



DT Overview

The DT curriculum is based upon the EYFS framework and the National Curriculum targets and skills, in conjunction with original QCA documentation. The Design and Technology leader has developed a structured progression of skills by carefully selecting topics throughout each year group. These topics and skills are listed in the table below and the progression of skills highlighted in colour:

Red – mechanisms, blue – electronics, green – food, yellow – textiles, purple – structures

	Autumn	Spring	Summer
Nursery	<p>Topic 1 Ourselves – Who am I?</p> <p>Topic 2 Traditional Tales – What makes a good and bad character?</p> <p>Topic 3 Under the Sea – Why can't I live under the sea?</p> <p>Topic 4 Dinosaurs – What makes each dinosaur different?</p> <p>Topic 5 Food and Drink – Where does food come from?</p> <p>Topic 6 Animals – How are baby animals born in different habitats?</p> <p>Ongoing:</p> <ul style="list-style-type: none"> • Explore different materials freely, to develop their ideas about how to use them and what to make. (EAD) • Develop their own ideas and then decide which materials to use to express them. (EAD) • Join different materials and explore different textures. (EAD) • Use one-handed tools and equipment, for example, making snips in paper with scissors. (PD) <p>Cooking and nutrition: fruit, vegetables, biscuit, noodles, pancakes, pasta</p>		
Reception	<p>Topic 1 Ourselves – Who is a family?</p> <p>Topic 2 Festivals and celebrations – How do we Celebrate?</p> <p>Topic 3 Transport and Travel – Which mode of transport is best?</p> <p>Topic 4 Lifecycles and change – How have I changed?</p> <p>Topic 5 Superheroes – Who helps me?</p> <p>Topic 6 Our planet – What is life like around the planet?</p> <p>Ongoing:</p>		

	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. (EAD) • Return to and build on their previous learning, refining ideas and developing their ability to represent them. (EAD) • Create collaboratively, sharing ideas, resources and skills. (EAD) • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. (PD) <p>Cooking and nutrition: fruit, vegetables,</p>		
Year 1	<p>Playgrounds - What are playgrounds like around the world?</p> <ul style="list-style-type: none"> - cutting (sturdy materials, e.g. cardboard), shaping, joining (water based adhesive) - selecting materials for a purpose 	<p>Eat More Fruit and Vegetables - What fruit and vegetables should we take on a teddy bear's picnic?</p> <ul style="list-style-type: none"> - understanding where food comes from - selecting ingredients to design a healthy meal 	<p>Moving Pictures - What can I use to make a picture move?</p> <ul style="list-style-type: none"> - levers, sliders - cutting (paper, card), joining (paper fasteners, glue)
Year 2	<p>Puppets - Why do people make and use puppets?</p> <ul style="list-style-type: none"> - cutting (fabric), joining (sewing, knitting, fabric adhesive) - selecting materials for a purpose 		<p>Vehicles - Moving Vehicles: What makes vehicles move?</p> <ul style="list-style-type: none"> - wheels and axles - design using IT (paint)
Year 3	<p>Packaging - How should we design and package our product to appeal to the target audience?</p> <ul style="list-style-type: none"> -cut (a range of shapes in selected material), shape, join for a specific purpose (solvent based adhesive) -research and select materials for a purpose - design using IT (word processing/graphics programme) 	<p>Sandwich Snacks - Which sandwich best represents Britain?</p> <ul style="list-style-type: none"> - understand where and how a variety of ingredients are grown, reared, caught and processed - consider different factors when cooking, e.g. cooking for a vegetarian, gluten free, etc. 	<p>Moving Monsters - How might a monster defend a hillfort?</p> <ul style="list-style-type: none"> - levers & linkages, sliders, wheels, axles, cams (circular), gears and fixed pulleys -cut (card, plastic sheets, etc.), shape, join for a specific purpose (lower temperature glue gun)

<p>Year 4</p>	<p>Money Containers - Was carrying money easier in Medieval times?</p> <ul style="list-style-type: none"> - research and select materials for a purpose - cutting (fabric), joining (sewing, knitting, fabric adhesive), fabric design tools to finish 	<p>Lighting it Up - Can we model with light?</p> <ul style="list-style-type: none"> - switches, bulbs, buzzers, motors to create light - research using IT 	<p>Storybooks - How can you make a picture book come to life?</p> <ul style="list-style-type: none"> - linkages, levers -cut (a range of shapes in selected material using craft knives), shape, join for a specific purpose - design using word or graphic design program
<p>Year 5</p>	<p>Moving Toys - How can we build a moving toy that doesn't need batteries?</p> <ul style="list-style-type: none"> - cams (shaped and off-centre wheels), gears, moveable pulleys -cut (bench tools, drills, etc.), shape, join for a specific purpose (hot glue) 		<p>Musical Instruments - How can musical instruments be cost effective and functional?</p> <ul style="list-style-type: none"> - research and develop design using IT - research and select materials for a purpose - cut (hard materials, e.g. wood, clay), shape, join (synthetic resin adhesive, hot glue)
<p>Year 6</p>	<p>Stain glass biscuits - Stained Glass Biscuits: Treats, decorations or both?</p> <ul style="list-style-type: none"> -design packaging for cookie - find suitable ingredients to create the stain glass effect -discuss different marketing strategies 		<p>Slippers - How do I make footwear fit for an Ancient Greek?</p> <ul style="list-style-type: none"> - design on a computer programme - explore materials for design and texture - cutting (fabric), joining (sewing, knitting, fabric adhesive), fabric design tools to finish