

**DT Overview – New Curriculum**

	Autumn Term		Spring Term		Summer Term	
	One	Two	One	Two	One	Two
<b>EYFS</b>	The children will explore different types of materials and media.	The children will find out about the properties of the materials and manipulate them.	The children will use different tools and techniques. Also participate in baking activities that fit with a theme.	They will be encouraged to be imaginative with their creations.	The children will build on their experiences of the real world. The children will learn about healthy eating naming different foods and tasting them.	The children have access to playing with construction resources imaginatively on a daily basis.
<b>Year 1</b>	<u>Healthy Eating</u> To understand where food comes from. 5 Fruits/Vegetables a day. Discuss lunch box cards. Prepare healthy dishes –food hygiene. Design a fruit/veg kebab, think about patterns. Look at adverts. Make a poster advert for kebab.	<u>VOCABULARY</u> Peel, chop, skin, seeds, sweet, sour, savoury, vegetable, fruit, kebab, patterns, advert and packaging.	<u>Moving Pictures</u> Look at images of levers and sliders in everyday life discuss mechanism and use. To design purposeful, functional & appealing products. To use a range of tools & materials eg; hole punch, scissors, split pins. Make moving pictures using levers and sliders.	<u>VOCABULARY</u> Lever, slider, pivot, card, split pin, pull, push, movement, forwards, backwards, direction, up, down, left and right, turn and pop up.	<u>Playgrounds</u> To look at our trim trails. Visit a local playground. Evaluate the equipment, how it is stable, strong and fun. Think about safety look at the flooring, padding/seating. To design a playground. Then add labels & materials required. Make models using straws, card and pipe cleaners. Build and improve structures.	<u>VOCABULARY</u> Swings, slide, bars, stepping stones, base roundabout, springs and trampoline. Materials rope, metal, wood, nuts and bolts. Resources; sellotape, pipe cleaners, cork, straws, string, lolly sticks, glue, cotton reels and card.
<b>Year 2</b>	<u>VOCABULARY</u> Christmas Decoration, fabric, felt, needle, thread, sewing, seam, stitches, pin, join, pattern, sequin and pattern.	<u>Christmas Decorations</u> To look at a variety of Christmas tree decorations. Use a template to draw around and cut felt accurately. Practice sewing stitches on small piece of felt. Pin pieces of the decoration together and sew neatly. Stuff with soft filling. Decorate with fabric pens, sequins and stitches. To make it aesthetically pleasing.	<u>VOCABULARY</u> Vehicle, transport, wheel, axle, chassis, body, cab, fixed axle, movable axle and steering.	<u>Vehicles &amp; Mechanisms</u> To draw examples of wheeled vehicles. To draw a labelled diagram of a chassis & axle. Make a small prototype of the mechanism. Design a vehicle with a partner. To select materials & tools to make a vehicle. To understand the mechanism and build a functional model. That also has a quality finish.	<u>VOCABULARY</u> Winch, winder, wishing well, handle, axle, wheel, pulley, gear, mechanism and assemble.	<u>Winding Up</u> To look at images of existing products. Discuss the mechanism. Make prototypes with a Lego set. Design a wind up based on a Nursery rhyme eg Jack & Jill draw an annotated diagram. To use a range of materials and tools to make a wind up. Make a functional and appealing product.
<b>Year 3</b>	<u>VOCABULARY</u> Structure, stable, wide base, free standing, reinforce, strengthen, stand, frame, decoration and component parts.	<u>Picture Frames</u> To evaluate existing styles of picture frames. To design their own frame for a specific person. Draw an annotated diagram. List resources. Select tools and materials. To measure and cut accurately. To strengthen and reinforce frame to stand. A quality product with function.	<u>VOCABULARY</u> Pneumatics, systems, syringe, tubing, balloon pump, inflate, deflate, push, plunger and compressed air.	<u>Moving Monsters</u> To look at images of existing products using pneumatics. To draw examples and explore using syringes & tubes. To design a monster with a pneumatic function. Make the model with a partner. Select materials and tools. Measure and cut accurately. Decorate the monster to create a functional but aesthetic model.	<u>VOCABULARY</u> Balanced healthy diet, sandwich, wholemeal, whole grain, appearance, smell, texture, hygiene, preference, spread, chop, grate and peel.	<u>Healthy Sandwich</u> To prepare a savoury lunch. To evaluate breads and possible ingredients. Discuss seasonal products. To design a healthy sandwich. Draw a labelled diagram. Write simple step by step plan. Make their own sandwich. How to advertise their sandwich.
<b>Year 4</b>	<u>Storybooks</u> To make proto types of levers & mechanisms. Then work as a group to create a storyboard. To select materials and tools. To work accurately and mechanisms to function. Then make pages into a book with text. Share their books with younger children.	<u>VOCABULARY</u> Mechanism, slider, rotate, wheel, pivot, lever, linkage, split pin, pop up, lift the flap and biting mouth.	<u>Scones</u> Using the internet research healthy recipes/ingredients. Design a scone Instructions and diagrams. Think about food hygiene. Then make the scones. Add extra ingredients eg; cheese, raisins or leave plain.	<u>VOCABULARY</u> Evaluate, texture, appearance, smell, taste, flavour, bland, moist, chewy, crunchy, crisp, soft, consumer preference, packaging, ingredients, hygiene, crumble, sprinkle, mix, dough, cutters, weighing scales and recipe and instructions.	<u>Money Containers</u> To draw annotated sketches of purse/wallet & design features. To practice different sewing stitches. Use a pattern. Pin, cut & sew accurately. Attach a button, Velcro or zip. Decorate to make an aesthetic & functional purse.	<u>VOCABULARY</u> Money container, pattern, pin, seam, fastening, strap, clasp, gusset, running stitch, and zip,

