






## Design & Technology (D.T.) - Curriculum Overview (Year A)

Year	Subject specific Vocabulary	'The Greats'	Autumn 2 Mechanisms/Mechanical systems (KS1 & KS2)	Spring 2 Cooking and Nutrition	Summer 2 Mechanisms/Mechanical systems (KS1) Structures (KS2)
Nursery			<p><b><u>Personal, Social &amp; Emotional Development (PSED):</u></b>  <b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them</li> </ul> <p><b><u>Physical Development (PD):</u></b>  <b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>Use one-handed tools and equipment, for example, making snips in paper with scissors</li> </ul> <p><b><u>Understanding the World:</u></b>  <b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Explore how things work</li> </ul> <p><b><u>Expressive Arts and Design:</u></b>  <b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>Make imaginative &amp; complex 'small worlds' with blocks &amp; construction kits, such as a city with different buildings and a park</li> <li>Explore different materials freely, in order to develop their ideas about how to use them and what to make</li> <li>Develop their own ideas and then decide which materials to use to express them</li> <li>Join different materials and explore different textures</li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details</li> <li>Use drawing to represent ideas</li> </ul>		
Reception			<p><b><u>Physical Development (PD):</u></b>  <b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> </ul>	<p><b><u>Physical Development (PD):</u></b>  <b>Fine Motor Skills (ELG)</b></p> <ul style="list-style-type: none"> <li>Use a range of small tools, including scissors, paintbrushes and cutlery</li> </ul> <p><b><u>Expressive Arts and Design:</u></b>  <b>Creating with Materials (ELG)</b></p> <ul style="list-style-type: none"> <li>Safely use &amp; explore a variety of materials, tools &amp; techniques, experimenting with colour, design, texture, form &amp; function</li> <li>Share their creations, explaining the process they have used</li> </ul>	


