

DT Curriculum Overview

Each year to make different products and look at the different areas of DT - designing, making, technical knowledge, evaluating, and cooking and nutrition. All areas will need to be looked at within the unit with the exception of cooking and nutrition which should be the unit and will look at different areas within.

Each year group should, where possible, look at real life examples of products to show how making things relates to the real world and to look at our productive industry. KS2 should also look at how mechanical processes work and how technology links in with these mechanical processes.

Please note under each unit there is an example of success criteria to meet for well below, below, at and above age expectations taken from the progression of skills. Please look at this as well for the other areas. Under the heading "Other elements" there are other parts with suggestions of subheadings to focus on e.g. under making would be joining and combining.

Year Group	Autumn	Spring	Summer
EYFS			
R	<p>Focus Element: Making</p> <p>Specific Element: Joining materials together</p> <p>Unit: Junk modelling</p> <p>Resources: junk – yogurt pots, cardboard, tubes, string, tape, glue, scissors, foil etc.</p> <p>Task: To make junk model rockets and spaceships</p> <p>Topic Link: Space</p> <p>Purpose: To create designs of space rockets for astronauts</p> <p>Audience: Astronauts</p> <p>Low Emerging Statement: "Joins construction pieces together to build and balance."</p> <p>Emerging Statement: "Selects tools and techniques needed to shape, assemble and join materials they are using."</p> <p>Expected Statement: "Understands that different media can be combined to create new effects."</p> <p>Exceeding Statement: "Through explorations they make decisions about how media and materials should be combined."</p>	<p>Focus Element: Cooking and nutrition</p> <p>Specific Element: Health and safety</p> <p>Unit: Food</p> <p>Resources: Vegetables, knives, chopping boards, filo pastry</p> <p>Task: To chop up vegetables for stir fry, and to make spring rolls.</p> <p>Topic Link: Chinese New Year and Dragons</p> <p>Purpose: To make food for the Chinese New Year party</p> <p>Audience: Year R (separate classes), Mr Peterson</p> <p>Low Emerging Statement: "Understands that equipment and tools have to be used safely."</p> <p>Emerging Statement: "Practices some appropriate safety measures without direct supervision."</p> <p>Expected Statement: "Aware that some things are healthy and some things shouldn't be eaten all the time."</p> <p>Exceeding Statement: "Children know about and can make healthy choices in relation to healthy eating and exercise."</p>	<p>Focus Element: Evaluating</p> <p>Specific Element: Using past/current knowledge to influence making</p> <p>Unit: Collage</p> <p>Resources: different types of paper, fabric squares, card</p> <p>Task: To cut and shape fabric to dress pirates</p> <p>Topic Link: Pirates</p> <p>Purpose: To model what a pirate may have worn</p> <p>Audience: Mums and dads (celebration of work)</p> <p>Low Emerging Statement: "Realises tools can be used for a purpose."</p> <p>Emerging Statement: "Selects tools and techniques needed to shape, assemble and join materials they are using."</p> <p>Expected Statement: "Children use what they have learnt about media and materials in original ways, thinking about uses and purposes."</p> <p>Exceeding Statement: "Children talk about the plans they made and what they could do to change them if they were going to make it again."</p>

