DT Overview 2020-21 -Cycle 1

|  |  |  |  |
| --- | --- | --- | --- |
|  | Autumn Term | Spring Term | Summer Term |
| Year R  Art &DT |  |  |  |
|  | Make use of props and materials when role playing characters in narratives and stories. | Safely use and explore a variety of materials comment tools and techniques, experimenting with colour comment design, texture, form and function. | Share their creations explaining the processes they have used. |
| Year 1/ 2 | **Lets Sculpt**  Manipulate clay in a variety of ways, eg rolling, kneading and shaping.  Explore sculptures with a range of malleable media, especially clay.  Experiment with construct and join recycled, natural and man-made materials.  Explore shape and form.  Create images from imagination, experience or observation.  DESIGN: a purposeful, functional and appealing products.  MAKE: select from a range of tools to design and cut clay.  EVALUATE: their ideas and product. | **Fabric Bunting**  Use a variety of techniques inc fabric crayons, and sewing.  To join 2 pieces of fabric together and add features.  How to thread a needle, cut, glue and trim material.  Create images from imagination, experience and observation.  To create a template and create a simple design to explain what they intend to do.  DESIGN: design a face based on aesthetic quality.  MAKE: Select from and use a range of tools and equipment to perform practical tasks eg cutting, shaping, joining, and finishing.  Evaluate their ideas and products against design criteria. | **Moving Pictures**  Explore an existing product.  DESIGN: Design purposeful, functional and appealing products for themselves and others based on design criteria  Draw a simple design and add annotations.  MAKE: Select from and use a range of tools and equipment to perform practical tasks eg cutting, shaping, joining, and finishing.  Make a picture which aims to have two moving mechanisms.  EVALUATE  Explore and evaluate a range of existing products.  Evaluate their ideas and products against design criteria. |
| TECHNICAL KNOWLEDGE:  Build structures, exploring how they can be made stronger, stiffer and more stable.  Explore and use mechanisms (eg levers, sliders, wheels and axles. | | | |
| **Fruit Faces**  To use the basic principles of a healthy and varied diet to prepare dishes.  To understand where food comes from. | | | |
|  | |  | |
| Year 2/3 | **Moving Pictures**  Explore an existing product.  Draw a simple design and add annotations.  Make a picture which aims to have two moving mechanisms.  Experiment with construct and join recycled, natural and man-made materials.  Explore shape and form. | **Cross Stitch**  Develop their own design criteria.  Create simple patterns.  Use a variety of techniques inc weaving, French knitting, tie-dying, fabric crayons, sewing and Binca.  Create a textured collage from a variety of media.  Make a simple mosaic.  Stitch, knot and use other manipulative skills.  Yr3: Name the tools and materials they have used.  Develop skills in stitching, cutting and joinging. | **Sensational Salad**  To use the basic principles of a healthy and varied diet to prepare dishes.  To understand where food comes from – that some is grown and some is caught.  To follow a simple recipe with some guidance.  To use measuring spoons, zesters and juicers to prepare dishes.  To begin to understand and apply the principles of a healthy and varied diet.  To understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. |
|  | DESIGN  Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular groups or individuals.  Generate, develop and model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design. | MAKE  Select from and use a wider range of tools and equipment to perform practical tasks (for example cutting, shaping, joining, and finishing) accurately.  Select from and use a wider range of materials and components, including construction materials, textiles and ingredients – based on function and aesthetic. | EVALUATE  Investigate and analyse a range of existing products.  Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.  Understand how key events and individuals in design and technology have helped shape the world. |
| TECHNICAL KNOWLEDGE: Apply their understanding on how to reinforce & strengthen structures; understand and use mechanical systems and electrical systems in their products; apply their understanding of computing to program their product. | | | |
|  | | | |
| Year 4/ 5 | **Stone Age House**  To test materials  To identify areas which need to be strengthened and reinforced using different materials, tools and techniques.  MAKE: To make a Stone Age House – selecting tools and materials.  DESIGN: Research, design and research houses.  EVALUATE: suggest improvements. | **Masks**  Research and develop design criteria.  DESIGN: and create a mask from paper and clay – materials fit for purpose.  EVALUATE: design processes.  Consider views of others to improve work. | **Cross Stitch (card)**  Develop their own design criteria. Combine skills more readily. Choose textiles as a means of extending work. Refine and alter ideas and explain choices, using art vocabulary. Use vocabulary based on visual and tactile elements. Join fabrics in different ways including stitching. Use different grades and uses of thread and needles. Extend their work within a specified technique.  DESIGN: a card or calendar – look at other examples. MAKE: Make a calendar or card, fit for purpose. EVALUATE: Suggest improvements. |
|  | DESIGN  Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular groups or individuals.  Generate, develop and model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design. | MAKE  Select from and use a wider range of tools and equipment to perform practical tasks (for example cutting, shaping, joining, and finishing) accurately.  Select from and use a wider range of materials and components, including construction materials, textiles and ingredients – based on function and aesthetic. | EVALUATE  Investigate and analyse a range of existing products.  Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.  Understand how key events and individuals in design and technology have helped shape the world. |
| TECHNICAL KNOWLEDGE: Apply their understanding on how to reinforce & strengthen structures; understand and use mechanical systems and electrical systems in their products; apply their understanding of computing to program their product. | | | |
| Year 5/6 | **Cushions**  DESIGN: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular groups or individuals.  Generate, develop and model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design.  MAKE: Select from and use a wider range of tools and equipment to perform practical tasks (for example cutting, shaping, joining, and finishing) accurately.  Select from and use a wider range of materials and components, including construction materials, textiles and ingredients – based on function and aesthetic.  EVALUATE: Investigate and analyse a range of existing products.  Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. | **Cooking**  To understand and apply the principles of a healthy and varied diet.  Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | **Automotive Animals**  DESIGN: Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular groups or individuals.  Generate, develop and model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design.  MAKE: Select from and use a wider range of tools and equipment to perform practical tasks (for example cutting, shaping, joining, and finishing) accurately.  Select from and use a wider range of materials and components, including construction materials, textiles and ingredients – based on function and aesthetic.  EVALUATE  Investigate and analyse a range of existing products.  Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. |
| TECHNICAL KNOWLEDGE: Apply their understanding on how to reinforce & strengthen structures; understand and use mechanical systems and electrical systems in their products; apply their understanding of computing to program their product. | | | |