



Uniquely Different, United Together, Universally Prepared

## Overview of DT curriculum

Year Group	Autumn Term	Spring Term	Summer Term
Reception (links to the subject in EYFS)	<p>3D Products - large loose parts and construction area</p> <p>Cooking - Pumpkin soup and bread Key Skills: Mix, knead</p> <p>Textiles - Christmas Decorations</p>	<p>3D Products - Towns and Houses</p> <p>Textiles - Snowflakes</p> <p>Cooking - Pancakes and Jollof Rice Key Skills: Sift, beat, stir</p>	<p>3D Products - Design a Sea Hoover</p> <p>Textiles - Ugly Bug (Felt)</p> <p>Cooking - Ugly Bug Cakes Key Skills: Bake, decorate</p>
Year 1	<p>Textiles - Bunting To explore and evaluate a range of existing products (bunting) To generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and use of IT. To use a simple running stitch. To use a template to cut out fabric shapes.</p> <p>3D Products- Make a toy (pop up) To explore and use mechanisms [sliders/levers], in their products.</p>	<p>Food Technology - Making Pancakes/Jam Tarts Key Skills: Rub, roll (pastry)</p> <p>To select from and use a wide range of materials and components (including ingredients)</p> <p>To use the basic principles of a healthy and varied diet to prepare dishes. To understand where food comes from.</p>	<p>3D Products- Packaging for Food Products To build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Food Technology - Fruit salad Key skills: Chop</p> <p>To use the basic principles of a healthy and varied diet to prepare dishes. To understand where food comes from.</p>
Ongoing	3D Products- Ongoing exploration of large and small scale construction and joining materials and adapting ideas in making areas through <b>Continuous Provision</b> .		
User/Purpose	<i>Christmas Fayre</i>	<i>School Dinner</i>	<i>Packed Lunch</i>
Year 2	<p>Textiles - Puppets/Felt Making To design purposeful, functional, appealing products for themselves and other users based on design</p>	<p>Food Technology- savoury dishes from around the world Key Skills: Chop, grate</p>	<p>3D Products-Vehicle Design To explore and use mechanisms [wheels and axles], in their products. To evaluate their ideas and products</p>

	<p>criteria. To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and use of IT. To select from and use a wide range of materials and components according to their characteristics.</p>	<p>To select from and use a wide range of materials and components (including ingredients)  To use the basic principles of a healthy and varied diet to prepare dishes. To understand where food comes from.</p>	<p>against design criteria To select from and use a range of tools and equipment</p>
<b>User/Purpose</b>	Puppet Show	School Dinner	Mini Vintage Rally
Year 3	<p>Textiles: Tie Dye T Shirts Windssocks/Kites To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work To understand how key events and individuals in design and technology have helped shape the world</p>	<p>Food Technology-Stone Age Cooking Key Skills: beat, boil, forage  To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>3D Products- Fairground  To understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] To apply their understanding of computing to program, monitor and control their products.</p>
<b>User/Purpose</b>	<i>Festival of Wind</i>	<i>Life in the Stone Age</i>	<i>South Molton Fair</i>
Year 4	<p>Textiles: Sustainable materials and recycled materials To investigate and analyse a range of existing products To understand how key events and individuals in design and technology have helped shape the world</p>	<p>Food Technology- Key Skills: peel, slice To select from and use a wider range of ingredients, according to their functional properties and aesthetic qualities.  To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>	<p>3D Products-Viking long boats To select from and use a wider range of materials and components, including construction materials and textiles , according to their functional properties and aesthetic qualities. To apply their understanding of how to strengthen, stiffen and reinforce more complex structures .</p>
<b>User/Purpose</b>	<i>Sustainable Products</i>	<i>School Dinner</i>	<i>Vikings</i>
Year 5	<p>Textiles-Money holders To select from and use a wider range of tools and equipment to</p>	<p>Food Technology-Making chocolate Key Skills: whisk, thicken, spread, mould</p>	<p>3D Products-Structures (Egypt) To select from and use a wider range of materials and components, including</p>

	perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.	To prepare and cook a variety of dishes using a range of cooking techniques To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. To apply their understanding of how to strengthen, stiffen and reinforce more complex structures .
<b>User/Purpose</b>	<i>Christmas Fayre</i>	<i>Mayans</i>	<i>Egyptians</i>
Year 6	Textiles-Slippers To 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 To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design		Food Technology-Celebratory banquet Key Skills: Planning and preparing a meal To understand and apply the principles of a healthy and varied diet To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques  3D Products-Alarmed Vehicles  To understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
<b>User/Purpose</b>	<i>Christmas Fayre</i>		<i>Year Six Leavers Banquet</i>  <i>NHS</i>