

Grimsargh St Michael's CE Primary School
Design & Technology Curriculum Overview 2023/24

Year group/ Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Early Learning Goals	Children will be able to: <ul style="list-style-type: none"> • Construct with a purpose in mind. • Use simple tools and techniques competently and appropriately. • Build and construct with a wide range of objects, selecting appropriate resources and adapting their work when necessary. • Use simple cooking techniques: stirring, mixing, whisking, pouring, blending etc • Discuss what they are making, how food tastes etc 					
Reception (adult-led art activities, not including independent provision on creative table)		<p style="text-align: center;">FOOD</p> <p style="text-align: center;">Food prep Christmas themed</p> <p style="text-align: center;"><i>Subject Specific Unit</i></p>	<p style="text-align: center;">STRUCTURES</p> <p style="text-align: center;">Design and make structures for The Three Little Pigs</p> <p style="text-align: center;"><i>Link to English</i></p>	<p style="text-align: center;">FOOD</p> <p style="text-align: center;">Investigate food from around the world</p> <p style="text-align: center;"><i>Subject Specific Unit</i></p>	<p style="text-align: center;">STRUCTURES</p> <p style="text-align: center;">Design and make hedgehog houses using natural materials</p> <p style="text-align: center;"><i>Subject Specific Unit</i></p>	<p style="text-align: center;">MATERIALS</p> <p style="text-align: center;">Design and make a new hat for our crossing patrol</p> <p style="text-align: center;"><i>Subject Specific Unit</i></p>
	<p>SKILLS</p> <p>On going throughout the year:</p> <p>Fine motor skills - threading, hole punching, using tweezers, joining materials using clips, Sellotape, cutting etc.</p> <p>Making models - using Lego, Mobilo, Duplo, Playdoh, natural materials etc.</p>					

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KS1 National Curriculum Aims	<p>Pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> • design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> • build structures, exploring how they can be made stronger, stiffer, and more stable • explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <p>Cooking and nutrition</p> <ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from. 		
Year 1	<p>FOOD</p> <p>Understand & follow a recipe – Make rainbow fruit skewers</p> <p><i>Subject Specific Unit</i></p>	<p>MECHANISMS</p> <p>Design, make & evaluate moving pictures of The Great Fire of London</p> <p><i>Link to history</i></p>	<p>STRUCTURES</p> <p>Design, make & evaluate playground equipment</p> <p><i>Subject Specific Unit</i></p>
Year 2	<p>MECHANISMS</p> <p>Design, make & evaluate space buggies</p> <p>Link to history</p>	<p>TEXTILES</p> <p>Design, make & evaluate puppets</p> <p><i>Subject Specific Unit</i></p>	

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KS2 National Curriculum Aims

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

Pupils should be taught to:

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, 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, according to their functional properties and aesthetic qualities

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 of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.

Cooking and nutrition

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

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Year 3	<p>TEXTILES</p> <p>Design, make & evaluate a money container</p> <p><i>Subject Specific Unit</i></p>	<p>MECHANISMS</p> <p>Design, make & evaluate a moving Iron Man toy using levers</p> <p><i>Link to English</i></p>	
Year 4	<p>ELECTRICAL SYSTEMS</p> <p>Design, make & evaluate a lantern for the home</p> <p><i>Link to art</i></p>	<p>STRUCTURES</p> <p>Design, make & evaluate packaging for broken biscuits</p> <p><i>Subject Specific Unit</i></p>	<p>FOOD</p> <p>Healthy Varied Diet</p> <p>Design, make & evaluate sandwiches</p> <p><i>Subject Specific Unit</i></p>
Year 5	<p>FOOD</p> <p>How far does our food travel?</p> <p>Design, make & evaluate chocolate & packaging</p> <p><i>Subject Specific Unit</i></p>	<p>TEXTILES</p> <p>Design, make & evaluate a water bottle holder</p> <p><i>Link to PE</i></p>	<p>MECHANISMS</p> <p>Design, make & evaluate a moving toy using cams</p> <p><i>Subject Specific Unit</i></p>
Year 6	<p>ELECTRICAL SYSTEMS</p> <p>Design, make & evaluate a powered racing car</p> <p><i>Subject Specific Unit</i></p>		<p>STRUCTURES</p> <p>Design, make & evaluate a large scale frame structure for Reception children</p> <p><i>Link to geography</i></p>