

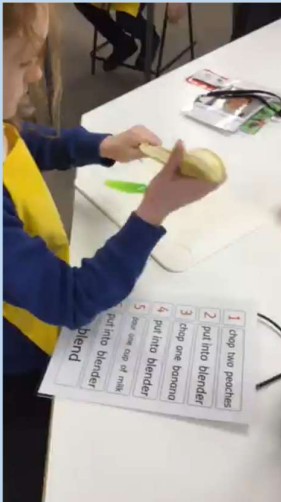


Design and Technology Handbook

Amwell View School



Design and Technology Photos



Design and Technology at Amwell View School

INTENT

At Amwell View School, we believe that Design and Technology is a subject that offers the opportunity for pupils to be creative, imaginative and productive, whilst developing a range of skills for them to use in school and at home. Within Design and Technology and Cooking and Nutrition (also referred to as Food Technology), the aim is to practice life skills in the appropriate setting so they are easy to transfer to the home and additional educational settings.

IMPLEMENTATION

The curriculum is delivered in a variety of ways matching the learning styles and abilities of each individual including pupils with a diagnosis of Autism, PMLD and SLD. Amwell View School has a specialist room for delivering Cooking and Nutrition on site, and our pupils in satellite provision have access to an equipped kitchen, which enables pupils to access the appropriate equipment in a home like setting. We also have brilliant outdoor and indoor learning environments and resources where creativity and innovation can be taught in Design and Technology lessons.

The subject overview enables pupils to focus on topics and skills, which are progressive and meaningful as well as being transferable to the home. The nature of Design and Technology offers opportunities for children to develop and be part of the process of designing and making, whilst developing their knowledge and understanding of how tools work and how to evaluate their work. Pupils also explore different attitudes to the world and how they live and work within it, whilst developing an understanding of technological processes, products, and their contribution to society. Furthermore, our pupils attending satellite provision, have opportunities to participate in their Design and Technology and Cooking and Nutrition learning in a multitude of environments.

Within Design and Technology, we teach Cooking and Nutrition, which is a subject that has a major impact on pupil's daily lives during their time at school and beyond. The curriculum enables pupils to follow a healthy, balanced diet and to prepare food in a safe and hygienic way. The foundation behind Cooking and Nutrition as a subject begins by promoting exploration of nutrient-rich foods through taste, touch and smell, to familiarise all pupils with the wonderful world of food. As pupils develop through the school, they are given the opportunity to prepare their own food by learning a range of skills to use in a kitchen, which pupils can take home and practice. Designing and creating food products by building on pupil's preferences, knowledge and skills, is an exciting vehicle for learning which can instil a love in creating healthy food options for pupils to access. As pupils transition into the Post 16 learning environment, the emphasis of the subject curriculum is around real life experiences and skills that develop our students' independence and support them in their contributions to their home environment and society.

The Post 16 curriculum provides pupils with opportunities to design a recipe, collect and use equipment they need to create and serve food to peers and staff members, giving the students a sense of pride that they are providing a healthy, enjoyable meal for important people in their lives.

The fundamentals behind Design and Technology as a subject begin with pupils showing preferences and making choices to design things that they can enjoy, interact with, and can take ownership of, whilst beginning to develop new skills and use new tools and resources. Design and Technology allows creative freedom and this is promoted throughout the subject. As pupils become more independent, they are encouraged to become more imaginative and inventive with products they create. Within a motivating and challenging learning environment, pupils can develop their use of skills, knowledge and creativity and this enables them to work in unison to produce a product they have made themselves.

IMPACT

In Design and Technology, pupils' needs are met on an individual basis, focusing on what skills they learn and develop as they transition through the school and beyond. The lessons are set out to support them to focus on communication and self-help skills which are transferable into the community. The impact of the skills learnt, means that pupils build up a bank of knowledge around safety in the kitchen, making healthy food choices and making simple recipes which they can transfer into their daily lives. Their progress is assessed and recorded using each pupil's individual priority objectives, which are set and reviewed each half term by the class teacher. Pupils use a range of resources within both 'Design and Technology' and 'Cooking and Nutrition' lessons to experience and access the curriculum and develop pupil's own independence. They are shown the safety aspects when using all types of equipment and how to appropriately use them in the correct context. In addition, cross-curricular skills are practised, such as reading recipes, requesting equipment using pupils preferred method of communication and sharing resources with peers. All of these skills are vital for the pupils to learn to transfer within their wider communities and into the home environment, which is supported from school to home by sharing photographs and videos via Tapestry.

