

DT Curriculum

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Rec	<p>Begin to explore and use a variety of a materials, tools and techniques.</p> <p>Share their creations, explaining the process they have used.</p> <p><b>Opportunities:</b> Free exploration of construction resources – inside and outside (e.g. Lego, Duplo, Mobilo, stickle bricks, wooden blocks, crates, tyres, pipes) Junk modelling – free exploration Scissors, tape etc. available in creative area and outdoor area</p>	<p>Begin to explore and use a variety of a materials, tools and techniques.</p> <p>Share their creations, explaining the process they have used.</p> <p><b>Opportunities:</b> Junk modelling – rockets/fireworks Diva lamps using clay Junk modelling – farm animals Birthday/Christmas cards Creating and wrapping presents</p>	<p>Return to and build on their previous learning.</p> <p>Experiment with colour, design, texture, form and function.</p> <p><b>Opportunities:</b> Fruit salad – repeating patterns – Handa's surprise</p>	<p>Return to and build on their previous learning.</p> <p>Experiment with colour, design, texture, form and function.</p> <p><b>Opportunities:</b></p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>Opportunities:</b></p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>Opportunities:</b> Pirate ships, treasure chests, telescopes etc. created from junk modelling Pizza making</p>
Year 1		<p><b>Seasons:</b> <b>Making a Rain Gauge.</b> <b>Joins, laps and levers</b></p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>explore and use mechanisms</li> <li>build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and products against design criteria</li> </ul>		<p><b>Growing: Food tech, making salads</b></p> <ul style="list-style-type: none"> <li>use the basic principles of a healthy and varied diet to prepare dishes;</li> <li>understand where food comes from.</li> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and products against design criteria</li> </ul>		
Year 2		<p><b>Puppets – pop up puppets</b></p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>explore and evaluate a range of existing products</li> <li>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>	•	<p><b>Cooking unit.</b></p> <ul style="list-style-type: none"> <li></li> </ul>		<p><b>Vehicles</b></p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> </ul>

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Year 3	<p><b>Construction unit:</b></p> <ul style="list-style-type: none"> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul> <p><b>CC/PD: Make a working model</b></p>	<p><b>Cooking unit.</b></p> <ul style="list-style-type: none"> <li>Understand and apply the principles of a healthy and varied diet;</li> <li>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques;</li> <li>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>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, according to their functional properties and aesthetic qualities</li> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>				<p><b>DT - Sewing Prehistoric Containers Design</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>apply their understanding of computing to program, monitor and control their products</li> <li>investigate and analyse a range of existing products</li> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>understand how key events and individuals in design and technology have helped shape the world</li> </ul>
Year 4		<p><b>Pop-Up Cards</b></p> <ul style="list-style-type: none"> <li>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</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design select from and use a wider range of tools and equipment to perform</li> </ul>		<p><b>Cooking unit.</b></p> <ul style="list-style-type: none"> <li>Understand and apply the principles of a healthy and varied diet;</li> <li>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques;</li> <li>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams,</li> </ul>	<p><b>Roman musical instruments</b></p> <ul style="list-style-type: none"> <li>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</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>select from and use a wider range of tools and equipment to perform practical tasks [for</li> </ul>	

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		<p>practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <ul style="list-style-type: none"> <li>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul>		<p>prototypes, pattern pieces and computer-aided design</p> <ul style="list-style-type: none"> <li>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, according to their functional properties and aesthetic qualities</li> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>	<p>example, cutting, shaping, joining and finishing], accurately</p> <ul style="list-style-type: none"> <li>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>understand how key events and individuals in design and technology have helped shape the world</li> </ul>	
Year 5		<p><b>Mobile Phone Cases</b></p> <ul style="list-style-type: none"> <li>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</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>	<p><b>Building Bridges</b></p> <ul style="list-style-type: none"> <li>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</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>Make</li> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p>Technical knowledge</p> <p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<ul style="list-style-type: none"> <li></li> </ul>		<p><b>Biscuits</b></p> <ul style="list-style-type: none"> <li>Understand and apply the principles of a healthy and varied diet;</li> <li>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques;</li> <li>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>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, according to their functional properties and aesthetic qualities</li> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>

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Year 6		<p><b>Stockings</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>• select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>• investigate and analyse a range of existing products</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>	<p><b>Shelters</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>• select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>• investigate and analyse a range of existing products</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>• understand how key events and individuals in design and technology have helped shape the world</li> </ul>		<p><b>Cooking</b></p> <ul style="list-style-type: none"> <li>• Understand and apply the principles of a healthy and varied diet;</li> <li>• Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques;</li> <li>• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>• 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, according to their functional properties and aesthetic qualities</li> <li>• investigate and analyse a range of existing products</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>	
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