support and challenge including widening vocabulary and addressing misconceptions * Ensuring health and safety such as risk assessment | **1.1**, **1.2**  **2.2**  **3.2**, **3.4**, 3.5  4.2, 4.3, 4.4, **4.6**, 4.7  **5.2**, **5.3**, **5.7**  **6.1**  7.4, 7.7  8.2 | **1c**  **2a**, **2c**  **3a**, **3g**, 3j, **3u**  **4b**, **4e**, **4j**, **4o**  **5a**, **5b**, **5c**, **5e**  **6e**  7b  8d, 8e | D.A.T.A., 2021. *Opportunities for developing D&T in the EYFS framework 2021*  FLINN, E. and PATEL, S, 2016. Chapter 2 ‘The Design Cycle’ In. *The really useful primary design and technology book: subject knowledge and lesson ideas*  FOOD A FACT OF LIFE <https://www.foodafactoflife.org.uk/3-5-years/>  LLEWELLIN, M. 2015 Just for Starters… *Nursery World 2015* Pp 6-7  POUND, L., 2011. Best Practice: All about ... Design & technology. *Nursery World*.  RAWSTRONE, A., 2021. [We've explored…: a building site](https://www.magonlinelibrary.com/doi/abs/10.12968/nuwa.2021.12.28). *Nursery World 12.* Pp 28-29  TASSONI, P., 2021. Revised EYFS – In focus… Expressive arts and design. *Nursery World* | Informal daily discussion and reflection with mentor and/or class teacher  Weekly Development Summary meetings for progress– subject specific feedback  Lesson observation - subject specific feedback related to designing, making and evaluating and cooking and nutrition  Reflections in blue book |

**Primary Early Years 3-7 Curriculum Map (Design and Technology and Expressive Arts and Design: Creating with Materials)**

***Year 2 Undergraduate***

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| **University Curriculum – Year 2** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative**  **Assessment mode** |
| **Session 1**  **NC** | To define and explore what design and technology (D&T) is using research and the curriculum to debate its distinctive nature, purpose, the inclusion of cooking and nutrition and connection to wider themes.  To further develop subject knowledge in D&T by identifying substantive knowledge and disciplinary knowledge in the National Curriculum.  To examine a progressive and effective teaching sequence for D&T lessons to reflect the design cycle and acquisition of knowledge and skills and identify opportunities for formative assessment and adaptive teaching.  To develop subject and curriculum knowledge around **mechanisms** from the EYFS to KS2.  To identify effective practice in D&T lessons using research and examining practice including risk assessment. | **1.6**  **2.2**, 2.6, **2.9**  **3.2**, 3.3, **3.4**, 3.5, **3.7**  **4.2**, **4.3**, **4.4**, **4.6**  **5.1**, **5.2**, 5.3, 5.7  **6.1**, **6.2**, **6.5**  **8.2**, 8.5 | 2c, 2g  **3a**, 3g, 3t  4o  **5c**, 5e, 5l  6e, 6f, 6g  8d, 8g | BARLEX, D, and STEEG, T. 2017. *Re-Building Design & Technology In the secondary school curriculum Version 2: A Working Paper*  BELL, D., WOOFF, D., MCLAIN, M., & MORRISON-LOVE, D., 2017. Analysing design and technology as an educational construct: an investigation into its curriculum position and pedagogical identity. *Curriculum Journal* 28(4), 539–558.  BRICE, R,. 2020. Design and Technology: Real World Applications. In: C. FORSTER and R. EPERJESI., ed., 2020. *Teaching the Primary Curriculum.* pp. 45-62.  D.A.TA.., 2023. *Reimagining Design and Technology* D&T Association’s ‘Vision’ for the future of the subject in English Schools  DFE., 2013. *Design and Technology Programmes of Study: Key Stages 1 and 2 National Curriculum in England.*  DIXON, W. 2015., Design and Technology. In: M.WEBSTER and S. MISRA., 2015. *Teaching the primary foundation subjects*. pp38-56  FLINN, E. and PATEL, S, 2016. Chapter 6 Mechanisms - *The really useful primary design and technology book: subject knowledge and lesson ideas.*  HARDY, A. ed., 2022. *Debates in design and technology education.