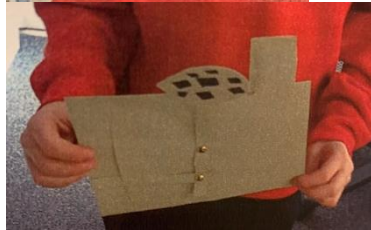

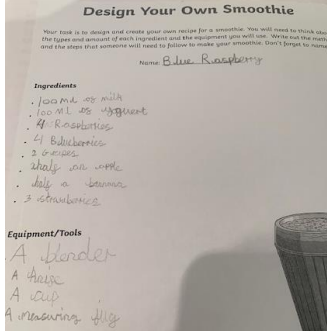




<p><b>Year 1</b></p>	<p><b><u>Wheels and Axels</u></b>          Assemble Design          Evaluation          Mechanism          Model          Sliders          Stencil          Target audience          Template          Test</p> <p><b><u>Fruit and Vegetables</u></b>          Blender          Carton          Fruit          Healthy          Ingredients          Peel          Peeler          Recipe          Slice          Smoothie          Stencil          Template          Vegetable</p> <p><b><u>Making a moving story book</u></b>          Assemble          Design          Evaluation          Mechanism          Model          Sliders          Stencil          Target audience          Template          Test</p>		<p><b><u>Making a moving story book</u></b></p> <p><b><u>Design</u></b>          -Designing a moving story book for a given audience</p> <p><b><u>Make</u></b>          -Following a design to create moving models that use levers and sliders          -Adapting mechanisms</p> <p><b><u>Evaluate</u></b>          -Testing a finished product, seeing whether it moves as planned and if not, explaining why and how it can be fixed          -Reviewing the success of a product by testing it with its intended audience</p> <p><b><u>Technical Knowledge</u></b>          -Learning that levers and sliders are mechanisms and can make things move          -Identifying whether a mechanism is a lever or slider and determining what movement the mechanism will make          -Using the vocabulary: up, down, left, right, vertical and horizontal to describe movement          -Identifying what mechanism makes a toy or vehicle roll forwards          -Learning that for a wheel to move it must be attached to an axle</p>	<p><b><u>Fruit and Vegetables</u></b></p> <p><b><u>Design</u></b>          -Designing smoothie carton packaging by-hand or on ICT software</p> <p><b><u>Make</u></b>          -Chopping fruit and vegetables safely to make a smoothie          -Identifying if a food is a fruit or a vegetable          -Learning where and how fruits and vegetables grow</p> <p><b><u>Evaluate</u></b>          -Tasting and evaluating different food combinations          -Describing appearance, smell and taste          -Suggesting information to be included on packaging</p> <p><b><u>Technical Knowledge</u></b>          -Understanding the difference between fruits and vegetables          -Describing and grouping fruits by texture and taste</p>	<p><b><u>Wheels and Axels</u></b></p> <p><b><u>Design</u></b>          -Explaining how to adapt mechanisms, using bridges or guides to control the movement          -Designing a vehicle that includes wheels, axles and axle holders, which will allow the wheels to move          -Creating clearly labelled drawings which illustrate movement</p> <p><b><u>Make</u></b>          -Following a design to create moving models that use levers and sliders          -Adapting mechanisms</p> <p><b><u>Evaluate</u></b>          -Testing a finished product, seeing whether it moves as planned and if not, explaining why and how it can be fixed          -Reviewing the success of a product by testing it with its intended audience          -Testing mechanisms, identifying what stops wheels from turning, knowing that a wheel needs an axle in order to move</p> <p><b><u>Technical Knowledge</u></b>          -Learning that levers and sliders are mechanisms and can make things move          -Identifying whether a mechanism is a lever or slider and determining what movement the mechanism will make          -Using the vocabulary: up, down, left, right, vertical and horizontal to describe movement          -Identifying what mechanism makes a toy or vehicle roll forwards          -Learning that for a wheel to move it must be attached to an axle</p>
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<p><b>Year 2</b></p>	<p><b><u>Fairground Wheel</u></b>          Axle          Decorate          Evaluation          Ferris wheel          Mechanism          Stable          Strong          Test          Waterproof          Weak</p> <p><b><u>A Balanced Diet</u></b>          Alternative          Diet          Balanced diet          Evaluation          Expensive          Healthy          Ingredients          Nutrients          Packaging          Refrigerator          Sugar          Substitute</p> <p><b><u>Moving Monster</u></b>          Evaluation          Input          Lever          Linear motion          Linkage          Mechanical          Mechanism          Motion          Oscillating motion          Output</p>		<p><b><u>Moving Monster</u></b>  <b><u>Design</u></b>          -Creating a class design criteria for a moving monster          -Designing a moving monster for a specific audience in accordance with a design criteria</p> <p><b><u>Make</u></b>          -Making linkages using card for levers and split pins for pivots          -Experimenting with linkages adjusting the widths, lengths and thicknesses of card used          -Cutting and assembling components neatly          -Selecting materials according to their characteristics          -Following a design brief</p> <p><b><u>Evaluate</u></b>          -Evaluating own designs against design criteria          -Using peer feedback to modify a final design          -Evaluating different designs          -Testing and adapting a design</p> <p><b><u>Technical Knowledge</u></b>          -Learning that mechanisms are a collection of moving parts that work together in a machine          -Learning that there is an input and output in a mechanism          -Identifying mechanisms in everyday objects          -Learning that a lever is something that turns on a pivot          -Learning that a linkage is a system of levers that are connected by pivots</p> 	<p><b><u>A Balanced Diet</u></b>  <b><u>Design</u></b>          -Designing a healthy wrap based on a food combination which work well together</p> <p><b><u>Make</u></b>          -Slicing food safely using the bridge or claw grip          -Constructing a wrap that meets a design brief</p> <p><b><u>Evaluate</u></b>          -Describing the taste, texture and smell of fruit and vegetables          -Taste testing food combinations and final products          -Describing the information that should be included on a label          -Evaluating which grip was most effective</p> <p><b><u>Technical Knowledge</u></b>          -Understanding what makes a balanced diet          -Knowing where to find the nutritional information on packaging          -Knowing the five food groups</p> 	<p><b><u>Fairground Wheel</u></b>  <b><u>Design</u></b>          -Selecting a suitable linkage system to produce the desired motions          -Designing a wheel Selecting appropriate materials based on their properties</p> <p><b><u>Make</u></b>          -Making linkages using card for levers and split pins for pivots          -Experimenting with linkages adjusting the widths, lengths and thicknesses of card used          -Cutting and assembling components neatly          -Selecting materials according to their characteristics          -Following a design brief</p> <p><b><u>Evaluate</u></b>          -Evaluating own designs against design criteria          -Using peer feedback to modify a final design          -Evaluating different designs          -Testing and adapting a design</p> <p><b><u>Technical Knowledge</u></b>          -Learning that mechanisms are a collection of moving parts that work together in a machine          -Learning that there is an input and output in a mechanism          -Identifying mechanisms in everyday objects          -Learning that a lever is something that turns on a pivot          -Learning that a linkage is a system of levers that are connected by pivots          -Exploring wheel mechanisms          -Learning how axels help wheels to move a vehicle</p>
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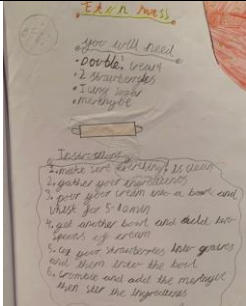