Design and Technology Resources

We have a bank of Design and Technology resources located in the shared resource cupboard in the Science room that can be signed out for use during lessons.

The following resources / resource boxes are located in the shared cupboard:

- Bubble wrap
- White material assortment
- Coloured material assortment
- Fur assortment
- Shiny material assortment
- Wool
- Button maker
- Wheels (small and big)
- Scrap book resources (paper, cut outs, stickers etc.)
- Syringes and tubing
- Cause and effect resources
- Sun catchers
- Gardening resources
- Fabric paint
- Fabric pens
- Homes and Habitats box (cardboard boxes, replica homes etc.)
- Collage resources (various paper, cut outs, materials etc.)
- Puppets and props (wooden spoons, puppet making kits, felt etc.)
- Costume resources (masks, materials etc.)
- Packaging and Containers (plastic bottles, burger boxes, cardboard boxes, cardboard treasure chests in various size)
- Straws
- Weaving materials
- Wood assortment
- Giant paint rollers
- DIY craft circuit kits (cars and alarm clocks)
- Tools
- Lego
- Construction materials / toys
- Role play screw and screwdriver kits

The boxes need to be signed out and returned at the end of the day/week/half term. Staff must inform the Design and Technology leads if they have used the last of a resource so that it can be replenished.

Cooking and Nutrition Resources

We have a bank of Cooking and Nutrition resources in the Food Technology room that can be used whilst accessing the room or they can be signed out for use during lessons.

The Food Technology room has the following resources:

- Fridge
- Freezer
- Sinks
- Ovens
- Hobs
- Microwaves
- Chopping boards
- Cutlery
- Cookie Cutters
- Toasters
- Pasta maker
- Blenders
- Electric Whisks
- Popcorn Machine
- Bread Machine
- Switches
- Washing Machines
- Tumble Dryer
- Air Fryer

Subject Overview Example

Subject Overview; **Design Technology/Cooking & Nutrition (Food Technology)**

Key stage; One

		Autumn	Spring	Summer
Continuing Skills/ Key skills/ Enquiry Skills		To investigate and use a variety of construction kits, materials, tools and products understanding simple mechanisms and structures to help generate ideas. To use a range of materials to express ideas. To explore colour, shape, texture and form. To select their own resources showing preferences to materials. To develop making skills, eg cutting, folding, mixing, joining and building for a variety of purposes. To handle appropriate tools and construction safely. To learn about a variety of customs and cultures. To work both independently and with others. To understand where food comes from. To explore healthy diets. To develop, plan and communicate ideas. To evaluate processes and products		
Design Technology	A	Photographs and Scrapbooks	Modelling (junk/clay/Lego)	Toys (mechanisms/push/pull/wind-up)
	B	Decorations	Collage	Puppets and props
Cooking and Nutrition	A	Christmas food	Seasonal Fruit	Ice lollies
	B	Seasonal Vegetables (harvest)	Food from different cultures	Food Textures

Subject Overview; **Design Technology/Cooking & Nutrition Food Technology)** Key stage; Two – Years 3 and 4

		Autumn	Spring	Summer
Continuing Skills/ Key skills/ Enquiry Skills		To investigate and use a variety of construction kits, materials, tools and products understanding simple mechanisms and structures to help generate ideas. To use a range of materials to express ideas to design and make a simple product. To explore colour, shape, texture and form. To select their own resources showing preferences to materials. To develop making skills, eg cutting, folding, mixing, joining, combining, measuring and building for a variety of purposes and in a variety of ways using basic tools safely. To handle appropriate tools and construction safely and with increasing control. To select materials, tools and techniques and explain their choices. To answer questions about what they are doing, what they have discovered and how things work. To learn about a variety of customs and cultures. To work both independently and with others, listening to others ideas. To understand where food comes from. To explore healthy diets. To develop, plan and communicate ideas. To evaluate processes and products		
Design Technology	A	Tools	Cause and effect	Costume Design
	B	Homes and Habitats	Cards and Invitations	Music and Instruments
Cooking and Nutrition	A	Celebrations from different cultures	Sandwiches	Picnics
	B	Seasonal food	Making choices (planning/evaluating)	Fruit Salad

