



## St Mary's Catholic Primary and Nursery DT Overview of Learning 2020-2021

Year Group	Autumn	Spring	Summer
Nursery	<b><u>What makes me special? How do we celebrate?</u></b>	<b><u>Is the Moon made of cheese? Where do the wheels on the bus go?</u></b>	<b><u>Can pigs fly? Where does the sea end?</u></b>
	<ul style="list-style-type: none"> <li>▪ Sculpture (2D &amp; 3D)</li> <li>▪ Construction kits</li> <li>▪ Constructing with reclaimed materials</li> <li>▪ Using resources, skills &amp; equipment</li> <li>▪ Using tools &amp; equipment for food preparation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sculpture (2D &amp; 3D)</li> <li>▪ Construction kits</li> <li>▪ Constructing with reclaimed materials</li> <li>▪ Using resources, skills &amp; equipment</li> <li>▪ Using tools &amp; equipment for food preparation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sculpture (2D &amp; 3D)</li> <li>▪ Construction kits</li> <li>▪ Constructing with reclaimed materials</li> <li>▪ Using resources, skills &amp; equipment</li> <li>▪ Using tools &amp; equipment for food preparation</li> </ul>
Reception	<b><u>What makes me special? What is my super power?</u></b>	<b><u>Are dragons real? Can Elephants Dance?</u></b>	<b><u>What came first the chicken or the egg? Where does the sea end?</u></b>
	<ul style="list-style-type: none"> <li>▪ Sculpture (2D &amp; 3D)</li> <li>▪ Construction kits</li> <li>▪ Constructing with reclaimed materials</li> <li>▪ Using resources, skills &amp; equipment</li> <li>▪ Using tools &amp; equipment for food preparation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sculpture (2D &amp; 3D)</li> <li>▪ Construction kits</li> <li>▪ Constructing with reclaimed materials</li> <li>▪ Using resources, skills &amp; equipment</li> <li>▪ Using tools &amp; equipment for food preparation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sculpture (2D &amp; 3D)</li> <li>▪ Construction kits</li> <li>▪ Constructing with reclaimed materials</li> <li>▪ Using resources, skills &amp; equipment</li> <li>▪ Using tools &amp; equipment for food preparation</li> </ul>
Year 1	<b><u>Fire – friend or foe?</u></b>	<b><u>Who's the most famous rabbit of all?</u></b>	<b><u>What can we do in the great outdoors?</u></b>
	<p><b><u>Mechanisms</u></b> Pop ups and simple levers</p> <ul style="list-style-type: none"> <li>▪ Join appropriately for different materials and situations e.g. glue, tape.</li> <li>▪ Mark out materials to be cut using a template.</li> <li>▪ Fold, tear and cut paper and card.</li> <li>▪ Cut along lines, straight and curved.</li> <li>▪ Use a hole punch.</li> <li>▪ Insert paper fasteners for card.</li> <li>▪ Experiment with levers and sliders to find different ways of making things move in a 2D plane</li> </ul>	<p><b><u>Structures</u></b> Stability and strength – Tunnels</p> <ul style="list-style-type: none"> <li>▪ Explore how to make structures stronger.</li> <li>▪ Investigate different techniques for stiffening a variety of materials.</li> <li>▪ Test different methods of enabling structures to remain stable.</li> <li>▪ Join appropriately for different materials and situations e.g. glue, tape.</li> <li>▪ Mark out materials to be cut using a template.</li> <li>▪ Use a glue gun with close supervision.</li> </ul>	<p><b><u>Food</u></b> Food preparing and combining fruit</p> <ul style="list-style-type: none"> <li>▪ Develop a food vocabulary using taste, smell, texture and feel.</li> <li>▪ Group familiar food products e.g. fruit and vegetables.</li> <li>▪ Explain where food comes from.</li> <li>▪ Cut, peel, grate, chop a range of ingredients.</li> <li>▪ Work safely and hygienically.</li> <li>▪ Understand the need for a variety of foods in a diet.</li> <li>▪ Measure and weigh food items, non-standard measures e.g. spoons, cups.</li> </ul>
Year 2	<b><u>Would you help a lost wolf?</u></b>	<b><u>Veggies, Yey or Yuck?</u></b>	<b><u>What makes the seaside the seaside?</u></b>