* 2nd ed  HOPE, G., 2018.*Mastering primary design and technology*. Edited by J. Roden and J. Archer.  MCLAIN, M, IRVING-BELL, D, WOOFF, D & MORRISON-LOVE, D., 2019. How technology makes us human: cultural historical roots for design and technology education, *The Curriculum Journal*, 30:4, Pp 464-483.  NATIONAL CURRICULUM EXPERT GROUP., 2013. *Characteristics of a genuine D&T experience within the school curriculum: Principles for guiding and evaluating practice*  TUCKETT, S. 2022. *A Spotlight on Design and Technology Study in England: Trends in subject take up and the teacher workforce* | Recap quiz from Year 1  In-session retrieval activities/questions  In-session peer discussions and focused tasks  Learning Journey (LJ) – ongoing subject reflections in EYE 2007 area of electronic portfolio  Self-assessment against key knowledge |
| **Session 2**  **NC** | To deepen knowledge and understanding of the progressive and effective structure and sequencing of D&T lessons reflecting the design cycle.  To develop subject and curriculum knowledge around **structures** from the EYFS to KS2.  To develop subject and curriculum knowledge using **textiles** from the EYFS to KS2.  To develop strategies for effective indoor and outdoor classroom management in D&T lessons to support high-quality teaching and learning including risk assessment.  To explore inclusive and adaptive teaching strategies in D&T to support and challenge including SEND and EAL.  To develop knowledge and understanding of progression in knowledge and skills and sequencing learning to reflect the iterative process in D&T by examining high quality long-term, medium term and short-term planning.  To explore how formative and summative assessment is utilised effectively in lesson sequences in D&T and make connections to progression in knowledge and skills. | **1.3**  2.2, **2.4**, **2.7**, **2.8**  **3.1**, **3.2**, 3.5, 3.7, **3.8**, **3.10**  **4.2**, **4.5, 4.6**, **4.7**, 4.8, **4.9**, **4.10**  **5.3**, **5.4**, **5.5**, **5.7**  6.1, **6.3**, **6.4**, 6.5  **7.1**, **7.2**  **8.2**, 8.5 | 1b, 1c, 1h  2d, 2e, 2g  3d, **3f**, 3j  4e, 4j, 4l  5a, 5b, 5c  **6a**, **6c**, 6d, 6l  7d, 7i  8d, **8f** | BARTHOLOMEW, S. R. AND RUESCH, E. Y., 2018. Design Fixation and Divergent Thinking in Primary Children, *Technology and Engineering Teacher*, 78(2), pp. 26–31.  COLFER, C., 2017., Exploratory and dialogic talk and creative learning. In: C. BENSON and S. LAWSON. (eds)., 2017. *Teaching design and technology creatively*. Pp 96-113  DAVIES, L and BARRATT-HACKING, E., 2005 *Meeting SEN in the Curriculum: Design & Technology*  DFE., 2013. *Design and Technology Programmes of Study: Key Stages 1 and 2 National Curriculum in England.*  DIXON, W. 2015., Design and Technology. In: M.WEBSTER and S. MISRA., 2015. *Teaching the primary foundation subjects*. Pp38-56  FLINN, E. and PATEL, S., 2016. Chapter 4 Structures and Chapter 5 Textiles - *The really useful primary design and technology book: subject knowledge and lesson ideas*.  HARDY, A. ed., 2022. *Debates in design and technology education*. Second edn.  HOPE, G., 2018. *Mastering primary design and technology*. Edited by J. Roden and J. Archer.  MCLAIN, M., 2019. Developing Perspectives on ‘the Demonstration’ As a Signature Pedagogy in Design and Technology. Education *International Journal of Technology and Design Education*, 31(1), pp. 3–26.    MCLAIN, M, 2021., Towards a Signature Pedagogy for Design and Technology Education: A Literature Review. *International Journal of Technology and Design Education*, 32 (3), pp. 1629–1648.  MILNE, L., 2017., Children learning outside the classroom. In: C. BENSON and S. LAWSON. (eds)., 2017. *Teaching design and technology creatively*. Pp146-158  OFSTED., 2012., *Ofsted’s subject professional development materials: Design and technology A training resource for teachers of design and technology in primary schools* | Recap quiz from session 1  In-session retrieval activities/questions  In-session peer discussions and focused tasks  Learning Journey (LJ) – ongoing subject reflections in EYE 2007 area of electronic portfolio  Self-assessment against key knowledge |