KS1

<p>1</p> <p>Focus Element: Designing Specific Strand: Pictorial Design Other Elements: Making (joining and combining), Technical Knowledge (structure and shape) Evaluating (self-evaluation) Unit: Junk modelling Resources: junk – yogurt pots, cardboard, tubes, string, tape, glue, scissors, foil etc. Task: Making a “Gruffalo Monster” Topic Link: The Gruffalo Purpose: To make their own Gruffalo’s for their picnic Audience: Themselves Well Below AE Statement: Only talking about what they are going to make. Below AE Statement: They can add simple labels to a picture and with prompting can suggest something else they could do or another way. AE Statement: They explore different potential designs they could make verbally and out of card or paper. They make simple drawings with labels to show a design. Above AE Statement: They make simple drawings with descriptive labels of parts and features.</p>	<p>Focus Element: Making Specific Element: Joining and combining Other Elements: Designing (ideas) Technical Knowledge (structure and shape) Evaluating (peer evaluation) Unit: Papier-mâché Resources: newspaper, paint, masking tape Task: To make dinosaurs out of newspaper to meet design, and paint Topic Link: Dinosaurs Purpose: To make models of dinosaurs for a museum Audience: Museum visitors Well Below AE Statement: Needs adult support to make design for whole of making phase. Below AE Statement: They understand that different media and materials can be combined to create new effects. AE Statement: They can measure, mark out, cut and shape materials and components with guidance. Above AE Statement: They can assemble, join and combine materials and components in order to make a simple product. They are beginning to think about alternative ways to combine materials.</p>	<p>Focus Element: Making Specific Element: Sewing Other Elements: Designing (resources) Technical Knowledge (vocabulary) Evaluating (Design ideas and criteria) Unit: Clay Resources: Fabric, thread Task: To make a sail for Katie Morag’s boat Topic Link: Katie Morag Purpose: To make models for a display Audience: Katie Morag and her family Well Below AE Statement: Fully supported to join and attach simple shapes together. Below AE Statement: Some support needed to join the simple shapes together, some independent work. AE Statement: They can cut out and join simple shapes to a larger piece of fabric using basic sewing techniques. Above AE Statement: They can cut, shape and join fabric to make a simple object using basic sewing techniques e.g. a bow.</p> <p>N.B. Parents come in to help</p>
<p>2</p> <p>Focus Element: Designing Specific Element: Purpose and Audience Other Elements: Designing (resources), Making (final product), Technical knowledge (mechanisms), Evaluating (self-evaluation) Unit: Junk modelling, simple mechanisms - wheels Resources: Bottles, cotton reels, cardboard wheels, cotton wool, sponges etc. Task: To create a moving vehicle to transport an egg Topic Link: Purpose: To find a safe way to transport an egg without carrying it Audience: Kitchen staff Well Below AE Statement: They can say what they are making and with adult support can recall the purpose. Below AE Statement: From the known purpose, they can identify some of the design criteria. They can recall or explain who they are making their product for. AE Statement: They can say how their product will work. They can identify a purpose and simple criteria for what they intend to design and make. Above AE Statement: They can identify a purpose and establish criteria for a successful product explaining why.</p>	<p>Focus Element: Evaluating Specific Element: Design Ideas and Criteria Other Elements: Designing (plans), Making (joining and combining), Technical knowledge (structure and shape) Resources: cardboard, newspaper, masking tape, old pots, scissors, paint Task: To create a moving picture Topic Link: Night Pirates Purpose: Audience: Well Below AE Statement: They can say if their design matches the final product and what they have changed. Below AE Statement: Can evaluate their product by discussing how well it works in relation to the purpose. AE Statement: Can make simple judgements about their products and ideas against the design criteria. Above AE Statement: They look at how well products work to match the intention and achieve their purposes.</p>	<p>Focus Element: Cooking and Nutrition Specific Element: Recipes Other Elements: Designing (resources), Making (health and safety), Technical Knowledge (food) , Evaluating (inventors and manufacturers), Cooking and nutrition (hygiene, techniques) Unit: papier-mâché Resources: sweets, chocolate, dough, edible ingredients Task: To make their own sweet pizza and recipe Topic Link: Charlie and the Chocolate Factory Purpose: To create a sweet pizza that could be sold in shops Audience: Willy Wonka Well Below AE Statement: With support they can select tools and resources to finish their piece. Below AE Statement: They use simple finishing techniques to improve the appearance of their product. AE Statement: They can choose and use appropriate finishing techniques e.g. pva glue or paint. Above AE Statement: They use simple finishing techniques to strengthen and improve the appearance of their product using a range of equipment.</p>

