



St Mary's Catholic Primary and Nursery DT Overview of Learning 2021-2022

| Year Group | Autumn | Spring | Summer |
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| Nursery | <u>What makes me special? How do we celebrate?</u> | <u>Is the Moon made of cheese? Where do the wheels on the bus go?</u> | <u>Can pigs fly? Where does the sea end?</u> |
| | <ul style="list-style-type: none"> ▪ Sculpture (2D & 3D) ▪ Construction kits ▪ Constructing with reclaimed materials ▪ Using resources, skills & equipment ▪ Using tools & equipment for food preparation | <ul style="list-style-type: none"> ▪ Sculpture (2D & 3D) ▪ Construction kits ▪ Constructing with reclaimed materials ▪ Using resources, skills & equipment ▪ Using tools & equipment for food preparation | <ul style="list-style-type: none"> ▪ Sculpture (2D & 3D) ▪ Construction kits ▪ Constructing with reclaimed materials ▪ Using resources, skills & equipment ▪ Using tools & equipment for food preparation |
| Reception | <u>What makes me special? What is your toy story?</u> | <u>Are dragons real? How does Jack's Beanstalk grow?</u> | <u>Can Giraffes dance? Do you like to be beside the seaside?</u> |
| | <ul style="list-style-type: none"> ▪ Explore – Experiment and build with a range of construction resources, find out about the properties and functions of different construction materials. ▪ Design –talk about their ideas; choose resources, tools and techniques with a purpose. ▪ Make – make models and props using different construction materials. Experiment with different ways to build, construct and join resources. Make props to use in their play/role play/when acting out stories/ taking on story characters. ▪ Evaluate – talk about what they like/dislike about their models/constructions and say why/how they would change them. ▪ Tools and Equipment – use equipment and tools to build, construct and make simple models and props. Use tools linked to basic food preparation. ▪ Safety- handle and use equipment safely and appropriately. | <ul style="list-style-type: none"> ▪ Explore – Experiment and build with a range of construction resources, find out about the properties and functions of different construction materials. ▪ Design –talk about their ideas; choose resources, tools and techniques with a purpose. ▪ Make – make models and props using different construction materials. Experiment with different ways to build, construct and join resources. Make props to use in their play/role play/when acting out stories/ taking on story characters. ▪ Evaluate – talk about what they like/dislike about their models/constructions and say why/how they would change them. ▪ Tools and Equipment – use equipment and tools to build, construct and make simple models and props. Use tools linked to basic food preparation. ▪ Safety- handle and use equipment safely and appropriately. | <ul style="list-style-type: none"> ▪ Explore – Experiment and build with a range of construction resources, find out about the properties and functions of different construction materials. ▪ Design –talk about their ideas; choose resources, tools and techniques with a purpose. ▪ Make – make models and props using different construction materials. Experiment with different ways to build, construct and join resources. Make props to use in their play/role play/when acting out stories/ taking on story characters. ▪ Evaluate – talk about what they like/dislike about their models/constructions and say why/how they would change them. ▪ Tools and Equipment – use equipment and tools to build, construct and make simple models and props. Use tools linked to basic food preparation. ▪ Safety- handle and use equipment safely and appropriately. |
| Year 1 | <u>Fire – friend or foe?</u> | <u>Who's the most famous rabbit of all?</u> | <u>What can we do in the great outdoors?</u> |



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| | <p>Mechanisms Pop ups and simple levers</p> <ul style="list-style-type: none"> ▪ Join appropriately for different materials and situations e.g. glue, tape. ▪ Mark out materials to be cut using a template. ▪ Fold, tear and cut paper and card. ▪ Cut along lines, straight and curved. ▪ Use a hole punch. ▪ Insert paper fasteners for card. ▪ Experiment with levers and sliders to find different ways of making things move in a 2D plane | <p>Structures Stability and strength – Tunnels</p> <ul style="list-style-type: none"> ▪ Explore how to make structures stronger. ▪ Investigate different techniques for stiffening a variety of materials. ▪ Test different methods of enabling structures to remain stable. ▪ Join appropriately for different materials and situations e.g. glue, tape. ▪ Mark out materials to be cut using a template. ▪ Use a glue gun with close supervision. | <p>Food Food preparing and combining fruit</p> <ul style="list-style-type: none"> ▪ Develop a food vocabulary using taste, smell, texture and feel. ▪ Group familiar food products e.g. fruit and vegetables. ▪ Explain where food comes from. ▪ Cut, peel, grate, chop a range of ingredients. ▪ Work safely and hygienically. ▪ Understand the need for a variety of foods in a diet. ▪ Measure and weigh food items, non-standard measures e.g. spoons, cups. |
| Year 2 | <p><u>Would you help a lost wolf?</u></p> | <p><u>Veggies, Yey or Yuck?</u></p> | <p><u>What makes the seaside the seaside?</u></p> |
| | <p>Textiles Puppets</p> <ul style="list-style-type: none"> ▪ Cut out shapes which have been created by drawing round a template onto the fabric. ▪ Join fabrics by using e.g. running stitch, glue, staples, over sewing, tape. ▪ Decorate fabrics with attached items e.g. buttons, beads, sequins, braids, ribbons. ▪ Colour fabrics using a range of techniques e.g. fabric paints, printing, painting. | <p>Food Vegetarian food product</p> <ul style="list-style-type: none"> ▪ Develop a food vocabulary using taste, smell, texture and feel. ▪ Group familiar food products e.g. fruit and vegetables. ▪ Explain where food comes from. ▪ Cut, peel, grate, chop a range of ingredients. ▪ Work safely and hygienically. ▪ Understand the need for a variety of foods in a diet. ▪ Measure and weigh food items, non statutory measures e.g. spoons, cups. | <p>Mechanisms Mechanism linked to seaside</p> <ul style="list-style-type: none"> ▪ Join appropriately for different materials and situations e.g. glue, tape. ▪ Try out different axle fixings and their strengths and weaknesses. ▪ Make vehicles with construction kits which contain free running wheels. ▪ Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels. ▪ Cut dowel using hacksaw and bench hook. ▪ Attach wheels to a chassis using an axle. |
| Year 3 | <p><u>Who's That Coming Over The Hill?</u></p> | <p><u>How Do We Be Healthy Humans?</u></p> | <p><u>How Does Your Garden Grow?</u></p> |