| **Session 3** | To develop subject and curriculum knowledge for the D&T NC strand ‘Cooking and Nutrition’ – aims and purpose in teaching the children skills for life, where food comes from and a healthy and varied diet.  To develop pedagogical knowledge by exploring cooking and nutrition projects that include health, safety and hygiene and reflect the iterative process.    To identify adaptive and inclusive practices in cooking and nutrition.    To identify progression of knowledge and skills in cooking and nutrition. | 2.2  **3.1**, **3.2**, **3.3**, 3.4, **3.5**  4.6, 4.7, 4.9  **5.3**, 5.5, **5.7**  6.1, **6.4**  7.1  **8.5** | 2b, 2e, 2g  **3d**, 3f, 3j, 3t  4g, 4j  5a, 5c  6e  7d, 7e  8d | BALLAM, R.,2018, Where next for food education?. Nutrition Bulletin, 43: 7-9  BRITISH NUTRITION FOUNDATION., 2022. *Characteristics of good*  *practice in teaching food*  *and nutrition education*  *in primary schools*  CLAMP, J. 2021., *Nutrition education in UK primary schools* NNEdPro Global Institute  DFE., 2013. *Design and Technology Programmes of Study: Key Stages 1 and 2 National Curriculum in England.*  DRUMMOND, C., 2011. Using nutrition education and cooking classes in primary schools to encourage healthy eating. *Journal of Student Wellbeing* 4.  FOOD A FACT OF LIFE <https://www.foodafactoflife.org.uk/>  FLINN, E. and PATEL, S, 2016. Chapter 3 Cooking and Nutrition - *The really useful primary design and technology book: subject knowledge and lesson ideas.*  HARDY, A. ed., 2022. *Debates in design and technology education.* Second edn.  LAWSON, C and WOOD-GRIFFITHS, S., 2017. Chapter 9 Creativity in Food in eds BENSON AND LAWSON, *Teaching design and technology creatively*. pp114-127.  SMITH, K, WELLS, K AND HAWKES, C,. 2022. How Primary School Curriculums in 11 Countries Around the World Deliver Food Education and Address Food Literacy: A Policy Analysis, *International Journal of Environmental Research and Public Health* 19, pp. 2019–2019 | Recap quiz from session 3  In-session retrieval activities/questions  In-session peer discussions and focused tasks  Learning Journey (LJ) – ongoing subject reflections in EYE 2007 area of electronic portfolio  Self-assessment against key knowledge  Final review of overall subject, curriculum and pedagogical knowledge on BlackBoard |

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| **School Based Curriculum – Year 2** | | | | |
| **Observing:** Observe how expert colleagues use and deconstruct approaches, in this subject, in at least one lesson throughout school.  **Planning:** Observe how expert colleagues break tasks down into constituent components over a sequence of lessons. Plan, as appropriate, for a sequence of lessons in all core and selected foundation subjects.  Plan, as appropriate, one lesson / group activity in all remaining subjects.  **Teaching:** Rehearse and refine particular approaches in all core and selected foundation subjects.  **Assessment:** Draw conclusions about what pupils have learnt by looking at patterns of performance over a number of assessments with support and scaffolding from expert colleagues  **Subject Knowledge:** Discuss and analyse subject specific components with expert colleagues | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| Know and understand how the iterative process (design and make), the design cycle (design, make, evaluate) and technical knowledge are applied and developed across a sequence of lessons and how the cooking and nutrition strand is embedded and integrated in D&T by speaking with the subject lead or observing and deconstructing teaching and planning.  