



## DT Overview

### Autumn

### Spring

### Summer

EYFS2

#### **Fabulous Me Time for Change**

I can continue to develop small motor skills so that they can use a range of tools competently, safely and confidently.  
I can safely use and explore a variety of materials and tools  
I can explore new techniques  
I can talk about new creations  
I can begin to return to and build upon previous learning

#### **Wonderful Water & Super Heroes & Villains**

I can use a range of different media and materials to create winter scene / character ...  
I can explore folding  
I can return to and build on their previous learning, refining ideas and developing their ability to represent them  
I can create collaboratively sharing ideas, resources and skills  
I can work in partnership / small groups

#### **Gracious Growing Awesome Animals**

I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function  
I can share my creations, explaining the process they have used  
I can make use of props and materials when role playing characters in narratives and stories

Year 1

#### **Designing and Making Puppets Design:**

I can say what products I am designing and making.  
I can develop my ideas by talking and drawing.  
I can use knowledge of existing puppets to come up with ideas.

#### **Making:**

I can measure, mark out, and cut materials and components to make a puppet.  
I can assemble, join and combine materials and components to make a puppet.  
I can talk about my design and what I am making.

#### **Evaluation:**

I can suggest how my puppet could be improved.

#### **Food Technology - Seaside Snacks Design:**

I can describe what my product is for.  
I understand that our food comes from plants and animals.  
I understand food has to be farmed, grown elsewhere (e.g. at home, or caught).

#### **Making:**

I can follow procedures for safety and hygiene.  
I can use a range of materials and components, including construction materials and kits, textiles, **food ingredients** and mechanical components.  
I can prepare simple dishes safely and hygienically, without using a heat source.

#### **Moving Pictures Design:**

I can say how my moving picture will work.

#### **Making:**

I can use finishing techniques, including those from art and design to make my moving picture.  
I can assemble, join and combine materials and components to make a moving picture.  
I can understand the movement of simple mechanisms such as levers and sliders.  
I can talk about my design ideas and what I am making.

#### **Evaluation:**

I can suggest how my moving picture could be improved.

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|        |   | <p>I can understand we should eat 5 portions of fruit and vegetables a day.</p> <p><b>Evaluation:</b><br/>I can talk about my design ideas and what I am making.</p>  |   |
| Year 2 | <p><b><u>Moving Vehicles (A1)</u></b><br/><i>Create vehicles with wheels and axles.</i></p> <p><b><u>Design:</u></b><br/>I can use knowledge of existing products to help come up with ideas.<br/>I can model ideas by exploring materials, components and construction kits and by making templates and mockups.</p> <p><b><u>Making:</u></b><br/>I can assemble, join and combine materials and components.<br/>I understand the movement of simple mechanisms such as levers, sliders, wheels and axles.</p> <p><b><u>Evaluation:</u></b><br/>I can make simple judgements against my design criteria.</p> | <p><b><u>Structures - Houses (Sp2)</u></b></p> <p><b><u>Design:</u></b><br/>I can explain how my products will work.<br/>I can use information and communication technology where appropriate to develop and communicate my ideas.</p> <p><b><u>Making:</u></b><br/>I can use a range of materials and components, including construction materials and kits.<br/>I can use the correct technical vocabulary for the project I am undertaking.</p> <p><b><u>Evaluation:</u></b><br/>I can explain what I like and dislike about my product.</p> | <p><b><u>Food Technology - Fairtrade product (S1)</u></b></p> <p><b><u>Design:</u></b><br/>I can taste and compare different products.<br/>I can generate ideas by drawing on my own experiences.</p> <p><b><u>Making</u></b><br/>I can prepare simple dishes safely and hygienically, without using a heat source.<br/>I can follow procedures for safety and hygiene.</p> <p><b><u>Evaluation:</u></b><br/>I can suggest how my products could be improved.</p> |
| Year 3 | <p><b><u>Lighthouses</u></b><br/><i>Electrical Control</i></p> <p><b><u>Design:</u></b><br/>I can describe the purpose of my design.<br/>I can develop my own design criteria and use it to inform my ideas.</p> <p><b><u>Making:</u></b><br/>I can use the most appropriate materials.<br/>I can create a simple circuit and switch to create a light.</p>   | <p><b><u>Design Roman Mosaics</u></b></p> <p><b><u>Design:</u></b><br/>I can describe my design using an accurately labelled sketch and words.<br/>I can use IT programs to create a piece of work that includes their own work and that of others (using web).</p> <p><b><u>Making:</u></b><br/>I can choose appropriate materials and make cuts and holes accurately</p>  | <p><b><u>Food Technology</u></b><br/><i>Design and Make Sandwiches</i></p> <p><b><u>Design</u></b><br/>I can understand and apply the principles of a healthy and varied diet understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.<br/>I can understand that food is grown,</p>   |