Lower KS2

<p>3</p> <p>Focus Element: Cooking and nutrition Specific Element: Recipes Other Elements: Designing (Purpose and audience), Making (health and safety), Technical Knowledge (food), Evaluating (peer evaluation), Cooking and Nutrition (healthy eating) Unit: Food Resources: Bowls, spoons, scales, oven (adult use) Task: To create a healthy muffin Topic Link: Healthy high-five Purpose: To create alternative muffins that are healthy that could be served at lunchtime Audience: Kitchen team Well Below AE Statement: With adult support, they can follow a simple recipe. Below AE Statement: They can select personal choices of ingredients to make own recipes. AE Statement: They follow a simple recipe and can adapt it using an extra ingredient for their recipe. Above AE Statement: They know that recipes can be adapted to change the appearance, taste, texture and aroma.</p>	<p>Focus Element: Making Specific Element: Resources Other Elements: Designing (ideas), Making (final product), Technical Knowledge (mechanisms) Evaluating (inventors and manufacturers) Unit: Wood work Resources: MDF, elastic bands, string, saws, wood blocks, rulers, card, pva glue Task: To design and create a catapult Topic Link: Romans Purpose: To practise sawing and combing skills, and to defend the school from Roman invaders Audience: SLT Well Below AE Statement: They select from a range of materials and components suitable for tasks and need adult support to cut, score and assemble components. Below AE Statement: They select from a range of materials and components according to their characteristics and need some support to cut, score and assemble components. AE Statement: They can select, measure, mark out, cut, score and assemble components with increasing accuracy. Above AE Statement: They can measure, mark out, cut and shape a range of materials using appropriate tools.</p>	<p>Focus Element: Making Specific Element: Sewing Other Elements: Designing (pictorial design), Technical Knowledge (structure and shape), Evaluating (self-evaluation) Unit: Sewing Resources: Fabric, thread, decorations e.g. beads, buttons, sequins Task: To design and create a stone age outfit for a teddy Topic Link: Savage Stone Age Purpose: To model, explore and compare stone age clothing to modern day Audience: National Heritage Society Well Below AE Statement: They can cut out and join simple shapes to a larger piece of fabric using basic sewing techniques and some support. Below AE Statement: They can cut, shape and join fabric to make a simple object using basic sewing techniques e.g. a bow. AE Statement: They can measure, cut, join, tape or pin fabric with some accuracy. Above AE Statement: They can measure, cut, join, tape or pin fabric with accuracy. They can knit, weave and sew using a range of different stitches.</p>
<p>4</p> <p>Focus Element: Cooking and nutrition Specific Element: Recipes Other Elements: Designing (ideas), Making (health and safety), Technical Knowledge (food), Evaluating (Inventors and manufacturers) Unit: Food Resources: honey, chocolate, flour, butter, sugar, eggs, milk, raisins, cherries, golden syrup, toffee sauce Task: To create cakes to sell at the Christmas fayre. Topic Link: Christmas Purpose: To find out which ingredient added to the mix makes it the most appealing for a new cake recipe in Sainsburys–sweetness, texture Audience: Customers at the Christmas fayre, Sainsburys Well Below AE Statement: They can select personal choices of ingredients to make own recipes. Below AE Statement: They follow a simple recipe and can adapt it using an extra ingredient for their recipe. AE Statement: They know that recipes can be adapted to change the appearance, taste, texture and aroma. Above AE Statement: They are able to make own choices about how to adapt a recipe to match a specification.</p>	<p>Focus Element: Making Specific Element: Sewing Other Elements: Designing (plans), Making (resources), Technical Knowledge (properties and characteristics), Evaluating (self-evaluation) Unit: Textiles Resources: fabric, thread, needles, buttons Task: To design, adapt and create catapults based on a simple example Topic Link: Tudors Purpose: To create a Tudor style purse or rose Audience: Mr Peterson, the Governors, SLT Well Below AE Statement: They need support to measure, cut, join, tape or pin fabric. Below AE Statement: They can measure, cut, join, tape or pin fabric with some accuracy. AE Statement: They can measure, cut, join, tape or pin fabric with accuracy. They can knit, weave and sew using a range of different stitches. Above AE Statement: They can measure and mark out accurately onto large fabric before cutting it out.</p>	<p>Focus Element: Technical Knowledge Specific Element: Properties and Characteristics Other Elements: Designing (resources), Making (tools), Evaluating (self-evaluation) Technical knowledge (curriculum links) Unit: Junk modelling Resources: Spaghetti, art straws, plastic straws, lolly sticks, newspaper, cardboard, wool Task: To create a prototype for bridges Topic Link: Rivers Purpose: To create a way for mechanical cars/ toy cars to cross the river without using the main bridge. Audience: English Heritage Society Well Below AE Statement: They know about working characteristics of materials and components. Below AE Statement: They know that materials have both functional properties and aesthetic qualities. AE Statement: They can name some functional properties and aesthetic qualities of materials. They know that some materials can be combined and mixed to create more useful characteristics. Above AE Statement: They can discuss the functional properties and aesthetic qualities of materials. They can combine and mix different materials to create more useful characteristics.</p>