Know and understand how to plan a D&T lesson or sequence of lessons, which includes the strand of cooking and nutrition, using high quality materials to reflect the design cycle (Design, make, evaluate)and the subject’s practical, collaborative nature focusing on knowledge, skills, subject-specific vocabulary, key pedagogy of demonstration and classroom management and risk assessment.  Be able to plan, teach and assess clearly sequenced D&T lesson/s (including cooking and nutrition where applicable) that includes:   * adaptations to meet the needs of the learners including risk and classroom management and teaching assistant support * questioning to check prior learning, stretch, challenge and pinpoint knowledge gaps * opportunities for retrieval * addressing misconceptions * giving verbal feedback to support children’s progress * reflecting on teaching practice (mentor feedback, strengths, areas to develop and next steps) | **1.3**, **1.6**  2.2, **2.6**  3.1, **3.2**, 3.3, 3.4, 3.5  4.2, 4.3, 4.5, **4.6**, 4.7, 4.9  5.1, **5.3**, 5.5, 5.7  6.1, **6.3**, 6.4, **6.5**  7.1, 7.2, 7.7  8.2, **8.5** | 1b, **1c**, 1h  **2a**, **2d**, **2e**, **2f**, **2g**  3a, **3c**, **3d**, **3f**, **3g**, **3t**, 3u  **4b**, 4e, **4g**, **4j**, 4m, **4o**, 4p  **5a**, **5b**, **5c**, **5e**, **5g**, **5j**, **5o**  **6a**, **6d**, **6e**, **6f**, 6g, 6o  7d, 7i  8d, **8e**, **8f**, **8o** | BENSON, C and LAWSON, S. (eds)., 2017. *Teaching design and technology creatively*.)  BRITISH NUTRITION FOUNDATION., 2022. *Characteristics of good practice in teaching food and nutrition education*  *in primary schools*  DAVIES, L and BARRATT-HACKING, E., 2005. *Meeting SEN in the Curriculum: Design & Technology: Design & Technology.*  DESIGN AND TECHNOLOGY ASSOCIATION [www.designtechnology.org.uk/](http://www.designtechnology.org.uk/)  DFE., 2013. *Design and Technology Programmes of Study: Key Stages 1 and 2 National Curriculum in England.*  DIXON, W. 2015., Design and Technology. In: M.WEBSTER and S. MISRA., 2015. *Teaching the primary foundation subjects*. Pp38-56  FLINN, E. and PATEL, S., 2016. *The really useful primary design and technology book: subject knowledge and lesson ideas.*  FOOD A FACT OF LIFE <https://www.foodafactoflife.org.uk/>  HOPE, G., 2018. *Mastering primary design and technology.* Eds J. Roden and J. Archer.  OFSTED., 2012., *Ofsted’s subject professional development materials: Design and technology A training resource for teachers of design and technology in primary schools*  MCLAIN, M., 2019. Developing Perspectives on ‘the Demonstration’ As a Signature Pedagogy in Design and Technology. Education *International Journal of Technology and Design Education*, 31(1), pp. 3–26. | Informal daily discussion and reflection with mentor/class teacher  Weekly Development Summary meetings for progress– subject specific feedback  Lesson observation - subject specific feedback related to designing, making and evaluating and cooking and nutrition (where applicable)  Reflections in blue book |

**Primary Early Years 3-7 Curriculum Map (Design and Technology and Expressive Arts and Design: Creating with Materials)**

***Year 3 Undergraduate***

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| **University Curriculum – Year 3** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Session**  **EYFS**  **Within EAD** | To further apply subject and curriculum knowledge in D&T focusing on the design cycle (design, make, evaluate), including cooking and nutrition and key knowledge and skills to understand progression across the EYFS and transition into the National Curriculum.  