Trinity All Saints Church of England Primary School

'Growing Together'

Trinity All Saints CE Primary School Overview of DT (Year ½ combined)			
Year Group	**Autumn 2**	**Spring 2**	**Summer 2**
	Continuous provision to include role play resources such as building and junk modelling. (NC Link - Expressive art and design)		
Year 1 and 2 Cycle B	**Textiles** **Create and design a Christmas puppet.** *Design* • *design purposeful, functional, appealing products for themselves and other users based on design criteria* • *generate, develop, model and communicate their ideas through talking,*	**Cooking** **<u>Fruit kebabs and smoothies</u>.** Handle and explore fruits and vegetables and learn how to identify fruit, before undertaking taste testing to establish chosen ingredients for a smoothie they will make, with accompanying packaging. *Design* • *design purposeful, functional, appealing products for themselves*	**Mechanisms** **<u>Moving car</u>** Children create axles and wheels for a moving vehicle *Design* • *design purposeful, functional, appealing products for themselves and other users based on design criteria* • *generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology*

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Year 1 and 2 Cycle A	**Cooking-** Create and design a seasonal harvest soup. *Design* • *design purposeful, functional, appealing products for themselves and other users based on design criteria*	**Structures-** **Create and build their own Tudor house linked to the Great Fire of London.** *Design* • *design purposeful, functional, appealing products for themselves*	**Moving Parts** Fairground Wheel Design and create a functional fairground wheel, consider how the different components fit together so that the wheel rotates and the structure stands freely. Select appropriate material properties and develop their cutting and joining skills. Research existing structures and survey to further inform the design. *Design*

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Year 3	**Cooking** **Design and make pizza.** Eating Seasonally. Pupils discover when and where fruits and vegetables are grown and learn about seasonality in the UK. They	**Textiles** **Using cross-stitch to create a party bag** Children to be given a brief eg specific stitch, shape, style, 2 pockets etc. *NC Links*	**Levers** **Create a short story booklet which involves 2 or more levers** *NC Links* *Design* • *use research and develop design criteria to inform the design of*

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	respond to a design brief to design a pizza using seasonal vegetables after a specific brief has been given. NC Links *Design* • *use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups* • *generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design* *Make*	*Design* • *use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups* • *generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design* *Make* • *select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately*	*innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups* • *generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design* *Make* • *select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately* • *select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities* *Evaluate* • *Investigate and analyse a range of existing products* • *evaluate their ideas and products against their own design criteria and*

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Year 4	**Moving parts –** **A moving creature.** Given a brief- children are to create a moving creature. *NC Links* *Design* • *use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose,*	**Structures** Exploring pavilion structures, children learn about what they are used for and investigate how to create strong and stable structures before designing and creating their own pavilions, complete with cladding. *NC Links* *Design* • *use research and develop design criteria to inform the design of innovative,*	**Circuits** **Electrical Systems** Light up name plate *NC Links* *Design* • *use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups* • *generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-*

	aimed at particular individuals or groups • *generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design* *Make* • *select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately* • *select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according*	*functional, appealing products that are fit for purpose, aimed at particular individuals or groups* • *generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design* *Make* • *select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately* • *select from and use a wider range of materials and components, including construction materials, textiles and*	*sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design* *Make* • *select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately* • *select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities* *Evaluate* • *Investigate and analyse a range of existing products* • *evaluate their ideas and products against their own design criteria and consider the views of others to improve their work* • *understand how key events and individuals in design and technology have helped shape the world* *Technical knowledge*

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Year 5	**Levers (up to 4 levers)** **Moving History book**	**Cooking** **Design and make bread**	**Textiles**

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	Creating a four-page pop-up HISTORY storybook design incorporating a range of mechanisms and decorative features, including: structures, levers, sliders, layers and spacers. *NC Links* *Design* • *use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups* • *generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded*	Children will be given a brief where they will create different loaves of bread celebrating different cultures and seasons. *NC Links* *Design* • *use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups* • *generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design* *Make* • *select from and use a wider range of tools and*	Design and make bunting for end of year celebrations. Children to design, create and sew bunting to be used to decorate the school for end of year. *NC Links* *Design* • *use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups* • *generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design* *Make* • *select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately*

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Year 6	**Circuits** Design and create your own light up Christmas card. Using prior knowledge of circuits from Year 4 and mechanism making from Year 5 to incorporate both concepts together. *NC Links* *Design*	**Sewing** **Waistcoats (or suitable clothing)** Selecting suitable fabrics, using templates, pinning, decorating and stitching to create a waistcoat for a person or purpose of their choice. *NC Links* *Design*	**Structures** Design and build an Aqueduct *NC Links* *Design* • *use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups* • *generate, develop, model and communicate their ideas through*

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