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|  | <p>I can measure, mark out, cut and shape materials and components with some accuracy.<br/>I can assemble, join and combine materials and components with some accuracy.</p> <p><b><u>Evaluation:</u></b><br/>I can refer to my design criteria as I design and make.<br/>I can explain why the materials have been chosen</p> | <p>can select the most appropriate tools and techniques to use for a given task.<br/>I can select the most appropriate materials?<br/>I can use a range of techniques to shape and mould.<br/>I can use equipment safely.<br/>I can make sure that their product looks attractive.</p> <p><b><u>Evaluation:</u></b><br/>I can refer to my design criteria as I design and make.<br/>I can evaluate how realistic my plan was and the changes I had to make.</p> | <p>reared or caught.<br/>I can gather information about the needs and wants of particular groups or individuals.</p> <p><b><u>Making:</u></b><br/>I can grow plants for a product.<br/>I can use equipment safely and create an attractive product.<br/>I can cook and prepare a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.<br/>I can order the main steps to making.<br/>I can use a range of techniques such as peeling, chopping, slicing, spreading.</p> <p><b><u>Evaluation:</u></b><br/>I can explain what I changed that made my design even better.<br/>I can describe how my combined ingredients came together.</p> |
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| <p>Year 4</p> | <p><b><u>Picture Frames</u></b></p> <p><b><u>Design:</u></b><br/> I can indicate the design features of my products that will appeal to intended users<br/> I can model my ideas using prototypes and pattern pieces.<br/> I can make design decisions that take account of the availability of resources.</p> <p><b><u>Making:</u></b><br/> I can select tools and equipment suitable for the task.<br/> I can refer to my criteria as I design and make.<br/> I can measure, mark out, cut and shape materials and components with some accuracy.<br/> I can assemble, join and combine materials and components with some accuracy.<br/> I can make strong, stiff shell structures</p> <p><b><u>Evaluation:</u></b><br/> I can use my design criteria to evaluate my completed products.<br/> I can evaluate how well my product meets the users needs and wants.</p> | <p><b><u>Moving pictures</u></b><br/> - <i>linked to volcano topic.</i></p> <p><b><u>Design:</u></b><br/> I can explain how particular parts of myproducts work</p> <p><b><u>Making:</u></b><br/> I can measure, mark out, cut and shape materials and components with some accuracy.<br/> I can assemble, join and combine materials and components with some accuracy.<br/> I can apply a range of finishing techniques, including those from art and design, with some accuracy.<br/> I can understand how mechanical systems such as levers and linkages create movement</p> <p><b><u>Evaluation:</u></b><br/> I can use my design criteria to evaluate my completed products.<br/> I can evaluate how well products have been designed.</p> | <p><b><u>Weaving a bookmark</u></b><br/> - <i>linked to rainforest topic.</i></p> <p><b><u>Design:</u></b><br/> I can describe the purpose of my product.<br/> I can develop my own design criteria and use this to inform my ideas.<br/> I can generate realistic ideas focusing on the needs of the user.</p> <p><b><u>Making:</u></b><br/> I can plan and order the main stages of making.<br/> I can apply a range of finishing techniques, including those from art and design, with some accuracy.<br/> I can understand that materials can be combined and mixed to create more useful characteristics.</p> <p><b><u>Evaluation:</u></b><br/> I can use my design criteria to evaluate my completed products.</p> |
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| <p>Year 5</p> | <p><b><u>Moving Toys</u></b><br/><i>Cams and pulleys</i></p> <p><b><u>Design:</u></b><br/>I can annotate sketches, cross-sectional drawings and exploded diagrams to develop and communicate my ideas.</p> <p><b><u>Making:</u></b><br/>I can accurately measure, mark out, cut and shape materials and components.<br/>I can accurately assemble, join and combine materials and components .<br/>I can produce an appropriate list of tools and materials that I need.<br/>I can know how mechanical systems such as cams or pulleys or gears create movement.</p> <p><b><u>Evaluation:</u></b><br/>I can evaluate my ideas and products against my original design specification.<br/>I can evaluate how innovative my ideas are.</p> | <p><b><u>Fairground rides</u></b></p> <p><b><u>Design:</u></b><br/>I can make design decisions, taking account of constraints such as time, resources and cost.