	<p>Pivot Reciprocating motion Rotary motion Survey</p>				
<p><b>Year 3</b></p>	<p><b><u>Constructing a castle</u></b> 2D shapes 3D shapes Castle Design criteria Evaluate Facade Feature Flag Net Recyclable Scoring Stable Strong Structure Tab Weak</p> <p><b><u>Eating Seasonally</u></b> Climate Dry climate Exported Imported Mediterranean climate Nationality Nutrients Polar climate Recipe</p>		<p><b><u>Pneumatic Toys</u></b> <b><u>Design</u></b> -Designing a toy which uses a pneumatic system -Developing design criteria from a design brief -Generating ideas using thumbnail sketches and exploded diagrams -Learning that different types of drawings are used in design to explain ideas clearly <b><u>Make</u></b> -Creating a pneumatic system to create a desired motion -Building secure housing for a pneumatic system -Using syringes and balloons to create different types of pneumatic systems to make a functional and appealing pneumatic toy -Selecting materials due to their functional and aesthetic characteristics -Manipulating materials to create different effects by cutting, creasing, folding, weaving <b><u>Evaluate</u></b> -Using the views of others to improve Designs -Testing and modifying the outcome, Suggesting improvements -Understanding the purpose of exploded-diagrams through the eyes of a designer and their client</p>	<p><b><u>Eating Seasonally</u></b> <b><u>Design</u></b> -Creating a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish <b><u>Make</u></b> -Knowing how to prepare themselves and a work space to cook safely in, learning the basic rules to avoid food contamination -Following the instructions within a recipe <b><u>Evaluate</u></b> -Establishing and using design criteria to help test and review dishes -Describing the benefits of seasonal fruits and vegetables and the impact on the environment -Suggesting points for improvement when making a seasonal tart <b><u>Technical Knowledge</u></b> -Learning that climate affects food growth -Working with cooking equipment safely and hygienically -Learning that imported foods travel from far away and this can negatively impact the environment -Learning that vegetables and fruit grow in certain seasons -Learning that each fruit and vegetable gives us nutritional</p>	<p><b><u>Constructing a castle</u></b> <b><u>Design</u></b> -Designing a castle with key features to appeal to a specific person/purpose -Drawing and labelling a castle design using 2D shapes, labelling: -the 3D shapes that will create the features - materials need and colours -Designing and/or decorating a castle tower on CAD software <b><u>Make</u></b> -Constructing a range of 3D geometric shapes using nets -Creating special features for individual designs -Making facades from a range of recycled materials <b><u>Evaluate</u></b> -Evaluating own work and the work of others based on the aesthetic of the finished product and in comparison, to the original design -Suggesting points for modification of the individual designs <b><u>Technical Knowledge</u></b> -Identifying features of a castle -Identifying suitable materials to be selected and used for a castle, considering weight, compression, tension -Extending the knowledge of wide and flat based objects are more stable -Understanding the terminology of strut, tie, span, beam -Understanding the difference between frame and shell structure</p>



