

**St Bartholomew's C of E Primary School**  
**Design and Technology Curriculum Overview**



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Primary School**

Throughout all of the year groups cooking and nutrition projects, children will be taught aspects of a healthy diet and how to live a healthy lifestyle.

### EYFS

Throughout reception, the children will focus on the following goals that will help them with DT in Year 1 and beyond.

#### Physical development

- Progress towards a more fluent style of moving, with developing control and grace.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

#### Expressive art and design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.

#### Fine motor skills

- Use a range of small tools, including scissors, paintbrushes and cutlery.

#### Creating with materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.

### Year 1

Throughout all three of the projects they need to:

- Think of some of their own ideas and explain what they want to do.
- Explain what they are making and what tools they are using.
- Talk about their own work and what they have made.

Autumn	Spring	Summer
Theme: Puppets Textiles Inventor study – Jim Henson (Creator of the Muppets)  How are puppets made?  What we want them to know/experience:	Theme: Fruit Kebabs Cooking and nutrition  How can we be safe in the kitchen?  What we want them to know/experience: 1. How to cut safely.	Theme: Moving pictures Mechanisms Inventor study – Axel Scheffler  Why do books and pictures use moving parts?  What we want them to know/experience 1. To know how to make a product that moves. 2. To be able to cut materials with scissors.

<ol style="list-style-type: none"> <li>1. To understand that models (puppets) are made out of different materials.</li> <li>2. To know that sewing is stronger than gluing.</li> <li>3. To be able to measure and cut textiles.</li> <li>4. To join textiles together.</li> <li>5. To say why they chose a textile.</li> </ol>	<ol style="list-style-type: none"> <li>2. To be able to compare taste and texture.</li> <li>3. How to properly wash their hand for food preparation.</li> <li>4. Knife skills – bridge grip to cut soft foods.</li> </ol>	<ol style="list-style-type: none"> <li>3. To know why some mechanisms have moving parts.</li> <li>4. To add some kind of design to their product.</li> </ol>
<b>Year 2</b>		
<p>Throughout all three of the projects they need to:</p> <ul style="list-style-type: none"> <li>• Choose the best materials and give reasons why they are best.</li> <li>• Describe their design using pictures, models and words.</li> <li>• Join things in different ways.</li> <li>• Say what went well with their work and how they could improve it next time.</li> </ul>		
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<p>Theme: Fire engine Use of materials Inventor study – Fire engine to visit school so children can investigate an actual fire engine.</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>• To make a model using different materials.</li> <li>• To keep their work tidy.</li> <li>• To make their model stronger if it needs to be.</li> <li>• To measure the materials they use.</li> <li>• To join materials in different ways.</li> <li>• To try to incorporate some type of movement into their models</li> </ul>	<p>Theme: Castles Structures Inventor study – (Done through history lessons)</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>• To talk about how they will construct their product and make a sensible choice on which materials to use.</li> <li>• To make a simple plan before making their structure.</li> <li>• To consider how to improve their construction.</li> </ul>	<p>Theme: Cooking Cooking and nutrition</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>• To describe the properties of ingredients they are using.</li> <li>• To explain what it means to be hygienic.</li> <li>• To be hygienic in the kitchen.</li> </ul>

Year 3		
Throughout all three of the projects they need to: <ul style="list-style-type: none"> <li>• Put together a step by step plan which shows the order and what equipment they will be using.</li> <li>• Describe their design with an accurately labelled sketch.</li> <li>• Think what they could change to make their designs better.</li> </ul>		
Autumn	Spring	Summer
Theme: Photo Frames Stiff and flexible sheet materials.  Skills: <ol style="list-style-type: none"> <li>1. To use the most appropriate materials.</li> <li>2. To cut and measure accurately.</li> <li>3. To join different materials together.</li> <li>4. To attempt to make their products strong.</li> </ol>	Theme: Sandwich Snacks Cooking and nutrition  Skills: <ol style="list-style-type: none"> <li>1. To choose the right ingredients for a product (Sandwich/Scones)</li> <li>2. Use equipment safely.</li> <li>3. Describe how they used their ingredients to make their product.</li> <li>4. Knife Skills – To start to independently cut harder foods using the claw and bridge grips.</li> </ol>	Theme: Money Containers Textiles Inventor study – (Done through history when they learn about rune bags)  Skills: <ol style="list-style-type: none"> <li>1. Design product that takes consideration of size, durability and practicality.</li> <li>2. To cut with accuracy.</li> <li>3. To join textiles in different ways.</li> <li>4. To choose textiles for their appearance and qualities.</li> <li>5. To consider how they can make their product stronger.</li> <li>6. To use a running stitch</li> </ol>
Year 4		
Throughout all three of the projects they need to:		

- To create a plan and also be able to explain their plan to others.
- To suggest improvements and say what is good and bad about other designs.
- To be conscience that their products will need to be liked by others.
- To show a good level of expertise when using equipment and tools they have used before.
- To be able to explain to evaluate their products think about both its appearance and how it worked.

