



DT Curriculum Overview 2022-23

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
FS	Theme: Knowledge and understanding of the world- Ourselves. Key Question: What shall I use? Skills: To explore materials Knowledge: To know the names of different materials.	Theme: Knowledge and understanding of the world- Festivals Key Question: How can I attach this? Skills: To use different techniques for joining materials safely Knowledge: To know how to join together materials	Theme: Knowledge and understanding of the world- Buildings Key Question: How much do I need? Skills: Use materials with care and precision Knowledge: To know that all materials are precious and should not be wasted	Theme: Knowledge and understanding of the world- Transport Key Question: Which tool should I use? Skills: Use a range of tools with skill and co-ordination Knowledge: To know the name and use of some simple tools	Theme: Knowledge and understanding of the world- Growth/Minibeasts Key Question: How will I improve my design? Skills: Observe, explore and adapt work Knowledge: Dependent upon the above	Theme: Knowledge and understanding of the world- The Great Outdoors Key Question: Shall I show you..? Skills: To use talk to explain the process Knowledge: To know and use specific vocabulary
1		Theme: Christmas stockings Key Question: How do you construct a stocking? Skills: Make- Select a range of tools (sewing needles) and material. Knowledge: To understand how to sew two pieces of material together.			Theme: Healthy eating Key Question: How do you make a salad? Skills: Design-To generate and develop their ideas through talking and drawing Make- to select and use different ingredients. Cooking and Nutrition- understand where food comes from. Knowledge: To understand the basic principles of a healthy and varied diet to prepare dishes.	Theme: Building a castle- Structures Key Question: How do you make a stable castle with features? Skills: Technical knowledge-exploring how they can be made stronger and more stable. Knowledge: To explore and evaluate a range of different buildings. To design purposeful products based on design criteria.
2		Theme: Moving Vehicles- Wheels and Axels Key Question: How do you make a moving vehicle? Skills: Technical Knowledge-explore and use mechanisms. Evaluate- Explore and evaluate a range of existing products. Knowledge: To understand how the different mechanisms in a vehicle help it move.		Theme: Bread Key Question: How do you make bread? Skills: Following a recipe Properties of ingredients- what is the purpose of each ingredient added. Knowledge: To understand a what the function of each ingredient in the bread. Why do we use yeast?		Theme: Finger puppet animals Key Question: How do you make a finger puppet? Skills: Sewing techniques are explored. Use of materials and thread. Knowledge: To understand how to sew a basic stitch. To understand the appropriate use of materials.



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3		<p>Theme: 3D Photo Frames</p> <p>Key Question: How do you make a 3D Photo Frame?</p> <p>Skills: Making- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Design- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Knowledge: To understand how to make a 3D frame using different design techniques. Know methods to create and secure corners.</p>	<p>Theme: Soup</p> <p>Key Question: How do you make a soup?</p> <p>Skills: Cooking and Nutrition- prepare and cook savoury dishes. Understand seasonality in food. Looking at seasonality.</p> <p>Knowledge: To understand how to prepare and cook a simple soup (with adult supervision)</p>			<p>Theme: Moving Monsters</p> <p>Key Question: How does a Pneumatic mechanism work?</p> <p>Skills: Design - generate, develop, model and communicate their ideas through discussion and annotated sketches. Technical knowledge- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>Knowledge: To understand what a pneumatic mechanism is and how it works.</p>
4		<p>Theme: Light up Electric Christmas Cards</p> <p>Key Question: How to create an electrical card?</p> <p>Skills: Technical knowledge understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] Make- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>Knowledge: To understand how a light up Christmas card works and to create an electrical circuit.</p> <p>Designer/Inventors link: Benjamin Franklin & Thomas Edison</p>		<p>Theme: Biscuits</p> <p>Key Question: What ingredients do you need to make a biscuit?</p> <p>Skills: Cooking and nutrition- prepare and cook a variety of dishes using a range of cooking techniques. Evaluate- investigate and analyse a range of existing products.</p> <p>Knowledge: To design and create a biscuit that would be enjoyable to eat. The ingredients contained in biscuit recipes.</p>	<p>Theme: Levers and Linkages</p> <p>Key Question: How do you make a picture move using levers and linkages?</p> <p>Skills: Technical knowledge- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] Design- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Knowledge: To create a moving picture that is linked to the story and or current topic.</p>	



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					Know how different types of levers can create different movements.	
5	<p>Theme: Moving Toys</p> <p>Key Question: How do cams work?</p> <p>Skills: Technical knowledge- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] Evaluate- understand how key events and individuals in design and technology have helped shape the world (Victorians)</p> <p>Knowledge: To learn how cams work and how they are used to create movement. To learn what effect the shape makes to the movement.</p>	<p>Theme: Bread based pizza and salad</p> <p>Key Question: How do you make a pizza?</p> <p>Skills: Cooking and nutrition- understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Knowledge: To understand how to prepare and cook a pizza. To understand we need a varied and balanced diet.</p>		<p>Theme: Bridges</p> <p>Key Question: How do you make a strong bridge?</p> <p>Skills: Technical knowledge- apply their understanding of how to strengthen, stiffen and reinforce more complex structures Evaluate- investigate and analyse a range of existing products.</p> <p>Knowledge: To understand how to make a structure strong and to be able to reinforce structures.</p>		
6			<p>Theme: Shelters</p> <p>Key Question: Why do you need to build a shelter? How do you build a strong and stable shelter?</p> <p>Skills: Make- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Technical knowledge- apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Knowledge: To know how to create a strong and stable shelter using natural materials.</p>		<p>Theme: Savoury Quiches</p> <p>Key Question: How do you make a savoury Quiche?</p> <p>Skills: Cooking and nutrition- understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Knowledge: To understand how to design, prepare and cook a quiche.</p>	<p>Theme: Night safety</p> <p>Key Question: What could you make to stay safe at night?</p> <p>Skills: Electronics- children use coding and programming to make a product suitable for keeping themselves safe in the dark. understand and use electrical systems in their products apply their understanding of computing to program, monitor and control their products.</p> <p>Knowledge: Children understand how coding and programming can create a product fit for purpose.</p>

Skills- All children will evaluate their final outcome in all projects they complete.



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KS1- evaluate their ideas and products against design criteria

KS2- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work