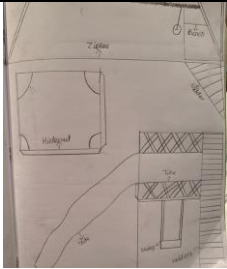
<p>Seasonal food Seasons Temperate climate Tropical climate</p> <p><u>Pneumatic Toys</u> Exploded-diagram Function Input Lever Linkage Mechanism Motion Net Output Pivot Pneumatic system Thumbnail sketch</p>			<p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>-Understanding how pneumatic systems work</li> <li>-Learning that mechanisms are a system of parts that work together to create motion</li> <li>-Understanding that pneumatic systems can be used as part of a mechanism</li> <li>-Learning that pneumatic systems force air over a distance to create movement</li> </ul>  	<p>benefits</p> <ul style="list-style-type: none"> <li>-Learning to use, store and clean a knife safely</li> </ul>  	
<p><b>Year 4</b></p>	<p><u>Pavilions</u> Aesthetic Cladding Design criteria Evaluation Frame Structure Function Inspiration Pavilion Reinforce Stable Structure Target audience Target customer Texture</p>		<p><u>Making a Slingshot Car</u></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>-Designing a shape that reduces air resistance.</li> <li>-Drawing a net to create a structure from.</li> <li>-Choosing shapes that increase or decrease speed as a result of air resistance.</li> <li>-Personalising a design.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>-Measuring, marking, cutting and assembling with increasing accuracy.</li> <li>-Making a model based on a chosen design</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>-Evaluating the speed of a final product based on: the effect of shape on speed</li> </ul>	<p><u>Adapting a Recipe</u></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>-Designing a biscuit within a given budget, drawing upon previous taste testing</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>-Following a baking recipe</li> <li>-Cooking safely, following basic hygiene rules</li> <li>-Adapting a recipe</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>-Evaluating a recipe, considering: taste, smell, texture and appearance</li> <li>-Describing the impact of the budget on the selection of ingredients</li> <li>-Evaluating and comparing a range of products</li> </ul>	<p><u>Pavilions</u></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>-Designing a stable pavilion structure that is aesthetically pleasing and selecting materials to create a desired effect</li> <li>-Building frame structures designed to support weight</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>-Creating a range of different shaped frame structures</li> <li>-Making a variety of free-standing frame structures of different shapes and sizes</li> <li>-Selecting appropriate materials to build a strong structure and for the cladding</li> <li>-Reinforcing corners to strengthen a structure</li> <li>-Creating a design in accordance with a plan</li> <li>-Learning to create different textural effects with materials</li> </ul>

	<p>Theme</p> <p><u>Adapting a Recipe</u></p> <p>Adapt Budget Cooling rack Creaming Equipment Evaluation Flavour Ingredients Method Net Packaging Prototype Quantity Recipe Rubbing Sieving Target audience Unit of measurement Utilities</p>		<p>and the accuracy of workmanship on performance.</p> <p><u>Technical Knowledge</u></p> <ul style="list-style-type: none"> <li>-To understand that all moving things have kinetic energy.</li> <li>-To understand that kinetic energy is the energy that something (object/person) has by being in motion.</li> <li>-To know that air resistance is the level of drag on an object as it is forced through the air.</li> <li>-To understand that the shape of a moving object will affect how it moves due to air resistance</li> </ul>	<ul style="list-style-type: none"> <li>-Suggesting modifications</li> </ul> <p><u>Technical Knowledge</u></p> <p>Understanding the impact of the cost and importance of budgeting while planning ingredients for biscuits</p> <ul style="list-style-type: none"> <li>· Understanding the environmental impact on future product and cost of production</li> </ul>	<p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>-Evaluating structures made by the class</li> <li>-Describing what characteristics of a design and construction made it the most effective</li> <li>-Considering effective and ineffective designs</li> </ul> <p><u>Technical Knowledge</u></p> <ul style="list-style-type: none"> <li>-Learning what pavilions are and their purpose</li> <li>-Building on prior knowledge of net structures and broadening knowledge of frame structures</li> <li>-Learning that architects consider light, shadow and patterns when designing</li> <li>-Implementing frame and shell structure knowledge</li> <li>-Considering effective and ineffective designs</li> </ul>
<p>Year 5</p>	<p><u>Making a Pop Up Book</u></p> <p>Aesthetic Computer-aided design (CAD) Caption Exploded-diagram Function Input Linkage Mechanism Motion Output Pivot Prototype Slider</p>	<p>Isambard Kingdom Brunel</p> 	<p><u>Making a Pop Up Book Design</u></p> <ul style="list-style-type: none"> <li>-Designing a pop-up book which uses a mixture of structures and mechanisms.</li> <li>-Naming each mechanism, input and output accurately.</li> <li>-Storyboarding ideas for a book.</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>-Following a design brief to make a pop up book, neatly and with focus on accuracy.</li> <li>-Making mechanisms and/or structures using sliders, pivots and folds to produce movement. -Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result.</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>-Evaluating the work of others and receiving feedback on own work.</li> </ul>	<p><u>What could be healthier? Design</u></p> <ul style="list-style-type: none"> <li>-Adapting a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients.</li> <li>-Writing an amended method for a recipe to incorporate the relevant changes to ingredients.</li> <li>-Designing appealing packaging to reflect a recipe.</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>-Cutting and preparing vegetables safely.</li> <li>-Using equipment safely, including knives, hot pans and hobs.</li> <li>-Knowing how to avoid cross-contamination.</li> </ul>	<p><u>Bridges Design</u></p> <ul style="list-style-type: none"> <li>-Designing a stable structure that is able to support weight</li> <li>-Creating frame structure with focus on triangulation</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>-Making a range of different shaped beam bridges</li> <li>-Using triangles to create truss bridges that span a given distance and supports a load</li> <li>-Building a wooden bridge structure</li> <li>Independently measuring and marking wood accurately</li> <li>-Selecting appropriate tools and equipment for particular tasks</li> <li>-Using the correct techniques to saws safely</li> <li>-Identifying where a structure needs reinforcement and using card corners for support</li> </ul>