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<p><b>Year 5</b></p>	<p><u>VOCABULARY</u></p> <p>Electrical circuit, battery, wire with crocodile clip, insulator, conductor, bulb holder, components, controlled by on/off switch, sequence, matching, design criteria and research.</p>	<p><u>Lighting it up</u></p> <p>To understand and make electrical circuits eg using bulbs, buzzers &amp; motors. Able children to look at in series and Logi tech blocks for programming. Design a product on a specific subject eg an electronic board game. Draw a diagram of the circuit and how it fits the game Finished product to have a quality finish and function.</p>	<p><u>VOCABULARY</u></p> <p>Cam mechanism, follower, rotary motion, linear motion, spindle, axle, washer, handle, junior hacksaw, bench hook, dowelling, grove, horizontal, diagonal sawing.</p>	<p><u>Cam Toys</u></p> <p>To understand the cam mechanisms. Look at working cams. To work in a group. To draw a cam toy design with a cross sectional diagram. Write out step by step instructions. To use a junior hacksaw to cut dowel. Measure accurately using a ruler. Evaluate finished product On its function and quality of decoration.</p>	<p><u>VOCABULARY</u></p> <p>Vibration, pitch, sound waves, instrument, accurately. Functional, aesthetically pleasing, junior hacksaw, maracas, rainmaker, jingle stick.</p>	<p><u>Musical Instruments</u></p> <p>To draw annotated diagrams of their design. To make instruments in groups of 4/5 children using wood, dowel, cardboard tubes, bottle tops and small nails. To measure accurately and cut carefully using junior hacksaws, hammers &amp; hand drills. Instruments should be functional and aesthetic. To make maracas, rainmakers and Jingle sticks. Two tables at a time making the same instruments.</p>
<p><b>Year 6</b></p>	<p><u>VOCABULARY</u></p> <p>Religious greeting card, design brief, Cross stitch, pattern, embroidery thread, binca, squared paper, images, symbols and transfer design .</p>	<p><u>Victorian Christmas Cards</u></p> <p>Make a plan on squared paper. Use x to mark stitches. Practice sewing cross stitch. Follow their plan to sew neatly to make the correct design. Incorporate sewing work inside a card.</p>	<p><u>VOCABULARY</u></p> <p>Yeast, micro organism, product analysis, cultural traditions, chapatti, naan bread, wholemeal, white, granary, pitta, baguette, soda bread. Texture, appearance, flavour and smell. Preference, doughy, chewy, stretchy, soft, crusty and sliced. Recipe, kneading, proving, shaping, weighing, glazing and food hygiene.</p>	<p><u>Bread</u></p> <p>Learn about the bread making process (possible visit to Morrison's bakery). Try tasting &amp; researching different types of bread. Score them on a scale. Find a recipe and write out ingredients. Think about food hygiene. Make bread and evaluate on appearance and taste.</p>	<p><u>VOCABULARY</u></p> <p>Structure, supporting pillars, girders, arched, suspension, beam, sustainable materials, key stone and cantilever bridge.</p>	<p><u>Bridges</u></p> <p>Research different types of bridges and why they are needed; over water, roads, valleys. Learn about key individuals eg: Brunel and how they shaped the world. designed. Build prototypes using Lego, cardboard &amp; wood. Revise ways of joining and reinforcing complex structures. Draw annotated /cross sectional diagrams of their own bridge design. Measure and cut accurately. Use a glue gun with supervision.</p>

All D&T projects begin by looking at real life examples.  
The children evaluate the products purpose, function and design.  
At the end of each project the children evaluate their work and compare it to their plans.