Autumn	Spring	Summer
<p>Theme: Light up Signs Electrical and mechanical components Inventor study -Thomas Edison</p> <p>Skills:</p> <ol style="list-style-type: none"> <li>1. To create a simple circuit.</li> <li>2. To use a number of different components.</li> <li>3. To add things to a basic circuit.</li> <li>4. To alter products after testing if it doesn't work.</li> <li>5. To try out new ideas to improve circuit.</li> </ol>	<p>Theme: Brazilian feijoada</p> <p>Cooking and nutrition</p> <p>Skills</p> <ol style="list-style-type: none"> <li>1. To know how to be hygienic and safe.</li> <li>2. To present food in an interesting way.</li> </ol>	<p>Theme: Canopic Jars Mouldable materials Inventor study – (Done through history when they learn about the Egyptians)</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>• To select the most appropriate material.</li> <li>• To shape and mould using a range of techniques.</li> <li>• To use a finishing technique.</li> </ul>

**Year 5**

Throughout all three of the projects they need to:

- To create a detailed step by step plan, using alternative ideas and be able to say what is good and bad about both.
- To be able to explain why their finished product will be of good quality.
- To show a good level of expertise when using equipment and tools they have used before.
- To keep checking their product is the best it can be.

- To evaluate their product against the original design criteria.

Autumn	Spring	Summer
<p>Theme: Moving Toys Inventor study – Leonardo Di Vinci, Look at the mechanical lion.</p> <p>Skills:</p> <ol style="list-style-type: none"> <li>1. Understand that a cam can be used with a lever or a slider to change rotary motion into oscillating or reciprocating motion</li> <li>2. To refine their product after testing it.</li> </ol>	<p>Theme: Bridges Inventor study – The makers of the Golden Gate Bridge</p> <p>Skills:</p> <ol style="list-style-type: none"> <li>1. Decide on different ways of joining materials and which is the strongest.</li> <li>2. To measure and cut with accuracy to 1mm.</li> <li>3. To ensure their work is precise and accurate.</li> <li>4. To test and adapt product independently ensuring it is fit for purpose.</li> <li>5. To try to hide joints to improve the look of their products.</li> </ol>	<p>Theme: Greek Food</p> <p>Skills:</p> <ol style="list-style-type: none"> <li>1. To be able to describe what they need to be both hygienic and safe.</li> <li>2. To present their final product well.</li> <li>3. Knife skills – To dice harder foods into large evenly sized pieces.</li> </ol>
<b>Year 6</b>		
<p>Throughout all three of the projects they need to:</p> <ul style="list-style-type: none"> <li>To use a range of information to inform their designs.</li> <li>To work within constraints.</li> <li>To follow their plans and refine if necessary.</li> <li>To think of a way to test and evaluate their product.</li> <li>To think of how different resources could have improved their project.</li> </ul>		
Autumn	Spring	Summer
<p>Theme: Funky Furnishings Inventor study – Vivien Westwood</p> <p>Skills:</p>	<p>Theme: Great British Dishes</p> <p>Skills:</p>	<p>Theme: Mobile phone holder Product research – Looking at mobile phone holders.</p>

<ol style="list-style-type: none"><li>1. To make their product attractive and strong.</li><li>2. To think of what the user would want when choosing their textile.</li><li>3. To use a range of stitches independently. (Blanket, cross, running, overstitch)</li><li>4. To think about how their product could be sold.</li><li>5. To consider what would improve their product even more.</li></ol>	<ol style="list-style-type: none"><li>1. To explain how their product should be stored.</li><li>2. Knife Skills – To use both grips independently with sharper knives. To finely dice food into evenly sized pieces.</li></ol>	<p>Skills:</p> <ol style="list-style-type: none"><li>1. To select the appropriate materials to make product.</li><li>2. To ensure their work is precise and accurate.</li><li>3. To think of ways to improve the look of their product.</li><li>4. To try to make a product that meets all of the design criteria.</li></ol>
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