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| | <p><u>Mechanical systems</u> Levers and linkages</p> <ul style="list-style-type: none"> ▪ Develop vocabulary related to the project. ▪ Use mechanical systems such as levers and linkages. ▪ Use lolly sticks/card to make levers and linkages. ▪ Use linkages to make movement larger or more varied. | <p><u>Food</u></p> <ul style="list-style-type: none"> ▪ Develop sensory vocabulary and knowledge using, smell, taste, texture and feel. ▪ Analyse the taste, texture, smell and appearance of a range of foods which are predominantly savoury. ▪ Follow instructions and/or recipes. ▪ Make healthy eating choices – use the eatwell plate. ▪ Join and combine a range of ingredients. ▪ Explore seasonality of vegetables and fruit. ▪ Develop understanding of how meat or fish are reared and caught. | <p><u>Structures</u></p> <ul style="list-style-type: none"> ▪ Develop vocabulary related to the project. ▪ Create shell or frame structures. ▪ Strengthen frames with diagonal struts. ▪ Make structures more stable by giving them a wide base. ▪ Measure and mark square section, strip and dowel accurately to one centimetre. |
| Year 4 | <p><u>How does the world light up?</u></p> <p><u>Mechanical & Electrical systems</u> Electrical circuits</p> <ul style="list-style-type: none"> ▪ Use electrical systems such as switches, bulbs and buzzers. ▪ Develop vocabulary related to the project. ▪ Use ICT to control products. | <p><u>Would you like a one-way ticket to Europe?</u></p> <p><u>Textiles</u></p> <ul style="list-style-type: none"> ▪ Develop vocabulary for tools, materials and their properties. ▪ Understand seam allowance. ▪ Join fabrics using running stitch, over sewing, blanket stitch. ▪ Prototype a product using J cloths. ▪ Use prototype to make pattern. ▪ Explore strengthening and stiffening of fabrics. ▪ Explore fastenings (inventors?) and recreate some. ▪ Sew on buttons and make loops. ▪ Use appropriate decoration techniques. | <p><u>Who eats who?</u></p> <p><u>Food</u></p> <ul style="list-style-type: none"> ▪ Develop sensory vocabulary/knowledge using, smell, taste, texture and feel. ▪ Analyse the taste, texture, smell and appearance of a range of foods (predominantly savoury). ▪ Follow instructions/recipes. ▪ Make healthy eating choices – use the <i>Eatwell plate</i>. ▪ Join and combine a range of ingredients. ▪ Explore seasonality of vegetables and fruit. ▪ Develop understanding of how meat/fish are reared/caught. |
| Year 5 | <p><u>What has earth and space taught us?</u></p> <p><u>Mechanical & Electrical systems</u> Mechanical systems</p> <ul style="list-style-type: none"> ▪ Develop a technical vocabulary appropriate to the project. ▪ Use mechanical systems such as cams, pulleys and gears. ▪ Use electrical systems such as motors. | <p><u>How is the Amazon amazing?</u></p> <p><u>Textiles</u> 3D textiles using gussets, patterns, joining with seam allowance and combining fabrics – How is the Amazon amazing?</p> <ul style="list-style-type: none"> ▪ 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). | <p><u>Where does food come from?</u></p> <p><u>Food</u> Food from another culture – should we have strawberry fields forever?</p> <ul style="list-style-type: none"> ▪ Prepare food products taking into account the properties of ingredients and sensory characteristics. ▪ Weigh and measure using scales. ▪ Select and prepare foods for a particular purpose. ▪ Work safely and hygienically. ▪ Use a range of cooking techniques. ▪ Know where and how ingredients are grown and processed. |



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| | | <ul style="list-style-type: none">▪ 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. | |
| Year 6 | Has Britten got talent? | | Where would you like to be? |
| | Textiles Stockings for Christmas <ul style="list-style-type: none">▪ 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 <ul style="list-style-type: none">▪ 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. | |