Subject Overview Example

Subject Overview; **Design Technology / Cooking and Nutrition (Food Technology)**

Key stage; Four

		Autumn	Spring	Summer
Continuing Skills/ Key skills/ Enquiry Skills		To investigate and use a variety of construction kits, materials, tools and products understanding simple mechanisms and structures to help generate ideas. To use a range of materials to express ideas, knowledge and understanding to design and make a simple product. To explore colour, shape, texture and form. To select their own resources showing preferences to materials and applying previous knowledge and experiences. To develop making skills, eg cutting, folding, mixing, joining, combining, measuring and building for a variety of purposes and in a variety of ways using basic tools safely. To handle appropriate tools and construction safely, with increasing control and accuracy. To select materials, tools and techniques and explain their choices. To investigate and evaluate simple products, commenting on the main feature, deciding what is or is not working well, suggesting alternatives if necessary. To answer and ask questions about what they are doing, what they have discovered and how things work. To find enjoyment, satisfaction and purpose through designing and making. To learn about a variety of customs and cultures developing awareness of similarities and differences. To understand the use of electrical and mechanical systems and more complex structures. To work both independently and with others, listening to others ideas and treating these with respect. Beginning to evaluate theirs and others work. To develop, plan and communicate ideas. To evaluate processes and products		
Design Technology	A	Tableware	Making things work	Set Design
	B	Design and make a bag	Gardening and Landscapes	DIY
Cooking and Nutrition	A	Healthy Balanced Diet	Café in School	Café in the community
	B	Historical British Bakes	Social Skills at Dinner Time	Preparing Meals and Equipment

Subject Overview; **Cooking and Nutrition (Food Technology)**

Key stage; Five

		Autumn	Spring	Summer
Continuing Skills/ Key skills/ Enquiry Skills		To find enjoyment, satisfaction and purpose through designing and making. To understand the use of electrical and mechanical systems and more complex structures. To work both independently and with others, listening to others ideas and treating these with respect. Beginning to evaluate theirs and others work. To develop, plan and communicate ideas. To evaluate processes and products To plan, prepare and complete the process of making a meal To develop independence in the kitchen and with using kitchen equipment		
Cooking and Nutrition	A	Hot/cold drinks	Café	Healthy Balanced Diet
	B	Social Skills at Dinner Time	Electricity in the Kitchen	Preparing and running an event
	C	Safety in the kitchen	Food preparation	Use of different equipment in the kitchen

Subject Overview Example

Subject Overview; **Design Technology/Cooking & Nutrition (Food Technology)** Key stage; Two – Years 5 and 6

		Autumn	Spring	Summer
Continuing Skills/ Key skills/ Enquiry Skills		To investigate and use a variety of construction kits, materials, tools and products understanding simple mechanisms and structures to help generate ideas. To use a range of materials to express ideas and design and make a simple product. To explore colour, shape, texture and form. To select their own resources showing preferences to materials. To develop making skills, eg cutting, folding, mixing, joining, combining, measuring and building for a variety of purposes and in a variety of ways using basic tools safely. To handle appropriate tools and construction safely and with increasing control. To select materials, tools and techniques and explain their choices. To investigate and evaluate simple products, commenting on the main feature. To answer and ask questions about what they are doing, what they have discovered and how things work. To learn about a variety of customs and cultures. To work both independently and with others, listening to others ideas. To understand where food comes from. To explore healthy diets. To develop, plan and communicate ideas. To evaluate processes and products		
Design Technology	A	Gifts	Construction	Upcycling
	B	Printing patterns	Shelters and Buildings	Props and Set Design
Cooking and Nutrition	A	Parties	Cereal Bars	Toast
	B	Cakes	Smoothies	Ice Cream/Lollies