Upper KS2

<p>5</p> <p>Focus Element: Designing Specific Element: Resources Other Elements: Making (final product), Technical Knowledge (structure and shape), Evaluating (design ideas ad criteria) Unit: Woodwork Resources: MDF, saws, PVA glue, card, rulers, sawing blocks, sand paper, dowel, wheels Task: To design and create a CAM mechanism Topic Link: Christmas Purpose: To make a working Christmas toy Audience: Children, toy shop owners Well Below AE Statement: They can explore and examine different materials, skills and techniques. Below AE Statement: They are developing a clear idea of what has to be done. They plan how to use materials and equipment. AE Statement: They can develop a clear idea of what has to be done and plans how to use specific materials and equipment. Above AE Statement: They plan and choose appropriate resources, materials, tools and chooses the techniques to use.</p>	<p>Focus Element: Making Specific Element: Using tools effectively Other Elements: Designing (resources), Making (final product), Technical Knowledge (vocabulary), Evaluating (design ideas and criteria) Unit: Clay Resources: Clay, water, shaping tools, mats Task: To create slab pots and containers Topic Link: New Forest Purpose: To create a container or vessel designed to hold/ float upon water made from clay Audience: Class, explorers Well Below AE Statement: Uses simple tools safely and can follow guided safety procedures. Below AE Statement: Works safely and accurately with a range of simple tools. AE Statement: Shows skills when using different tools and equipment safely and accurately. Above AE Statement: Confidently and accurately demonstrates using different tools and equipment safely.</p>	<p>Focus Element: Cooking and Nutrition Specific Element: Recipes Other Elements: Designing (ideas), Making (health and safety), Technical knowledge (food), Evaluating (peer evaluation) Unit: Food Tech Resources: food based stuff Task: To create a Greek dish inspired by one of the gods Topic Link: Greeks Purpose: To create a dish to serve during celebration of work Audience: Year 5, other class teachers Well Below AE Statement: They follow a simple recipe and can adapt it using an extra ingredient for their recipe. Below AE Statement: They know that recipes can be adapted to change the appearance, taste, texture and aroma. AE Statement: They are able to make own choices about how to adapt a recipe to match a specification. Above AE Statement: They are able to make choices on how to adapt a recipe for a specific purpose.</p>
<p>6</p> <p>Focus Element: Technical knowledge Specific Element: Technology Other Elements: Designing (plans), Making (joining and combining), Technical skills (mechanisms), Evaluating (design ideas and criteria) Unit: Woodwork Resources: MDF, saws, PVA glue, card, rulers, sawing blocks, sand paper, dowel, wheels Task: To create all-terrain vehicles Topic Link: TBC Purpose: TBC Audience: TBC Well Below AE Statement: Develops understanding of how mechanical systems create movement. Below AE Statement: Knows how mechanical systems such as levers, linkages or pneumatic systems create movement. AE Statement: Knows how more complex electrical circuits and components can be used to create functional products. Above AE Statement: Can adapt and change modelled complex electrical circuits for their own specifications.</p>	<p>Summer 1</p> <p>Focus Element: Making Specific Element: Sewing Other Elements: Designing (resources), Technical Knowledge (structure and shape), Evaluating (materials) Unit: Sewing – make do and mend clothes Resources: clothing, spare fabric, thread, buttons Task: To use fabric, thread and buttons to mend clothes Topic Link: WW2 Purpose: To practise skills for mending tears, rips and lost fastenings Audience: TBC Well Below AE Statement: They can measure, cut, join, tape or pin fabric with accuracy. Below AE Statement: They can measure and mark out accurately onto large fabric before cutting it out. AE Statement: The can pin, sew and stitch materials together to make a strong product. Above AE Statement: Show good skills when pinning, sewing and stitching materials together using neat, precise and strong stitches.</p>	<p>Summer 2</p> <p>Focus Element: Cooking and nutrition Specific Element: Recipes Other Elements: Designing (purpose and audience), Making (health and safety), Technical Knowledge (food), Evaluating (materials) Unit: Food Resources: Pizza bases, cheese, food Task: To design and create a healthy pizza Topic Link: Leavers Purpose: To design and create dishes for the leavers BBQ Audience: Teachers, year 6, Friends Well Below AE Statement: Makes choices on adapting recipes based on other people’s opinions. Below AE Statement: Makes own choices on how to adapt a recipe based on personal preference. AE Statement: Able to make own choices on how to adapt a recipe to meet a specification e.g. sugar free. Above AE Statement: Makes active choices to choose healthy adaptations to contribute to good health choices.</p>

