# DT OVERVIEW

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
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| EYFS | • Junk modelling houses.<br>• Build models and use them as props in children's play. | • **Nursery**: Use different art materials and refining work.<br>• **Reception:** Use various tools for artwork and design.<br>• Select own materials. | • **Nursery:**<br>• Uses various construction materials – joining pieces, stacking vertically and horizontally, balancing and making enclosures.<br>• **Reception:** Use various construction materials.<br>• Uses tools for a purpose. | • **Nursery:** Uses 2d or 3d structures to explore materials and/or express ideas<br>• Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression.<br>• **Reception:** Use various construction materials.<br>• Uses tools for a purpose. | • **Nursery:** Uses 3D and 2D structures to explore materials and/or to express ideas.<br>• **Reception:**<br>• ELG safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function<br>• Share their creations, explaining the processes they have used. | • **Nursery:**.<br>• Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects.<br>• **Reception:** Develops their own ideas through experimentation with diverse materials<br>• ELG safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function<br>• Share their creations, explaining the processes they have used.<br>• |
| KS1<br>CYCLE A | Mechanisms<br>Moving Pictures – Sliders and Levers • To recognise sliders and levers. • To know that different mechanisms make different types of movement. • Know and use technical vocabulary related to the topic: Knowledge vocabulary: Slider, lever, pivot, slot, bridge/guide, card, | | | Sewing Textiles Know how to make a simple textile product using a template to create two identical shapes. Know how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. Know how to use some finishing techniques e.g. buttons, fabric crayons, ribbon, stitching. Know how to use | | Healthy Fruit/Veg Salad – Food Identify a range of fruit and know where a range of fruit comes from e.g. farmed or grown at home. Know the basic principles of a healthy and varied diet including how fruit and vegetables are part of the Eatwell plate. Know and use technical vocabulary related to the topic: Knowledge |

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| | masking tape, paper fastener, join, push, pull, up, down, straight, curve, forwards, backwards. | | | technical vocabulary related to the topic: Knowledge vocabulary: Names of existing products, joining and finishing techniques, tools and fabric, template, pattern piece, mark out, join, stitch, sew, decorate, finish, fit, prototype | | vocabulary: Fruit and veg names, names of equipment and utensils, sensory vocabulary: soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard. Flesh, skin, seed, pip, core, slicing peeling, cutting, squeezing, healthy diet, vitamins, minerals |
| LKS2 CYCLE A | DME Sculpture – clay Stone Age necklaces<br>- follow a step-by-step plan, choosing the right equipment and materials<br>- select the most appropriate tools and techniques for a given task<br>- work accurately to measure, make cuts and make holes explain how to improve a finished model<br>- know why a model has or has not been successful | Food Technology<br>- know how to be both hygienic and safe when using food<br>- bring a creative element to the food product being designed | | Construction What sort of light will work for you? Torches – Electrical Systems - Design and make an electrical toy - links scientific knowledge by using lights, switches or buzzers - use electrical systems to enhance the quality of the product - use IT, where appropriate, to add to the quality of the product • Know how to construct a simple series circuit, understanding conductors insulators, open and closed switches to control a light bulb. • Know and use technical vocabulary related to the topic: Knowledge Vocabulary: series circuit, fault, connection, toggle switch, push to make switch, push to break switch, battery, battery holder, bulb, bulb holder, | Technical Knowledge<br>-Know how to strengthen a product by stiffening a given part or reinforce a part of the structure<br>-Use a simple IT program within the design<br><br>Design – Make - Evaluate | |
| UKS2 CYCLE A | | Make a product that relies on pulleys or gears<br><br>Design | | **Food technology**<br>-Know how to use appropriate equipment and utensils to prepare | | **Textile Unit**<br>- Develop own design criteria for mobile phone case |

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| | | • come up with a range of ideas after collecting information from different sources • produce a detailed, step-bystep plan • explain how a product will appeal to a specific audience<br>• design a product that requires pulleys or gears<br><br>Make<br>• use a range of tools and equipment competently • make a prototype before making a final version • make a product that relies on pulleys or gears<br><br>Evaluate<br>• suggest alternative plans; outlining the positive features and draw backs • evaluate appearance and function against original criteria<br><br>Technical knowledge<br>• links scientific knowledge to design by using pulleys or gears • uses more complex IT program to help enhance the quality of the product produced • use knowledge to improve a made product by strengthening, stiffening or reinforcing | | food – including heat sources<br>- Know about a range of fresh and processed ingredients appropriate to their product and whether they are grown, caught or reared.<br>- Know about seasonality in relation to food products and the source of different foods.<br>-Know and use relevant technical and sensory vocabulary:<br>- Knowledge Vocabulary: name of products, equipment, utensils, techniques and ingredients: yeast, dough, bran, flour, wholemeal, soda, baking soda, spice, herbs, fat, sugar, carbohydrate, dairy, protein, vegetable, vitamins, nutrition, allergy, intolerance, savoury, source, seasonality, utensil, combine, knead, stir, whisk, pour, measure, weigh, roll, shape, sprinkle. | | - Create accurate paper template<br>- Measure and mark sewing and cutting line<br>- Use different types of stitching<br>- Develop ideas through discussion and annotated sketches<br>- Select and use wider range of materials and components, according to functional properties and aesthetic qualities<br>- Evaluate ideas against design criteria |