Year A DT overview

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|  | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| FS2 Art and Design  | Experiment mixing with colours.Know about the artist Kandinsky and some of his technique.Know that they are an artist. Draw their face (life size), picking out noticeable features.  | Safely explore different techniques for joining materials.Construct with large objects – junk modelling | Children will explore and use a variety of artistic effects to express their ideas and feelings.Work collaboratively on art. | Experiment with different textures – collaging.Sketch items from the natural environment (and draw some as their actual size and some smaller than their actual size) | Children will make props and costumes for different role play scenarios.Experiment using different materials and exploring their properties.Enjoy, and comment on, art from around the world. | Children will share creations, talk about process and evaluate their work.Weaving waves to create the sea. |
| Year 1/2 | Term 2 - Construction Sliders | Term 4 - Nutrition Wrap Pizza | Term 5 – TextilesAnimal puppets |
| KNOWLEDGE | **Design** - Can talk about the different movements and what mechanisms make it**Make** - Select from and use a wide range of material and components; split pins, lollipop sticks, boxes, spinner - Select from and use tools to join and finish; glue, scissors, cello tape**Evaluate** - Evaluate their mock up; what worked well and what didn’t work wellEvaluate against their design criteria - Explain any changes that they made from original design**Technical knowledge** - To know about different mechanisms, levers, sliders, pivots. - To understand how you might make a design stronger, stiffer and more stable. - To understand how to make the design stable using other materials, cardboard. | **Design** - Understand basic principles of a healthy and varied diet To think of interesting combinations of ingredients **Make** - Know the rules regarding how to cut food safely - Know the purpose of different tools e.g. mortar and pestle, cake mixer, potato masher, blender**Evaluate** - Describe textures of food - Evaluate the taste of different foodsEvaluate the combinations of ingredients**Technical Knowledge** - Understand where food comes from - To understand why we must wash hands and make sure surfaces are clean | **Design** -To recognise different designs and functions of puppets -To think about different features that could be added to the puppet**Make** -To know different ways to join materials together – glue, sew, cellotape, stapling**Evaluate** -Evaluate the purpose of a sock puppet - To look at puppets **Technical Language** - To know how to make eyes etc more secure to puppet |

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| Year 3/4 | Term 2 - NutritionBaking scones | Term 3 - Constructionfossils/dinosaurs with a moving part | Term 4 - TextilesEgyptians Collars  |
| KNOWLEDGE | **Design** - To discuss healthy foods - To think of an appropriate setup (plates, utensils) - To think of how to present the food (garnish, portion size) - To recognise where food comes from (History)- is it in season?**Make** -To understand use of tools when handling/manipulating the ingredients**Evaluate** - Evaluating different textures and colours. - Evaluate foods and where they are grown/what time of the year they’re grown.**Technical**- To understand what a healthy balanced diet is - Understand/learn how to appropriately use utensils necessary to manipulate the ingredients. | **Design** - Can talk about Dinosaurs  - To consider design criteria for moving feature on a Dinosaur (I.e. Foot, claw and neck) - To understand functional purpose of a dinosaur (pneumatics involved)**Make** - To know of appropriate tools to cut materials; scissors, cutting tool - To know which materials could be used to make their product appealing.**Evaluate** - To consider views of others on their designs to improve their work. - To know how you might test product.**Technical** **Language** - To understand mechanical systems; pneumatics. | **Design** - To consider design criteria - To understand purpose of collars**Make** - To know the appropriate stitch to ensure security - To know appropriate tool to use when cutting, joining, and finishing**Evaluate** - Peer evaluate collars - Evaluate own design**Technical** **Language** - To understand how to use a sewing needle and types of stitching |
| Year 5/6 | Term 1 - NutritionPasta and sauce | Term 4 -TextilesUpcycle an item of clothing | Term 5 - ConstructionMake a fairground ride (electrical component)  |
| KNOWLEDGE | **Design**: -To know what ingredients to use in recipe- To know the features needed to follow and adapt a step-by-step recipe, including a list of ingredients, equipment, and utensils**Make**: - To know which tools and equipment are suitable for cooking specific food items - To know how to prepare and cook dishes safely and hygienically.**Evaluate**: - Evaluate a range of relevant products - Evaluate final products with reference to the design brief and specification. | **Design**: -To know products that are overused and is currently not recycled/reused - unused clothes, plastic bags -To know how to complete an annotated sketch**Make**: -To know of and select a suitable item of clothing to upcycle -To know of appropriate tools/mechanisms to create the product (Sewing machine)-To incorporate a zigzag stitch **Evaluate**: -Evaluate their products -Evaluate peers' products | **Design**: -To develop a design criterion for a fairground ride a specific target group -To understand the features needed to complete a detailed annotated sketch of the ride.**Make**: -To know use of a range of materials -To know and understand use of tools and equipment suitable for the task**Evaluate**: -Evaluate the fairground model -Evaluate mechanisms used |