	<p><b>Textiles</b> Puppets</p> <ul style="list-style-type: none"> <li>▪ Cut out shapes which have been created by drawing round a template onto the fabric.</li> <li>▪ Join fabrics by using e.g. running stitch, glue, staples, over sewing, tape.</li> <li>▪ Decorate fabrics with attached items e.g. buttons, beads, sequins, braids, ribbons.</li> <li>▪ Colour fabrics using a range of techniques e.g. fabric paints, printing, painting.</li> </ul>	<p><b>Food</b> Vegetarian food product</p> <ul style="list-style-type: none"> <li>▪ Develop a food vocabulary using taste, smell, texture and feel.</li> <li>▪ Group familiar food products e.g. fruit and vegetables.</li> <li>▪ Explain where food comes from.</li> <li>▪ Cut, peel, grate, chop a range of ingredients.</li> <li>▪ Work safely and hygienically.</li> <li>▪ Understand the need for a variety of foods in a diet.</li> <li>▪ Measure and weigh food items, non statutory measures e.g. spoons, cups.</li> </ul>	<p><b>Mechanisms</b> Mechanism linked to seaside</p> <ul style="list-style-type: none"> <li>▪ Join appropriately for different materials and situations e.g. glue, tape.</li> <li>▪ Try out different axle fixings and their strengths and weaknesses.</li> <li>▪ Make vehicles with construction kits which contain free running wheels.</li> <li>▪ Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels.</li> <li>▪ Cut dowel using hacksaw and bench hook.</li> <li>▪ Attach wheels to a chassis using an axle.</li> </ul>
Year 3	<p><b><u>Who's That Coming Over The Hill?</u></b></p>	<p><b><u>How Do We Be Healthy Humans?</u></b></p>	<p><b><u>How Does Your Garden Grow?</u></b></p>
	<p><b><u>Mechanical systems</u></b> Levers and linkages</p> <ul style="list-style-type: none"> <li>▪ Develop vocabulary related to the project.</li> <li>▪ Use mechanical systems such levers and linkages.</li> <li>▪ Use lolly sticks/card to make levers and linkages.</li> <li>▪ Use linkages to make movement larger or more varied.</li> </ul>	<p><b><u>Food</u></b></p> <ul style="list-style-type: none"> <li>▪ Develop sensory vocabulary and knowledge using, smell, taste, texture and feel.</li> <li>▪ Analyse the taste, texture, smell and appearance of a range of foods which are predominantly savoury.</li> <li>▪ Follow instructions and/or recipes.</li> <li>▪ Make healthy eating choices – use the eatwell plate.</li> <li>▪ Join and combine a range of ingredients.</li> <li>▪ Explore seasonality of vegetables and fruit.</li> <li>▪ Develop understanding of how meat or fish are reared and caught.</li> </ul>	<p><b><u>Structures</u></b></p> <ul style="list-style-type: none"> <li>▪ Develop vocabulary related to the project.</li> <li>▪ Create shell or frame structures.</li> <li>▪ Strengthen frames with diagonal struts.</li> <li>▪ Make structures more stable by giving them a wide base.</li> <li>▪ Measure and mark square section, strip and dowel accurately to one centimetre.</li> </ul>
Year 4	<p><b><u>How does the world light up?</u></b></p>	<p><b><u>Would you like a one way ticket to Europe?</u></b></p>	<p><b><u>Who eats who?</u></b></p>



	<p><b><u>Mechanical &amp; Electrical systems</u></b> Electrical circuits</p> <ul style="list-style-type: none"> <li>Use electrical systems such as switches, bulbs and buzzers.</li> <li>Develop vocabulary related to the project.</li> <li>Use ICT to control products.</li> </ul>	<p><b><u>Textiles</u></b></p> <ul style="list-style-type: none"> <li>Develop vocabulary for tools, materials and their properties.</li> <li>Understand seam allowance.</li> <li>Join fabrics using running stitch, over sewing, blanket stitch.</li> <li>Prototype a product using J cloths.</li> <li>Use prototype to make pattern.</li> <li>Explore strengthening and stiffening of fabrics.</li> <li>Explore fastenings (inventors?) and recreate some.</li> <li>Sew on buttons and make loops.</li> <li>Use appropriate decoration techniques.</li> </ul>	<p><b><u>Food</u></b></p> <ul style="list-style-type: none"> <li>Develop sensory vocabulary/knowledge using, smell, taste, texture and feel.</li> <li>Analyse the taste, texture, smell and appearance of a range of foods (predominantly savoury).</li> <li>Follow instructions/recipes.</li> <li>Make healthy eating choices – use the <i>Eatwell plate</i>.</li> <li>Join and combine a range of ingredients.</li> <li>Explore seasonality of vegetables and fruit.</li> <li>Develop understanding of how meat/fish are reared/caught.</li> </ul>
Year 5	<p><b><u>What has earth and space taught us?</u></b></p>	<p><b><u>How is the Amazon amazing?</u></b></p>	<p><b><u>Should we have strawberry fields forever?</u></b></p>
	<p><b><u>Mechanical &amp; Electrical systems</u></b> Mechanical systems</p> <ul style="list-style-type: none"> <li>Develop a technical vocabulary appropriate to the project.</li> <li>Use mechanical systems such as cams, pulleys and gears.</li> <li>Use electrical systems such as motors.</li> </ul>	<p><b><u>Textiles</u></b> 3D textiles using gussets, patterns, joining with seam allowance and combining fabrics – How is the Amazon amazing?</p> <ul style="list-style-type: none"> <li>Use the correct vocabulary appropriate to the project.</li> <li>Create 3-D products using patterns pieces and seam allowance.</li> <li>Understand pattern layout.</li> <li>Decorate textiles appropriately (often before joining components).</li> <li>Pin and tack fabric pieces together.</li> <li>Join fabrics using over sewing, back stitch, blanket stitch or machine stitching (closer supervision).</li> <li>Combine fabrics to create more useful properties.</li> </ul> <p>Make quality products.</p>	<p><b><u>Food</u></b> Food from another culture – should we have strawberry fields forever?</p> <ul style="list-style-type: none"> <li>Prepare food products taking into account the properties of ingredients and sensory characteristics.</li> <li>Weigh and measure using scales.</li> <li>Select and prepare foods for a particular purpose.</li> <li>Work safely and hygienically.</li> <li>Use a range of cooking techniques.</li> <li>Know where and how ingredients are grown and processed.</li> </ul>
Year 6	<p><b><u>Has Britten got talent?</u></b></p>		<p><b><u>Where would you like to be?</u></b></p>



### **Textiles**

Stockings for Christmas

- Use the correct vocabulary appropriate to the project.
- Create 3-D products using patterns pieces and seam allowance.
- Understand pattern layout.
- Decorate textiles appropriately (often before joining components).
- Pin and tack fabric pieces together.
- Join fabrics using over sewing, back stitch, blanket stitch or machine stitching (closer supervision).
- Combine fabrics to create more useful properties.
- Make quality products.

### **Mechanical & Electrical systems**

Design and create a Blackpool style illumination

- Develop a technical vocabulary appropriate to the project.
- Use mechanical systems such as cams, pulleys and gears.
- Use electrical systems such as motors.
- Program, monitor and control using ICT.