



DT Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery		<ul style="list-style-type: none"> • Make simple structures using a range of materials. 		<ul style="list-style-type: none"> • Use a range of media, tools and techniques to create images, express ideas and show different emotions. 	<ul style="list-style-type: none"> • Use a range of media, tools and techniques to create images, express ideas and show different emotions 	<ul style="list-style-type: none"> • Develop their own ideas and explore a variety of resources, including blocks and construction kits to create 'small worlds' and objects linked to their interests. • Explore, build and play with a range of resources and construction kits with wheels.
Reception	<ul style="list-style-type: none"> • Construct simple structures and models using a range of materials. • Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences. • Cut, tear, fold and stick a range of papers and fabrics. • Explore, build and play with a range of resources and construction kits with wheels and axles. • Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. • Name and explore a range of everyday products and begin to talk about how they are used. • Adapt and refine their work as they are constructing and making. • Describe what, why and how something was made and compare with others. • Select appropriate materials when constructing and making 	<ul style="list-style-type: none"> • Construct simple structures and models using a range of materials • Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences. • Describe what, why and how something was made and compare with others. • Explore, build and play with a range of resources and construction kits with wheels and axles. • Identify products that use electricity to make them work. • Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. • Use natural materials and loose parts to make 2-D and 3-D art. • Name and explore a range of everyday products and begin to talk about how they are used. <p>Select appropriate materials when constructing and making</p> <ul style="list-style-type: none"> • Use digital devices to take digital images or recordings of their creations to share with others. • Construct simple structures and models using a range of materials. 	<ul style="list-style-type: none"> • Construct simple structures and models using a range of materials • Explore, build and play with a range of resources and construction kits with wheels and axles. • Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences • Describe what, why and how something was made and compare with others • Use natural materials and loose parts to make 2-D and 3-D art 	<ul style="list-style-type: none"> • Adapt and refine their work as they are constructing and making. • Communicate their ideas as they are creating • Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. • Cut, tear, fold and stick a range of papers and fabrics. • Describe what, why and how something was made and compare with others. • Discuss similarities and differences in their own and others' work, linked to visual elements, such as colour, scale, subject matter, composition and type. • Select appropriate materials when constructing and making. • Use natural materials and loose parts to make 2-D and 3-D art. • Share their creations with others, explaining their intentions and the techniques and tools they used. 	<ul style="list-style-type: none"> • Construct simple structures and models using a range of materials. • Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences. • Cut, tear, fold and stick a range of papers and fabrics. • Discuss similarities and differences in their own and others' work, linked to visual elements, such as colour, scale, subject matter, composition and type. • Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. • Observe how activities are going and adapt their ideas if necessary. • Select appropriate materials when constructing and making. • Share their creations with others, explaining their intentions and the techniques and tools they used. • Use writing to support their play. • Adapt and refine their work as they are constructing and making. • Use natural materials and loose parts to make 2-D and 3-D art. 	<ul style="list-style-type: none"> • Adapt and refine their work as they are constructing and making. • Construct simple structures and models using a range of materials. • Cut, tear, fold and stick a range of papers and fabrics • Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. • Observe how activities are going and adapt their ideas if necessary. • Share their creations with others, explaining their intentions and the techniques and tools they used. • Use digital devices to take digital images or recordings of their creations to share with others • Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences. • Select appropriate materials when constructing and making.

Year 1		<ul style="list-style-type: none"> • Describe the similarities and differences between two products. • Name and explore a range of everyday products and describe how they are used. • Identify and name what an object is made from, including wood, plastic, glass, metal, water and rock. • Create a design to meet simple design criteria. • Construct simple structures, models or other products using a range of materials. • -Select and use a range of materials, beginning to explain their choices. • Create a design to meet simple design criteria. • Select and use a range of materials, beginning to explain their choices. <p>Talk about their own and each other's work, identifying strengths or weaknesses and offering support.</p>		<ul style="list-style-type: none"> • Name and explore a range of everyday products and describe how they are used. • Use wheels and axles to make a simple moving model. • Describe the similarities and differences between two products. • Create a design to meet simple design criteria. • Use wheels and axles to make a simple moving model. <p>Talk about their own and each other's work, identifying strengths or weaknesses and offering support.</p>		<ul style="list-style-type: none"> • Sort foods into groups by whether they are from an animal or plant source. • Select the appropriate tool for a simple practical task. • Explain why hand washing and cleanliness are important. • Measure and weigh food items using non-standard measures, such as spoons and cups. • Select healthy ingredients for a fruit or vegetable salad. • Create a design to meet simple design criteria. • Describe why a product is important. • Follow the rules to keep safe during a practical task. <p>Talk about their own and each other's work, identifying strengths or weaknesses and offering support.</p>

SEATON

ACADEMY

Year 2

Remarkable Recipes

Sources of food; Kitchen tools;
Reading recipes; Hygiene rules;
Making a school meal

- Describe the types of food needed for a healthy and varied diet and apply the principles to make a simple, healthy meal.
- Explain how closely their finished products meet their design criteria and say what they could do better in the future.
- Explain why a designer or inventor is important.
- Generate and communicate their ideas through a range of different methods.
- Identify the origin of some common foods (milk, eggs, some meats, common fruit and vegetables).
- Prepare ingredients by peeling, grating, chopping and slicing.
- Select the appropriate tool for a task and explain their choice.
- Work safely and hygienically in construction and cooking activities.

Beach Hut

Structures – strengthening and joining

- Choose appropriate components and materials and suggest ways of manipulating them to achieve the desired effect.
- Explain how closely their finished products meet their design criteria and say what they could do better in the future.
- Explore how a structure can be made stronger, stiffer and more stable.
- Generate and communicate their ideas through a range of different methods.
- Select the appropriate tool for a task and explain their choice.

Cut, Stitch and Join

Everyday fabric products; Significant designer – Cath Kidston; Sewing patterns; Running stitch; Adding embellishments; Designing and making a bag tag

- Add simple decorative embellishments, such as buttons, prints, sequins and appliqué.
- Choose appropriate components and materials and suggest ways of manipulating them to achieve the desired effect.
- Compare different or the same products from the same or different brands.
- Explain how an everyday product could be improved.
- Explain how closely their finished products meet their design criteria and say what they could do better in the future.
- Explain why a designer or inventor is important.
- Generate and communicate their ideas through a range of different methods.
- Select the appropriate tool for a task and explain their choice
- Use different methods of joining fabrics, including glue and running stitch.

Push and Pull

Machines and mechanisms; Sliders, levers and linkages; Designing and making greetings cards with moving parts

- Choose appropriate components and materials and suggest ways of manipulating them to achieve the desired effect.
- Explain how an everyday product could be improved.
- Explain how closely their finished products meet their design criteria and say what they could do better in the future.
- Use a range of mechanisms (levers, sliders, wheels and axles) in models or products.

SEATION
ACADEMY