

# Design Technology overview



<p><b>EYFS</b></p>	<p><b>30-50 months:</b></p> <ul style="list-style-type: none"> <li>• Uses various construction materials.</li> <li>• Realises tools can be used for a purpose.</li> </ul> <p><b>40-60 months:</b></p> <ul style="list-style-type: none"> <li>• Understands that different media can be combined to create new effects.</li> <li>• Constructs with a purpose in mind, using a variety of resources.</li> <li>• Selects appropriate resources and adapts work where necessary.</li> <li>• Selects tools and techniques needed to shape, assemble and join materials they are using.</li> </ul>		
<p><b>Nursery</b></p>	<p><b>Autumn Helping hands</b></p>	<p><b>Spring Into the wild</b></p>	<p><b>Summer Making a splash</b></p>
<p><b>Cycle A</b></p>	<p><i>How will you join your materials together to make a robot?</i></p> <ul style="list-style-type: none"> <li>• Choosing appropriate junk modelling resources for the shape of a robot.</li> <li>• Using tools to cut and stick.</li> </ul>	<p><i>Can you explore different textures to make a picture?</i></p> <ul style="list-style-type: none"> <li>• Select a variety of materials of different textures.</li> <li>• Choosing the appropriate method of joining materials together.</li> </ul>	<p><i>What materials would you use to make a boat that float?</i></p> <ul style="list-style-type: none"> <li>• Test out different materials in the water try to see which float and which sink.</li> <li>• Select appropriate tools to shape and join materials.</li> </ul>
	<p><b>Autumn Helping hands</b></p>	<p><b>Spring Frozen planet</b></p>	<p><b>Summer Secret garden</b></p>
<p><b>Cycle B</b></p>	<p><i>Can you explore tools and materials when working in the sticking area?</i></p> <ul style="list-style-type: none"> <li>• Understand that tools are used for a purpose.</li> <li>• Understand different methods of joining materials together.</li> </ul>	<p><i>Can you join materials to create your own snow machine?</i></p> <ul style="list-style-type: none"> <li>• Choose appropriate junk modelling resources for a purpose.</li> <li>• Choosing the appropriate method of joining materials together.</li> </ul>	<p><i>Can you make a bird feeder for your garden?</i></p> <ul style="list-style-type: none"> <li>• <i>Choose appropriate tools to adapt your work.</i></li> <li>• <i>Choose materials for a function or purpose.</i></li> </ul>

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<p><b>EYFS</b></p>	<p><b>40-60 months:</b></p> <ul style="list-style-type: none"> <li>• Understands that different media can be combined to create new effects.</li> <li>• Constructs with a purpose in mind, using a variety of resources.</li> <li>• Selects appropriate resources and adapts work where necessary.</li> <li>• Selects tools and techniques needed to shape, assemble and join materials they are using.</li> </ul> <p><b>ELG:</b></p> <ul style="list-style-type: none"> <li>• They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>		
<p><b>Reception</b></p>	<p><b>Autumn Helping hands</b></p>	<p><b>Spring Into the wild</b></p>	<p><b>Summer Making a splash</b></p>
<p><b>Cycle A</b></p>	<p><i>Which materials and tools will you need to make a fire engine?</i></p> <ul style="list-style-type: none"> <li>• Choose junk modelling materials to create a fire engine.</li> <li>• Choose appropriate tools to shape and join materials.</li> </ul>	<p><i>Can you select appropriate materials to create a jungle?</i></p> <ul style="list-style-type: none"> <li>• Select appropriate methods of joining materials.</li> <li>• Select materials with a particular texture or colour.</li> </ul>	<p><i>Can you make a treasure chest that opens and closes?</i></p> <ul style="list-style-type: none"> <li>• Look at treasure chests and how they open and close.</li> <li>• Select materials to create a hinge.</li> <li>• Plan the finish of the treasure chest and how it will look.</li> </ul>
<p><b>Cycle B</b></p>	<p><b>Autumn Helping hands</b></p>	<p><b>Spring Frozen planet</b></p>	<p><b>Summer Secret garden</b></p>
<p><b>Cycle B</b></p>	<p><i>What elements does a house have?</i></p> <ul style="list-style-type: none"> <li>• Research at houses and their features.</li> <li>• Explore a range of methods for joining materials.</li> <li>• Explore the use of a range of tools.</li> </ul>	<p><i>How does a sled move without wheels?</i></p> <ul style="list-style-type: none"> <li>• Research sleds and their features.</li> <li>• Select tools for a purpose.</li> <li>• Select appropriate method to join materials effectively.</li> </ul>	<p><i>Can you make a bug hotel that will stay dry in the rain?</i></p> <ul style="list-style-type: none"> <li>• Select natural materials to combine together.</li> <li>• Assemble materials to function as a bug hotel.</li> </ul>