Subject Overview; **Design Technology/Cooking and Nutrition (Food Technology)** Key stage; Three

		Autumn	Spring	Summer
Continuing Skills/ Key skills/ Enquiry Skills		To investigate and use a variety of construction kits, materials, tools and products understanding simple mechanisms and structures to help generate ideas. To use a range of materials to express ideas, knowledge and understanding to design and make a simple product. To explore colour, shape, texture and form. To select their own resources showing preferences to materials and applying previous knowledge and experiences. To develop making skills, eg cutting, folding, mixing, joining, combining, measuring and building for a variety of purposes and in a variety of ways using basic tools safely. To handle appropriate tools and construction safely, with increasing control and accuracy. To select materials, tools and techniques and explain their choices. To investigate and evaluate simple products, commenting on the main feature, suggesting alternatives if necessary. To answer and ask questions about what they are doing, what they have discovered and how things work. To find enjoyment, satisfaction and purpose through designing and making. To learn about a variety of customs and cultures developing awareness of similarities and differences. To begin to understand the use of electrical and mechanical systems. To work both independently and with others, listening to others ideas and treating these with respect. To develop, plan and communicate ideas. To evaluate processes and products		
Design Technology	A	Packaging and Containers	Gardening and Landscapes	Posters and Displays
	B	Making things work/Fixing broken things	Things that fly	Transport and Travel
Cooking and Nutrition	A	Meal Planning	Rainbows	Eating out
	B	Flavours	Food Art	Holidays (Food from around the world)

Planning for Design and Technology

Our aim is to teach pupils to develop their Design and Technology skills through combining their designing and making skills with knowledge and understanding in order to design, explore and make products.

When creating outcomes for Design and Technology, Teachers consider all EHCP outcomes, communication outcomes and what the pupils need to learn.

When considering planning, Teachers create motivating and meaningful activities with opportunities to develop skills in different contexts, plan for over learning and the retrieval process.

Each key stage has a subject overview for the year, including activity, resource and location suggestions. Teachers must collate the relevant Design Technology topics and add them to their year plan.

Design Technology	A	Gifts	Construction	Upcycling
		Ideas: Harvest gifts Diwali gifts Hannukah gifts Thanksgiving gifts Halloween gifts Food gifts Christmas tree decorations Wreaths Stockings Cards Wrapping paper Ties Hats Bags Mugs Skills: Exploring materials Choosing Cutting Sticking Painting Planning Designing Printing Social skills Preferences Responding to textures	Ideas: Lego Wooden bricks Stickle bricks Paper Mache Boxes Kindex Magnetic tiles Dens Foam bricks (builders role play) Duplo Making shapes Copying patterns Building towers Pegs Playdough Skills: Joining materials together Balancing Building Choosing Planning Different materials Appropriate materials Problem solving Exploring textures Displaying preferences Counting Copying patterns Fine motor skills	Ideas: Sensory bottle Instruments Bird feeders T-shirts Playground games (skittles from tin cans) Tie dye Junk modelling Skills: Painting Mixing Printing Sticking Cutting Making Constructing Creating Exploring materials Identifying materials Making choices Identifying colours

Cooking and Nutrition	A	Healthy Balanced Diet	Café in School	Café in the community
		Ideas: Portion sizes Food groups Portion plates (make your own) Skills: Peeling Cutting Tasting Designing Pouring Mixing Measuring Measuring portions Cross-curricular Maths PSHE	Ideas: Taking orders Making food Menus Delivering foods Wiping tables Skills: Serving people Reading menus Taking orders Delivering food Choosing Tally charts Cross-curricular Maths English PSHE Careers	Ideas: Taking orders Making food Menus Delivering foods Wiping tables Skills: Serving people Reading menus Taking orders Delivering food Choosing Wiping tables Washing up Cross-curricular Maths PSHE Careers English

Food Technology Room

(Cooking and Nutrition)