To develop as curriculum thinkers to use subject and curriculum knowledge of the design cycle (design, make, evaluate), which includes cooking and nutrition, to effectively plan, teach and assess a progressive curriculum that fosters creativity, child development and cultural capital.  To further explore key pedagogical and inclusive and adaptive approaches that support the development of knowledge and skills relating to the design cycle (design, make and evaluate).  To develop knowledge and understanding of summative assessment relating to the ELG for ‘EAD: Creating with Materials’ and identify how teachers support their judgements.  To continue to develop as a reflective practitioner supported by experienced colleagues, research and maintaining continuing professional development from high quality sources such as the Design and Technology Association and the British Nutrition Foundation. | 1.2, **1.6**  **2.2**, **2.5**, **2.7**  **3.1, 3.2**, **3.3**, 3.4, 3.5, **3.6**, **3.7**  **4.2**, 4.3, 4.4, **4.5**, **4.6**, **4.7**, **4.8**  **5.2**, **5.3**, 5.4, **5.7**  **6.4**, 6.5, **6.6**  7.2, 7.4  8.2, 8.5, **8.7** | 1b, 1c, 1h  2c, 2d, 2g  **3a**, 3c, 3u  4b, 4j, 4m  **5c**, 5e, 5j  **6c**, 6f, 6g  8c | BENSON, C., 2017. Chp 3 ‘Teaching design and technology creatively in the Early Years’. BENSON, C. and LAWSON, S. (eds) (2017) *Teaching design and technology creatively*  COWAN, K and BERRY, M., 2015. Chp 13 Once there was someone who walked on the sky. Creativity in the Early Years’ pp 246-267 IN WHITEBREAD, D. and COLTMAN, P. (2015) *Teaching and learning in the early years.* Fourth edn  D.A.T.A. n.d., *Design and Technology Progression Framework from Key Stages 1 and 2.*  D.A.T.A., 2021., *Opportunities for developing D&T in the EYFS framework 2021*  D.A.TA., 2023. *Reimagining Design and Technology* D&T Association’s ‘Vision’ for the future of the subject in English Schools  DFE., 2021. *Development Matters*  DFE., 2021 *Early Years Foundation Stage Statutory Framework*  DOWER, R. C., 2020. Chapter 7: Creating the Conditions for Creativity Pp102- 116 IN *Creativity and the arts in early childhood: supporting young children's development and wellbeing.*  EARLY EDUCATION., 2021. *Birth to Five Matters*  EEF., 2021. *Cognitive science approaches in the classroom: a review of the evidence*  JOHNSON, J. AND WATTS, A., 2019. Chapter 5 Creative Structures and Design in the Natural World pp91- 112 IN *Developing creativity and curiosity outdoors: how to extend creative learning in the early years.*  MCCONNON, L, 2016. Chp 6 Transitions and transformations: Once a Box Boy always a Box Boy pp91 - 101 IN *Developing young children's creativity: possibility thinking in the early years.*  MOHAMMED, R., 2018. Chapter 3 ‘The Creative Child’ pp 43 – 65 IN *Creative learning in the early years: nurturing the characteristics of creativity.*  RAWSTRONE, A., 2019. We’ve explored…Construction*. Nursery World Volume 2019. Issue 13.* Pp 15-33 | Review of experience in National Curriculum professional practice  Quiz to check subject knowledge  In-session retrieval activities/questions  In-session peer discussions and focused tasks  Learning Journey (LJ) – ongoing subject reflections in EY area of electronic portfolio  Self-assessment against key knowledge |

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| **School Based Curriculum – Year 3** | | | | | | |
