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  Levers – moving vehicles | | Term 4 - Nutrition  Food inspired by Modern London | | Term 5 – Textiles  Animal puppets | |
| KNOWLEDGE | Design - Can talk about different transport - 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 well  Evaluate 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 foods  Evaluate 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 | |
| Year 3/4 | Term 2 - Nutrition  Trench Stew | | Term 3 - Construction  fossils/dinosaurs | | Term 4 - Textiles  Egyptians 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 - Nutrition  Aubergine and feta tart | | Term 4 -Textiles  Upcycle an item of clothing | | Term 5 - Construction  Make a fairground ride | |
| 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 | |