<br/>I can use computer aided design to develop and communicate my ideas.</p> <p><b><u>Making:</u></b><br/>I can make a product which uses both electrical and mechanical components.<br/>I can explain how more complex electrical circuits and components can be used to create functional products.<br/>I can accurately apply a range of finishing techniques, including those from art and design.<br/>I can demonstrate resourcefulness when tackling practical problems.</p> <p><b><u>Evaluation:</u></b><br/>I can evaluate my ideas and products against my original design specification.<br/>I can evaluate the methods of construction that have been used.</p> | <p><b><u>Food Technology - Bread</u></b></p> <p><b><u>Design:</u></b><br/>I can carry out research, using surveys, interviews, questionnaires and web-based resources.<br/>I can generate innovative ideas based on research.</p> <p><b><u>Making:</u></b><br/>I can formulate step-by-step plans as a guide to making.<br/>I can cook and prepare a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.<br/>I can understand how food is processed into ingredients that can be eaten or used in cooking (e.g. flour).<br/>I can use a range of techniques such as peeling, chopping, ixing, kneading and baking.<br/>I can investigate and analyse how much products cost to make.</p> <p><b><u>Evaluation:</u></b><br/>I can evaluate my ideas and products against my original design specification.<br/>I can explain that recipes can be adapted to change the appearance, taste, texture and aroma.</p> |
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|        |   |  | I can work out how much a product would be to make.  |
| Year 6 | <p><b><u>Textiles –rod puppets</u></b><br/> <i>Create a prototype and use a variety of joining techniques. Create a pocket or a gusset.</i></p> <p><b><u>Design:</u></b><br/> I can generate innovative ideas, drawing on research.<br/> I can model my ideas using prototypes and pattern pieces.<br/> I can annotate sketches, cross-sectional drawings and exploded diagrams to develop and communicate my ideas.</p> <p><b><u>Making:</u></b><br/> I can show how 3D textiles products can be made from a combination of fabric shapes.<br/> I can accurately apply a range of finishing techniques, including those from art and design.</p> <p><b><u>Evaluation:</u></b><br/> I can evaluate my product against the design specification.<br/> I can suggest how sustainable the materials in my product are.</p> | <p><b><u>Food Technology</u></b><br/> <i>Dig for Victory - making seasonal soups and growing</i></p> <p><b><u>Design:</u></b><br/> I can identify the needs, wants, preferences and values of particular individuals and groups.<br/> I can understand that the seasons may affect the food available<br/> I can understand that different foods contain different substances - nutrients, water and fibre - that are needed for health.</p> <p><b><u>Making:</u></b><br/> I can formulate step-by-step plans as a guide to making.<br/> I can cook and prepare a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.<br/> I can work out how much products cost to make.<br/> I can use a range of techniques such as peeling, chopping, slicing, grating.<br/> I understand that recipes can be adapted to change the appearance, taste, texture and aroma.</p> <p><b><u>Evaluation:</u></b></p> | <p><b><u>Eco Houses</u></b><br/> <i>Electrical control.<br/> Research and design an eco house incorporating alternative energy modelled using a circuit and a switch.</i></p> <p><b><u>Design:</u></b><br/> I can carry out research, using surveys, interviews, questionnaires and web-based resources.<br/> I can use computer aided design to develop and communicate my ideas.<br/> I can produce an appropriate list of tools and materials that I need.</p> <p><b><u>Making:</u></b><br/> I can accurately measure, mark out, cut and shape materials and components.<br/> I can accurately assemble, join and combine materials and components<br/> I know what impact products have beyond their intended purpose.<br/> I understand how more complex electrical circuits and components can be used to create functional products.<br/> I can demonstrate resourcefulness when tackling practical problems.</p> <p><b><u>Evaluation:</u></b><br/> I can evaluate my product against the design specification.</p> |

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|  |  | <p>I can evaluate my product against the design specification.</p> <p>I can work out how much a product would be to make.</p> | <p>I can suggest how sustainable the materials in my product are.</p> |
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