



# Design Technology curriculum overview

	Autumn 2	Spring	Summer 1	Summer 2	Cooking and nutrition
Year 1	<p><b>Pop up story books</b> <b>Mechanical</b></p> <p>Use of a nursery rhyme book or class story. Chn to animate one aspect of a character - moving arm/leg</p> <p>Support (CPD) - 1_2 Sliders and leavers projects on a page pdf</p>	<p><b>Freestanding structure</b> <b>Structural</b></p> <p>Chn can use forest school/outdoor classroom links to create furniture for 'fairies/trolls' etc using natural resources foraged from the playground.</p> <p>Support (CPD) - 1_2 freestanding structures pdf</p>	<p><b>Disappearing act</b> <b>Mechanical</b></p> <p>Chn can develop a character (linked to English/reading) using a pulley or lever chn will make it disappear.</p> <p>Support (CPD) - 1_2 - Sliders and leavers projects on a page pdf</p>	<p><b>Puppets</b> <b>Textiles</b></p> <p>Chn can use pre punched fabric in the shape of a character to assemble a puppet, linked to their learning or class story. They can use material to decorate and personalise their puppet</p> <p>Support (CPD) - 1_2 Templates and joining pdf</p>	<p>Fruit tasting and juicing</p> <p>Food technology</p> <p>Support (CPD) - 1_2 Preparing fruit and veg pdf</p>
Year 2	<p><b>My perfect Playground</b> <b>Structural</b></p> <p>Chn to design and build small free-standing structures with 1 moving part that simulate playground equipment.</p> <p>Support (CPD) - 1_2 freestanding structures pdf</p>	<p><b>Moving Vehicles</b> <b>Mechanical</b></p> <p>Design/build a moving car. Use basic pre-assembled equipment to create their car. Design races to test their movement. Link to topic/reading through purpose</p> <p>Support (CPD) 1_2 wheels and axels</p>	<p><b>Teddy bear</b> <b>Textiles</b></p> <p>Building on their sewing skills from y1 - chn will add stuffing and material to create a bear/character</p> <p>Support (CPD) - 1_2 Templates and joining pdf</p>	<p><b>Bridges</b> <b>Structural</b></p> <p>Using different materials - design, predict and build small and longer bridges. Potential link to billy goats gruff</p>	<p>Fruit salad</p> <p>Food technology</p> <p>Support (CPD) - 1_2 Preparing fruit and veg pdf</p>



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		Mechanical		Support (CPD) - 1_2 freestanding structures pdf	
Year 3	<b>Textiles</b> <b>Pencil Case</b> Use of basic stitch to join fabric. Add detail with other stitching techniques for personalisation and style.  Support (CPD) - 3_4 2d shape to 3d product. Pdf	<b>Mechanical</b> <b>Jack in the box</b> Air and balloon to raise and lower)  Support (CPD) - 3_4 Pneumatics pdf	<b>Structural</b> <b>Packaging</b> <b>Must use ICT</b> Design a packaging for a product to sell. They will need to transfer their design onto a net diagram. <b>Purple mash or similar software</b> can be used to aid this. Print on card and make. Take time in the design process, make multiple designs, get feedback to aid decisions making. Support (CPD) - Shell structures using a computer aided design.	<b>Electrical</b> Siren (buzzer) for an emergency vehicle  This can be tied in with science if possible.  Support (CPD) - 3_4 simple circuits and switches pdf	Healthy sandwich/wrap  Food technology  Support (CPD) - 3_4 Healthy and varied diet pdf
Year 4	<b>Mechanical</b> <b>Tipper truck</b> (use of air to deliver movement) Progression from Year 3 - use of multiple parts. Show mistakes and progression of the product.	<b>Textiles</b> Create a wallet/purse/bag <u>with a fastener</u>  Progression from Y3 - product will fasten and have be more durable	<b>Electrical</b> Nightlight/reading lamp Switch element Direct link to electricity science unit Support (CPD) - 3_4 simple circuits and switches pdf	<b>Structural</b> Continued use of ICT for design and structure. Design and create multiple products with reflections and mistakes analysed.	Toasties and healthy party/event appetizers Food technology  Support (CPD) - 3_4 Healthy and varied diet pdf



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	Support (CPD) - Support (CPD) - 3_4 Pneumatics pdf	as well as proactive/functional.  Support (CPD) - 3_4 2d shape to 3d product. Pdf		(other software than purple mash TBC) Support (CPD) - Shell structures using a computer aided design.	
Year 5	<b>Electrical</b> <b>Security alarm system</b> Pully switch to enable a complete circuit. This can link in with a science unit if possible. Focus on design and functionality of the product. Celebrate and compare mistakes. Support (CPD) - More complex switches.	<b>Structural</b> <b>Den/shelter building</b> Chn to design and build a small den or shelter that can keep them both warm and safe. (Test a range of materials). Small scale to large scale. Support (CPD) - 5_6 Frame structures pdf	<b>Mechanical</b> <b>Crane</b> Chn to use a crane design to link gears and pulleys to lift and lower an object  <b>Material dependent</b> Support (CPD) - 5_6 Pulleys and gears pdf	<b>Textiles</b> <b>Mobile phone carrier</b> with Velcro or zip Use of extra material to ensure the product can open and close. Gain a range of feedback on their product, adapt, edit and improve. Support (CPD) - 5_6 combining different fabric shapes	Potential links to RE. -explore different cultural festivles and attempt to make food based around it.  Depending on materials chn can Pizza. Chn will need to also make the dough <b>Food technology</b>  Support (CPD) - 5_6 celebrating cultural and seasonality pdf
Year 6	<b>Structural</b> <b>Kite/ bird hide</b> <u>Use of camouflage</u> Small scale to Full scale Explore materials, and A-frames. Full labelled	<b>Textiles</b> <b>Fabric key ring</b> Chn will decorate their fabric before use (tie dye)	<b>Mechanical</b> <b>Ferris wheel</b> Use of pulleys and gears create a Ferris wheel using a range of materials. Pully system	<b>Electrical</b> <b>Motorised car</b> Use of a switch combined with a motor to power a small car	Cultural differences Explore and taste food from different cultures <b>Food technology</b>





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	<p>design before the build. Edit and improve consistently writing a journal as they progress monitoring their progress.</p> <p>Support (CPD) - 5_6 Frame structures pdf</p>	<p>Full design before creation. Use peers for feedback, edit and improve before development. Chn will then create their best designs and present them.</p> <p>Support (CPD) - 5_6 combining different fabric shapes</p>	<p>can range from simple to complex</p> <p>Complex and most ambitious task. This task can be a guide and allow chn to develop their own creation.</p> <p>Support (CPD) - 5_6 Pulleys and gears pdf</p>	<p>Full design first. Chn can use ICT to help with design. Chn will build, dismantle and build again improving as they progress.</p> <p>Support (CPD) - 5_6 Pulleys and gears pdf</p>	<p>Support (CPD) - 5_6 celebrating cultural and seasonality pdf</p>
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 = Mechanical

 = Structural

 = Textiles

 = Electrical