








# DESIGN TECHNOLOGY CURRICULUM OVERVIEW

<b>CYCLE A</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	<b>Me and my home</b>	<b>Colours and Celebrations</b>	<b>Bears</b>	<b>Planting and Growing</b>	<b>Seaside holidays</b>	<b>Seaside animals</b>
<b>Expressive Arts and Design</b>	<b>Creating with Materials:</b> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function - Share their creations, explaining the process they have used - Make use of props and materials when role playing characters in narratives and stories					
<b>ELGs</b>	<i>Make use of props and materials when role playing characters in narratives and stories</i>	<i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</i> <i>- Share their creations, explaining the process they have used</i>	<i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</i>		<i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</i> <i>- Share their creations, explaining the process they have used</i>	
<b>Overview</b>	Join in with role play games and use resources available for props.  Build models using construction equipment.	Make Christmas decorations, Christmas cards	Designing homes for hibernating animals. Children will be encouraged to select the tools and techniques they need to assemble materials that they are using.  Make bear puppets. Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.		Lighthouse designs  Paper plate jellyfish	



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CYCLE A	Autumn 2nd	Spring 1	Summer 2nd
<b>Year 1 &amp; 2</b>  <b>Unit Title</b>	 <p>Fire of London</p>	 <p>Bears – Where in the world do we find them?</p>	 <p>Morecambe Bay and Mombasa</p>
<b>National Curriculum</b>	<p><i>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts.</i></p>		
<b>Overview</b>	<p>Christmas makes – cards, calendars, Christmas biscuits  <a href="#">Chalk and Glue</a>            - Use mechanisms in their products e.g. wheels, sliders            - Measure, mark, cut out and shape a range of materials</p>	<p>Design and make a simple bear hand puppet – the children will mark out, cut and join pieces of fabric. They will look at a selection of hand puppets and base their design on investigations into how the puppets have been made and who they have been designed for.</p> 	<p>Seaside picnic - design a healthy snack to take on a picnic</p> 
<b>DT Skills</b>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul>	<p>When designing and making, pupils will be expected to:</p> <ul style="list-style-type: none"> <li>Examine a range of existing puppets and identify how they work, what their purpose is and how they have been made</li> <li>To test and identify the suitability of materials ensuring they are fit for purpose</li> <li>To investigate ways of joining and strengthening their product</li> </ul>	<ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> </ul>



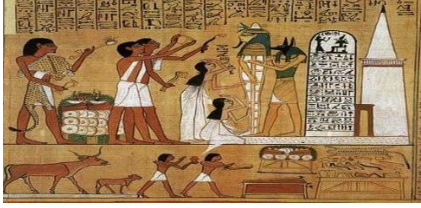




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	<p><b>Make</b></p> <ul style="list-style-type: none"><li>• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li><li>• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li></ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"><li>• evaluate their ideas and products against design criteria</li></ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"><li>• explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li></ul>	<ul style="list-style-type: none"><li>• Create a design specification for a puppet thinking about the end user</li><li>• To create a pattern and prototype using the design specification</li><li>• To make the puppet</li><li>• To evaluate the product</li></ul>	<ul style="list-style-type: none"><li>• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li><li>• explore and evaluate a range of existing products</li><li>• evaluate their ideas and products against design criteria</li></ul>
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# DESIGN TECHNOLOGY CURRICULUM OVERVIEW

CYCLE A	Autumn 1st	Autumn 2nd	Summer 1st
<b>Year 3 &amp; 4</b>  <b>Unit Title</b>	 <p style="text-align: center;"><b>Twin Towns</b></p>	<p style="text-align: center;"><b>Keer to Kent</b></p> 	 <p style="text-align: center;"><b>Walk Like an Egyptian</b></p>
<b>National Curriculum</b>	<p><i>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].</i></p>		
<b>Overview</b>	<p><b>Make a moving vehicle</b>  <b>Key teaching points and questions</b>          What is a moving vehicle?          What are the main parts of a moving vehicle?          How can I join wheels to an axle?          What finishing technique shall I use?          My design          How I will make my design          What will I need?</p>	<p><b>Christmas: Make cards and calendars</b></p> 	<p><b>Walk like an Egyptian - clothes design an outfit for an ancient Egyptian catwalk</b></p> 
<b>DT Skills</b>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and</li> </ul>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> </ul>





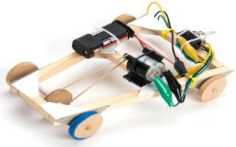




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	<p>exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>Make</b></p> <ul style="list-style-type: none"><li>• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li><li>• select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li></ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"><li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li></ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"><li>• apply their understanding of how to strengthen, stiffen and reinforce more complex structures, understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li></ul>	<p><b>Make</b></p> <ul style="list-style-type: none"><li>• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li><li>• select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li></ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"><li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li></ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"><li>• apply their understanding of how to strengthen, stiffen and reinforce more complex structures; understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li></ul>	
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# DESIGN TECHNOLOGY CURRICULUM OVERVIEW

CYCLE A	Autumn 2nd	Spring 1&2	Summer 1st
Year 5 & 6  Unit Title	  <p style="text-align: center;"><b>Sustainability</b></p>	 <p style="text-align: center;"><b>World War II Abroad and Home</b></p>	 <p style="text-align: center;"><b>Come Fly With Me to North America</b></p>
<b>National Curriculum</b>	<p><i>NC: Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, <b>industry and the wider environment</b>].</i></p>	<p><b>NC: Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>- investigate and analyse a range of existing products</li> </ul>	<p><i>NC: Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, <b>culture</b>, enterprise, industry and the wider environment].</i></p>
<b>Overview</b>	<p><b>Design an electric car</b>            Create a framework to be controlled by an electric circuit (linked to Aut 1 Science)</p> 	<p>Research, investigate and analyse a range of historical and existing products to design savoury war time, under rationing, dishes that are appealing to consumers. War-time recipes</p> 	<p>Research, design and make a Maya Headdress</p> 
<b>DT Skills</b>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• select from and use a wider range of tools and equipment to perform practical tasks [for</li> </ul>	<ul style="list-style-type: none"> <li>- Explore alternative ways of making their product, if first attempts fail.</li> <li>- Check work as it develops and modify as necessary</li> <li>- Evaluate their products, identifying strengths and areas for development, and make appropriate changes</li> </ul>	<ul style="list-style-type: none"> <li>- Explore alternative ways of making their product, if first attempts fail.</li> <li>- Check work as it develops and modify as necessary</li> <li>- Evaluate their products, identifying strengths and areas for development, and make appropriate changes</li> <li>- Generate and clarify ideas for products, considering intended purpose.</li> </ul>



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	<p>example, cutting, shaping, joining and finishing], accurately</p> <ul style="list-style-type: none"> <li>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products.</li> </ul>	<ul style="list-style-type: none"> <li>Generate and clarify ideas for products, considering intended purpose.</li> <li>Plan what they have to do, suggesting a sequence of actions and alternatives if needed.</li> <li>Choose how to communicate design ideas as they develop, considering use and purpose.</li> <li>Select from a wide range of tools and equipment to perform practical tasks accurately.</li> </ul>	<ul style="list-style-type: none"> <li>Plan what they have to do, suggesting a sequence of actions and alternatives if needed.</li> <li>Choose how to communicate design ideas as they develop, considering use and purpose.</li> <li>Select from a wide range of tools and equipment to perform practical tasks accurately.</li> </ul> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>
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