

DT Overview 2020-21 -Cycle 1

	Autumn Term	Spring Term	Summer Term
Year R Art &DT			
	<p>Dinosaurs (Autumn 1) Begins to build a repertoire of songs. Experiments to create different textures. Plays alongside other children who are engaged in the same theme.</p> <p>Autumn and celebrations (Autumn 2) Explores what happens when they mix colours. Manipulates materials to achieve a planned effect,</p>	<p>Superheroes (Spring 1) Understands that media can be combined to create new effects. Constructs with a purpose in mind, using a variety of resources.</p> <p>Animals and Spring (Spring 2) Using simple tools and techniques competently and appropriately. Chooses particular colours to use for a purpose.</p>	<p>Fairy tales, and Dragons (Summer 1) Selects appropriate resources and adapts work where necessary. Plays cooperatively as part of a group to develop and act out a narrative.</p> <p>Magic, witches and wizards (summer 2) Selects tools and techniques needed to shape, assemble and join materials they are using. Creates simple representations of events, people and objects.</p>
Year 1/ 2	<p>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.</p>	<p>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.</p>	<p>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.</p>

	<p>DESIGN: a purposeful, functional and appealing products. MAKE: select from a range of tools to design and cut clay. EVALUATE: their ideas and product.</p>	<p>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.</p>	<p>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.</p>
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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	<p>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.</p>	<p>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.</p>	<p>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.</p>
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	Explore shape and form.	Stitch, knot and use other manipulative skills. Yr3: Name the tools and materials they have used. Develop skills in stitching, cutting and joining.	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.
	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>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.</p>			
Year 4/ 5	<p>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.</p>	<p>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.</p>	<p>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</p>

	<p>DESIGN: Research, design and research houses. EVALUATE: suggest improvements.</p>		<p>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.</p> <p>DESIGN: a card or calendar - look at other examples. MAKE: Make a calendar or card, fit for purpose. EVALUATE: Suggest improvements.</p>
	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>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.</p>			

<p>Year 5/6</p>	<p>Cushions</p> <p>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.</p> <p>Generate, develop and model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design.</p> <p>MAKE: Select from and use a wider range of tools and equipment to perform practical tasks (for example cutting, shaping, joining, and finishing) accurately.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients - based on function and aesthetic.</p> <p>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.</p>	<p>Cooking</p> <p>To understand and apply the principles of a healthy and varied diet.</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>Automotive Animals</p> <p>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.</p> <p>Generate, develop and model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design.</p> <p>MAKE: Select from and use a wider range of tools and equipment to perform practical tasks (for example cutting, shaping, joining, and finishing) accurately.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients - based on function and aesthetic.</p> <p>EVALUATE</p> <p>Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>
<p>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.</p>			

