

Whole school overview for DT

Autumn			
Cycle 1	EYFS Intent	Design and technology KS1 Intent	Design and technology KS2 Intent
	<p>Autumn 1: Food and drink</p> <p>Activities TBC in EYFS</p> <p>Autumn 2: Celebrations and festivals</p>	<p>Autumn 1- Make a thaumatrope. (card and string) Victorian peg doll (wooden pegs, wool and material scraps). Design and make a magnetic game (magnets, paper clips and cardboard). Design and make a Toy of the future <i>How are toys of the past different to modern toys?</i></p> <p>Autumn 2- Art.</p>	<p>Autumn 1 Mosaic art</p> <p>Autumn 2- Bridges Look at existing bridges – famous bridges, materials used, designed bridges, evaluated, built bridge using pre-selected materials. <i>What make a strong bridge?</i> <i>How do bridges compare?</i></p>
Spring			
	EYFS Intent	Design and technology KS1 Intent	Design and technology KS2 Intent
	<p>Spring 1: Weather and seasons</p> <p>Spring 2: Animals/ Easter</p>	<p>Spring 1- Art.</p> <p>Spring 2- Christopher Columbus - How did his boat float and carry cargo? Design and build a boat to carry, evaluate the design, based on the test.</p>	<p>Spring 1- Sword making Woodwork – <i>marking and cutting</i> Mitre block and health and safety <i>Angles</i></p> <p>Spring 2 Art- shape and colour.</p>
Summer			
	EYFS Intent	Design and technology KS1 Intent	Design and technology KS2 Intent
	<p>Summer 1: Fairy tales</p> <p>Summer 2: Mini beasts, journeys and the seaside</p>	<p>Summer 1 <i>Design and build</i> the cottage from the into the forest story (junk/recycled materials/straws or lollipop sticks– <i>structure and strength</i>) <i>Design and make</i> a park or a playground (cardboard, art straws, lollipop sticks)</p> <p>Summer 2- Art.</p>	<p>Summer 1- Art</p> <p>Summer 2 – Puppetry Joining materials 3D moving parts</p>
Once per term, classes to visit the Community Centre/Outdoor Learning to show progression of skills in Food Technology (cooking and nutrition).			

Whole school overview for DT

Autumn			
Cycle 2	EYFS Intent	Design and technology KS1 Intent	Design and technology KS2 Intent
	Autumn 1- Myself, Dinosaurs & Harvest	Autumn 1 - Art	Autumn 1- Cross curriculum (Stonehenge)
	Autumn 2- People who help us	Autumn 2 - Design and construct a replica of Florence Nightingale's lamp . (paper and cardboard) Design, construct and evaluate a nightlight for a young child. (tea light, plastic cup. translucent/opaque materials) Christmas models and crafts incl. calendar	Autumn 2 – DT Working with fabrics – sewing and weaving (links to Stone Age History)
Spring			
	Spring 1: Toys	Spring 1- Design and make an African Mask (paper and cardboard, brightly coloured decorations) Design and make Masai Jewellery (paper plate choker, coloured pasta, string/wool necklace or bracelet) (Clay) [ART]	Spring 1 – Ancient Greece cross-curricular Cooking and nutrition – design a healthy Greek wrap for a new Greek restaurant.
	Spring 2: Homes & Easter	Spring 2 - Art	Spring 2 - Art
Summer			
	EYFS Intent	Design and technology KS1 Intent	Design and technology KS2 Intent
	Summer 1- Gardens	Summer 1 - Art	Summer 1 – Art
	Summer 2- The Sea and holidays	Summer 2 - Design and create your dream rooftop garden. (cardboard, junk/recycled materials, natural materials – twigs, sticks, stones, shells, leaves etc) Design and make a Fire of London street of houses. (cardboard and paper)	Summer 2 – Anderson shelter Ration menu – design a meal using rations from WWII
Once per term, classes to visit the Community Centre/Outdoor Learning to show progression of skills in Food Technology (cooking and nutrition).			

IMPACT (end points)

	EYFS	Key Stage 1		Key Stage 2	
	YR	Y1	Y2	Y3	Y4
	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Explore different materials freely • State what they are making • Join different materials together using a variety of materials. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • State the purpose of the products they are designing and making and the intended user • Contribute to a simple design criteria as part of the class • Draw simple designs with some labels • Plan by suggesting what to do next • Begin to identify which tools and materials they will need and explain their selections • Describe the characteristics of the tools and materials which they use • Cut, assemble, join and combine materials with increasing accuracy • Follow procedures for basic food safety and hygiene • Explore and make sliders and levers • Evaluate existing products as well as their own, describing what they like and dislike, materials used and how they work 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • State the purpose of the products they are designing and making and the intended user • Develop a simple design criteria with increasing independence • Draw simple designs with some detailed labels • Begin to select tools and materials by name • Measure, mark out, cut and shape with developing accuracy • Use hand tools safely and appropriately • Assemble, join and combine materials, including using basic sewing techniques • Follow procedures for basic food safety and hygiene • Explain how axles are used to turn wheels • Evaluate design ideas and final products against their design criteria, identifying strengths and what could be improved upon 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Generate design ideas for a product, considering its purpose and the user • Use research of existing products to develop their own design criteria • Produce annotated sketches, highlighting what will appeal to the intended user • Develop a clear idea of the steps needed and the appropriate order of carrying them out • Select appropriate tools and techniques for the task • Measure, mark out, cut and assemble with more accuracy • Demonstrate hygienic food handling and discuss appropriate preparation and storage • Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. • Develop and use knowledge of how to construct strong, stiff shell structures • Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. • Consider the views of others to improve their work throughout the design and making process, changing things as they go if needed 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Generate design ideas for a product, considering its purpose and the user • Use research of existing products to develop their own design criteria • Generate realistic ideas and produce annotated sketches from different views • Explain their choice of tools and equipment in relation to the skills and techniques they will be using • Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail • Measure, mark out, cut, shape and assemble a range of materials using appropriate equipment and techniques • Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities • Evaluate their products by conducting appropriate tests against their own design criteria and identify the strengths and areas for improvement in their work.