## Design Technology overview

<b>KS1</b>	Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts		
<b>Year 1 &amp; 2</b>	<b>Autumn</b> <b>The great food journey</b>	<b>Spring</b> <b>London's burning</b>	<b>Summer</b> <b>Just the ticket</b>
<b>Cycle A</b>	<p><i>What vegetables would go together in a soup?</i></p> <ul style="list-style-type: none"> <li>To use cutting skills for chopping vegetables.</li> <li>To taste different vegetables to work out which will go best together.</li> </ul>	<p>Can you create a 3D Stuart house?</p> <ul style="list-style-type: none"> <li>Research the Stuart era and the houses that were built then.</li> <li>Explore different techniques to make your model stronger, stiffer and more stable.</li> </ul>	<p><i>How can you make your vehicle move?</i></p> <ul style="list-style-type: none"> <li>Investigate movement. Testing out different rolling methods.</li> <li>Selecting a final design for a moving vehicle and finishing the product to a working standard.</li> </ul>
	<b>Autumn</b> <b>Little explorers</b>	<b>Spring</b> <b>Dungeons and dragons</b>	<b>Summer</b> <b>Adventure on the high sea</b>
<b>Cycle B</b>	<p><i>Can you design and create your own planter?</i></p> <ul style="list-style-type: none"> <li>To explore techniques of joining materials together.</li> <li>To use tools for a purpose.</li> </ul>	<p><i>How will you make your castle sturdy?</i></p> <ul style="list-style-type: none"> <li>Design the structure of a castle.</li> <li>Trying different methods of supporting the castle to stand.</li> </ul>	<p>Can you design and make a purposeful and functional boat?</p> <ul style="list-style-type: none"> <li>Explore materials and their properties eg waterproof.</li> <li>To build a structure that will float on water.</li> </ul>
<b>Ongoing</b>	In all units: Designing, making, evaluation, acquiring and applying technical knowledge.		

# Design Technology overview

<b>KS2</b>	Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts.		
<b>Year 3 &amp; 4</b>	<b>Autumn Stone age</b>	<b>Spring Romans</b>	<b>Summer Egyptians</b>
<b>Cycle A</b>	This term will focus on Art	<p><i>Can you use different sewing techniques to create a Roman purse?</i></p> <ul style="list-style-type: none"> <li>Design a practical and working purse.</li> <li>Test out different fastenings to see which is most effective.</li> </ul>	<p><i>Can you create a working Shaduf?</i></p> <ul style="list-style-type: none"> <li>Research a Shaduf and what they were used for.</li> <li>Sketch a labelled diagram of their Shaduf.</li> <li>Test a range of levers for their Shaduf.</li> </ul>
	<b>Autumn Stone age</b>	<b>Spring Romans</b>	<b>Summer Egyptians</b>
<b>Cycle B</b>	This term will focus on Art	<p><i>Can you create a volcano with a pneumatic system?</i></p> <ul style="list-style-type: none"> <li>Research how a pneumatic system can make a part of their model move.</li> <li>Design a volcano incorporating a pneumatic system.</li> </ul>	<p><i>Can you design and make a sturdy pyramid?</i></p> <ul style="list-style-type: none"> <li>Designing prototypes to ensure your pyramid is strong and stable.</li> <li>Evaluate materials and methods of joining them</li> </ul>
<b>Ongoing</b>	In all units: Designing, making, evaluation, acquiring and applying technical knowledge.		



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<b>Year 5</b>	<b>Autumn Space</b>	<b>Spring After the heartbreak</b>	<b>Summer Magic, monsters and mayhem</b>
	<p><i>Can you design a moon a battery powered moon buggy?</i></p> <ul style="list-style-type: none"><li>• Making a working model incorporating electrical components.</li><li>• Making a product move using electrical components.</li></ul>	<p><i>Can we bake a loaf of Victorian milk bread?</i></p> <ul style="list-style-type: none"><li>• Linking to science question (how does science help chefs)</li><li>• Gaining confidence in skills such as slicing, mixing, kneading and baking.</li></ul>	<p><i>Can you design and create a Viking longboat with moving ores?</i></p> <ul style="list-style-type: none"><li>• Research Viking longboats to inform your design.</li><li>• Linking science knowledge on forces.</li></ul>
<b>Ongoing</b>	In all units: Designing, making, evaluation, acquiring and applying technical knowledge.		



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<b>Year 6</b>	<b>Autumn</b> <b>Only the brave</b>	<b>Spring</b> <b>Friend or foe</b>	<b>Summer</b> <b>Mission impossible</b>
	<i>Can you make a free standing photo frame?</i> <ul style="list-style-type: none"><li>• Research most effective fold down picture frame stand.</li><li>• To design photo frame with a customer in mind.</li></ul>	<i>Can you create an automata of Dracula?</i> <ul style="list-style-type: none"><li>• Controlling movement using a handle.</li><li>• To select and use tools competently and safely when cutting and joining materials.</li></ul>	<i>Can you create a wartime rationing meal?</i> <ul style="list-style-type: none"><li>• To linking history knowledge on rationing.</li><li>• Learning technical skills for food preparation.</li><li>• Working safely with food preparation.</li></ul>
<b>Ongoing</b>	In all units: Designing, making, evaluation, acquiring and applying technical knowledge.		