

St Bartholomew's C of E (VA) Primary School Design and Technology Overview

Follow Jesus in all we do

| | Autumn1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | | |
|--------|---|-----------------------|-----------------------|---------------------|----------------------|-----------------------|--|--|
| EYFS | In EYFS, the children will focus on DT skills implemented through the units that they complete through the different areas. DT skills is considered throughout daily classroom practice, continuous provision, group time and weekly focus learning all have a focus. | | | | | | | |
| | Amazing Me | Let's Celebrate | Where in the World? | People who Help | Beautiful Beasts | Who is the fairest of | | |
| | Teach children | Teach children | Teach children | Us | Safely use and | them all? | | |
| | different techniques for | different techniques | different techniques | Refining ideas | explore a variety of | Safely use and | | |
| | joining | for joining | to alter a material's | and developing | materials, tools and | explore a variety of | | |
| | materials, such as how | materials, such as | form and function | their ability to | techniques, | materials, tools and | | |
| | to use adhesive tape | how to use adhesive | | represent them | experimenting with | techniques, | | |
| | and | tape and | | Teach children | colour, design, | experimenting with | | |
| | different sorts of glue. | different sorts of | | different | texture, form and | colour, design, | | |
| | Teach children | glue. | | techniques to | function; | texture, form and | | |
| | different techniques to | Teach children | | alter a material's | Share their | function; | | |
| | alter a material's form | different techniques | | form and | creations, | Share their | | |
| | and function | to alter a material's | | function. | explaining the | creations, | | |
| | | form and function | | | process they have | explaining the | | |
| | | | | | used. | process they have | | |
| | | | | | | used. | | |
| Year 1 | | Puppets | | Moving Story | | Wheels and Axles | | |
| | | (Textiles) | | Books | | (Mechanisms) | | |
| | | Make a Christmas | | (Mechanisms) | | Make a vehicle | | |
| | | Puppet for puppet | | Design and make | | that has a moving | | |
| | | show. | | a book with parts | | wheel that could | | |
| | | | | that move to | | be used as a toy. | | |
| | | | | read to our family. | | | | |
| | | | | | | | | |



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| 1 Officer Jesus III all we do | | | | | | | | |
|-------------------------------|-------------------------|--------------------|----------------------|--|--|--|--|--|
| Year 2 | Moving Monster | Picture Perfect | A Balanced Diet | | | | | |
| | (Mechanisms) | (Structures) | (Cooking and | | | | | |
| | Design and make a | Design a photo | Nutrition) | | | | | |
| | moving dragon to | frame that stands | Design and make | | | | | |
| | use to retell the story | up on its own to | a healthy wrap for | | | | | |
| | of George and the | display a picture | us to eat on a trip | | | | | |
| | Dragon to Year 1. | of our heroes. | to the seaside. | | | | | |
| Year 3 | Stocking | Trinket Box | Pneumatic Systems | | | | | |
| | (Textiles) | (Structures) | (Mechanisms) | | | | | |
| | Use the running stitch | Use joining | Use pneumatic | | | | | |
| | to make a stocking | techniques and | systems to create a | | | | | |
| | to give someone as | 3D nets to build a | model of | | | | | |
| | a gift at Christmas. | trinket box for | contracting | | | | | |
| | | ourselves. | muscles which can | | | | | |
| | | | be used to teach | | | | | |
| | | | how they work. | | | | | |
| Year 4 | Adapting a recipe | Fastenings | Torches | | | | | |
| | (Cooking and | (Textiles) | (Electrical Systems) | | | | | |
| | Nutrition) | Design and make | Design and build a | | | | | |
| | Changing a recipe | a book sleeve | torch using a | | | | | |
| | to make biscuits | with a fastening | working electric | | | | | |
| | which can be given | for ourselves to | circuit for children | | | | | |
| | as gift at Christmas. | protect our | to use when | | | | | |
| | | reading books | walking in the dark. | | | | | |
| | | (link to World | | | | | | |
| | | Book Day) | | | | | | |
| Year 5 | Christmas | Viking House | What could be | | | | | |
| | Decoration | (Structures) | healthier? | | | | | |
| | (Textiles) | Build a house for | (Cooking) | | | | | |
| | Use a range of | a Viking using | Writing a recipe to | | | | | |
| | stitches to create a | knowledge of | prepare and cook | | | | | |



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| | | Christmas | structures to use | a healthy |
|--------|---|-----------------------|---------------------|--------------------|
| | | Decoration for a | to teach another | Bolognese to serve |
| | | class Christmas tree. | class about life in | to our families. |
| | | | the Viking times. | |
| Year 6 | | Come Dine With Me | Steady Hand | Fairground Toy |
| | | (Cooking and | Game | (Mechanisms) |
| | | Nutrition) | (Electrical) | Design and make |
| | | To plan, source, | Design and make | an automata toy |
| | p | repare and a make | a working steady | for our buddy. |
| | | a starter, main or | hand game for | |
| | | desert to share with | another class to | |
| | | classmates. | play. | |
| | | | | |