| **Observing:**  Observe how expert colleagues use and deconstruct approaches, in this subject, in at least one lesson throughout school.  **Planning:**  Plan a sequence of lessons in all core and foundation subjects.  **Teaching:**  Rehearse and refine particular approaches in all core and selected foundation subjects.  **Assessment:**  Discuss with expert colleagues, summative assessment, reporting and how data is used.  **Subject Knowledge:**  Discuss and analyse subject specific components with expert colleagues | | | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| By using strong subject and curriculum knowledge, a holistic and creative approach and observation of children’s interests, understand how to plan, develop and enhance high-quality provision and an enabling environment (indoors and outdoors) over time that supports the development of the design cycle (design, make and evaluate), including cooking and nutrition where appropriate, and develops key vocabulary, knowledge, skills and techniques supported by the safe use of tools.  Be able to plan and teach effective learning (adult-led and continuous provision) over a period of time that is reflective of the design cycle (design, make, evaluate), and includes cooking and nutrition where appropriate, by making informed decisions using subject, curriculum and assessment knowledge that will facilitate children’s progress by:   * carefully sequencing components, * cognitive science (retrieval practice, managing cognitive load, working with schemas) * addressing misconceptions, * widening vocabulary * adapting teaching including deployment of teaching assistants * integrating formative assessment especially effective questioning * reflecting on practice to improve and develop   By reflecting on classroom practice, speaking with the subject lead and engaging with professional development through research and reading, know and begin to understand how to critically reflect how knowledge and skills that are reflective of the design cycle (design, make and evaluate) progress in a school curriculum (including how risk is managed) from EYFS to the National Curriculum and how that curriculum emphasises the importance of D&T (contribution to creativity, cultural capital, enterprise, life skills and well-being, reflecting diversity and the connection to other subjects). | 1.3**,** 1.6  2.2, 2.7  3.1, **3.2**, 3.3, 3.5, **3.7**  4.2, 4.3, 4.4, **4.6**, 4.7  5.2, 5.3, 5.5, 5.7  6.1, **6.3**, **6.4**, 6.7  7.2  8.2 | **1a**, 1b, 1c, 1h  **2a**, 2b, **2c**  **3a**, **3j**, 3**u**  **4b**, **4e**, **4j**, **4o, 4p**  5a, **5b**, **5c**, **5e**, **5g**, **5j**, **5l, 5o**  **6c**, **6d**, 6e, **6f**, **6j**, **6l**  7d, 7e  8d, **8e**, **8f**, **8o** | BENSON, C. and LAWSON, S. (eds) (2017) Teaching design and technology creatively  D.A.T.A.. n.d. *Design and Technology Progression Framework from Key Stages 1 and 2.*  D.A.T.A., 2021., *Opportunities for developing D&T in the EYFS framework 2021*  D.A.T.A., 2023. *Reimagining Design and Technology D&T Association’s ‘Vision’ for the future of the subject in English Schools*  EEF., 2021. *Cognitive science approaches in the classroom: a review of the evidence*  FLINN, E. and PATEL, S, 2016. IN.*The really useful primary design and technology book: subject knowledge and lesson ideas*  JOHNSON, J. AND WATTS, A., 2019. Chapter 5 Creative Structures and Design in the Natural World pp91- 112 IN *Developing creativity and curiosity outdoors: how to extend creative learning in the early years.*  MCCONNON, L, 2016. Chp 6 Transitions and transformations: Once a Box Boy always a Box Boy pp91 - 101 IN *Developing young children's creativity: possibility thinking in the early years.*  RAWSTRONE, A., 2019. We’ve explored…Construction*. Nursery World Volume 2019. Issue 13.* Pp 15-33 | Informal daily discussion and reflection with mentor/class teacher  Reflections in blue book  Weekly Development Summary meetings for progress– subject specific feedback  Lesson observation - subject specific feedback related to designing, making and evaluating and cooking and nutrition (where applicable)  Utilising knowledge, skills and understanding for professional reflective viva in university |