

DT curriculum Overview 2017-18	Autumn term	Spring term	Summer term
Y1/2	<p><u>Moving pictures</u> Explore an existing product.</p> <ul style="list-style-type: none"> • Draw a simple design. • Make a picture which has at least one moving mechanism. • Start to understand what design criteria is used for. • Evaluate what they did well on their product. 	<p><u>Bunting</u> Judge existing products on a simple scale.</p> <ul style="list-style-type: none"> • Use a graphics program to create a simple design. • Work with support to cut out a fabric shape. • Start to demonstrate how to create a basic stitch. • Decorate a piece of fabric 	<p><u>Fabric faces</u> Create a template.</p> <ul style="list-style-type: none"> • Create a simple design to explain what they intend to do. • Create a fabric face with support by joining pieces of fabric together and add features using appropriate materials and techniques
Y3/4	<p><u>Moving pictures</u> Evaluate how well a product works.</p> <ul style="list-style-type: none"> • Draw a simple design and add annotations. • Make a picture which aims to have two moving mechanisms. • Use design criteria to help guide the making and evaluation process 	<p><u>Cross stitch</u> Develop their own design criteria.</p> <ul style="list-style-type: none"> • Use cross stitch. • Create simple patterns_ 	<p><u>Sensational salad</u> Know how to eat a healthy and varied diet.</p> <ul style="list-style-type: none"> • Use the basic principles of a healthy diet to prepare dishes. • Follow a simple recipe with some guidance. • Work with close adult supervision to use measuring spoons, zesters and juicers to prepare dishes. • Understand that some food is grown and some food is caught.
Y4/5	<p><u>Let's go fly a kite</u> Explain how a small event led to a larger significant event in Design and Technology which helped shape the world.</p> <ul style="list-style-type: none"> • Use research to create ideas and refine them to develop design criteria. • Build and join strong frame 	<p><u>The great bread bake off</u> Use their experiences of food ingredients and cooking methods to help generate ideas.</p> <ul style="list-style-type: none"> • Explain why they have chosen certain foods and processes and link them to their design criteria. • Produce an order of work which 	<p><u>Battery operated light</u> Name some key events and individuals that have helped shape the world of lighting.</p> <ul style="list-style-type: none"> • Explore and make a series and parallel circuit, diagnosing faults when necessary, and follow instructions to make a selection of different switches.

	<p>structures and stiffen materials.</p> <ul style="list-style-type: none"> • Apply their understanding of where and how kites need stiffening. 	<p>includes an annotated diagram and chosen equipment appropriately.</p> <ul style="list-style-type: none"> • Make and evaluate their bread product against objective design criteria. 	<ul style="list-style-type: none"> • Draw a design which uses annotations to add some detail. • Develop design criteria to inform the design of innovative products considering the purpose and target group/individual. • Make a well finished product considering the aesthetic and functional qualities. • Use design criteria to help develop their own questions and use the answers to help guide the evaluation process.
Y5/6	<p><u>Felt phone cases</u></p> <p>Aim the design criteria at a target market.</p> <ul style="list-style-type: none"> • Use at least two different types of stitches. • Create an accurate paper template. • Measure and mark a sewing and cutting line. 		<p><u>Automotive animals</u></p> <p>Generate, as a group, one viable idea after discussion with the teacher.</p> <ul style="list-style-type: none"> • Cut materials accurately and safely by selecting appropriate tools. • Assemble a simple cam mechanism as part of the design. • Use tools with some accuracy and finish their automata animal in a design that they have prepared with some assistance. • Use design criteria to evaluate what they did well on their product.