ST ANTHONY'S CATHOLIC PRIMARY SCHOOL

Design and Technology Overview

Year A	Our intent is to: • fulfil the requirements of the NC whilst ensuring relevance for our children by making links to our location and other curriculum subjects. • inspire our children to exercise creativity through designing and making products using their knowledge and understanding. • provoke thought and questions whilst encouraging our children to find answers through exploration and research. • teach skills progressively and evaluate and adapt their work to improve their product and become evaluative learners. • encourage our children to take risks, to develop new innovative designs and to be reflective learners.	Implementation • teach the NC: structures, textiles, electrical and mechanical systems and programming and cooking and nutrition, supported by a clear skills and knowledge progression, ensuring that skills and knowledge are built on and sequenced appropriately to maximise learning for all children. • units of work are set out in a long term plan over a two-year cycle with links to other curriculum subjects, where possible, and relevance to our children. • planning and teaching of DT follows the investigate, design, make and evaluate cycle. • whilst making, children will be given choice and a range of tools to choose freely from. • progression is assessed by class teachers through the analysis of the pupil's ability to evaluate, design, make and improve their own work. • monitoring will be carried out by the DT lead.	Impact • An excellent attitude to learning and independent working, enabling our children to become critical thinkers. • The ability to use time efficiently and work constructively and productively with others. • A thorough knowledge of which tools, equipment and materials to use to make their products. • The ability to apply mathematical knowledge and skills accurately. • The ability to manage risks to manufacture products safely and hygienically becoming resourceful, innovative and enterprising individuals. • A passion and excitement for designing and making products including working with, preparing and tasting food.

	Autumn		Spring		Summer	
EYFS	Introducing DT through stories, linking to creative and construction CP areas E.g. Izzy Gismo, Tom's Magnificent Machines	Making butternut squash soup. Key Skill: Chopping Pop up Christmas card - mechanism and design decisions	Making pancakes. Key Skill: Weighing	Easter card involving Binca Key skill: Simple sewing skills/movement	Baking gingerbread. Key Skills: Weighing, cutting, design decisions	Developing DT in CP areas linked to further stories E.g. Rosie Revere Engineer, Iggy Peck Architect
Year 1/2		Structures - Stability and strength To design and make playground equipment that moves for a playmobil character		Mechanisms - levers and sliders To design and make a moving picture to retell the events of the moon landing to a reception child.		Cooking and nutrition Seaside snacks
Year 3/4		Mechanical systems- levers and linkages To design and make a book with moving parts, for younger children, to		Cooking and nutrition OLCHS- fruit salad		Structures - strengthening and reinforcing To design and make a structure to span a model

		retell the story of The Iron Man.				river and transport a car across safely.
Year 5/6		Computer programming and Computer Aided Design To design, program, monitor and make a night light for a child to use to go to sleep.			Cooking and Nutrition Chunky Soup	Structures - textiles To design a bag for themselves to carry a torch, pocket map and compass on a Geography fieldwork expedition.

ST ANTHONY'S CATHOLIC PRIMARY SCHOOL

Design and Technology Overview

Year B	Our intent is to: • fulfil the requirements of the NC whilst ensuring relevance for our children by making links to our location and other curriculum subjects. • inspire our children to exercise creativity through designing and making products using their knowledge and understanding. • provoke thought and questions whilst encouraging our children to find answers through exploration and research. • teach skills progressively and evaluate and adapt their work to improve their product and become evaluative learners. • encourage our children to take risks, to develop new innovative designs and to be reflective learners.	Implementation • teach the NC: structures, textiles, electrical and mechanical systems and programming and cooking and nutrition, supported by a clear skills and knowledge progression, ensuring that skills and knowledge are built on and sequenced appropriately to maximise learning for all children. • units of work are set out in a long term plan over a two-year cycle with links to other curriculum subjects, where possible, and relevance to our children. • planning and teaching of DT follows the investigate, design, make and evaluate cycle. • whilst making, children will be given choice and a range of tools to choose freely from. • progression is assessed by class teachers through the analysis of the pupil's ability to evaluate, design, make and improve their own work. • monitoring will be carried out by the DT lead.	Impact • An excellent attitude to learning and independent working, enabling our children to become critical thinkers. • The ability to use time efficiently and work constructively and productively with others. • A thorough knowledge of which tools, equipment and materials to use to make their products. • The ability to apply mathematical knowledge and skills accurately. • The ability to manage risks to manufacture products safely and hygienically becoming resourceful, innovative and enterprising individuals. • A passion and excitement for designing and making products including working with, preparing and tasting food.

	 Autumn		 Spring		 Summer	
EYFS	Introducing DT through stories, linking to creative and construction CP areas. E.g. Izzy Gismo, Tom's Magnificent Machines	Making butternut squash soup. Key Skill: Chopping Pop up Christmas card - mechanism and design decisions	Making pancakes. Key Skill: Weighing	Easter card involving Binca Key skill: Simple sewing skills/movement	Baking gingerbread. Key Skills: Weighing, cutting, design decisions	Developing DT in CP areas linked to further stories E.g. Rosie Revere Engineer, Iggy Peck Architect
Year 1/2		Cooking and nutrition Bread		Mechanisms - wheels and axles To design and make a moving vehicle to transport Teddy and carry a message.		Structures - textiles To design and make a hand puppet to recount their own trip to the farm to another Year 1/2 class.
Year 3/4		Electrical systems- circuits To design and make an electronic toy for a child to enjoy at Christmas (switch, bulb, buzzer).		Cooking and nutrition OLCHS	Structures - textiles To design and make a Roman style money container for themselves. (draw-string or fastener option).	

Year 5/6	Structures - strengthening, stiffening and reinforcing To design and make a window display structure to be used as part of a moving toy for a preschool child.	Mechanical systems- cams To design and make a moving toy using a cam for a pre-school child.			Cooking and Nutrition To make a product using local Lancashire ingredients for a visitor from outside Lancashire.	