<p>Structure Template <u>What could be healthier?</u> Beef Cross-contamination Diet Ethical issues Farm Healthy Nutrients Reared Substitute Vegan Vegetarian Welfare <u>Bridges</u> Abutment Accurate Arched bridge Beam bridge Coping saw Evaluation File Mark out Material properties Measure Predict Reinforce Research Sandpaper Set square Suspension bridge Tenon saw Test Truss bridge Wood</p>		<p>-Suggesting points for improvement. <b>Technical Knowledge</b> -To know that mechanisms control movement. -To understand that mechanisms can be used to change one kind of motion into another. -To understand how to use sliders, pivots and folds to create paper-based mechanisms. to reinforce structures -Understanding how triangles can be used to reinforce bridges -Articulating the difference between beam, arch, truss and suspension bridges</p>	<p>-Following a step by step method carefully to make a recipe. <b>Evaluate</b> -Identifying the nutritional differences between different products and recipes. -Identifying and describing healthy benefits of food groups <b>Technical Knowledge</b> -To understand where meat comes from - learning that beef is from cattle and how beef is reared and processed, including key welfare issues. -To know that I can adapt a recipe to make it healthier by substituting ingredients. -To know that I can use a nutritional calculator to see how healthy a food option is. -To understand that 'cross-contamination' means bacteria and germs have been passed onto ready-to-eat foods and it happens when these foods mix with raw meat or unclean objects</p> 	<p>-Explaining why selecting appropriating materials is an important part of the design process -Understanding basic wood functional properties <b>Evaluate</b> -Adapting and improving own bridge structure by identifying points of weakness and reinforcing them as necessary -Suggesting points for improvements for own bridges and those designed by others <b>Technical Knowledge</b> -Exploring how to create a strong beam Identifying arch and beam bridges and understanding the terms: compression and tension -Identifying stronger and weaker structures -Finding different ways</p>
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<p><b>Year 6</b></p>	<p><b><u>Automata toys</u></b>          Accurate          Assembly-diagram          Automata          Axle          Bench hook          Cam          Clamp          Component          Cutting list          Diagram          Dowel          Drill bits          Exploded-diagram          Finish          Follower          Frame          Function          Hand drill          Jelutong          Linkage  <b><u>Come dine with me</u></b>          Accompaniment          Collaboration          Cookbook          Cross-contamination          Equipment          Farm          Flavour          Illustration          Imperative-verb</p>	<p><b>Antonio Gaudi</b></p> 	<p><b><u>Automata toys</u></b>  <b>Design</b>          -Experimenting with a range of cams, creating a design for an automata toy based on a choice of cam to create a desired movement.          -Understanding how linkages change the direction of a force.          -Making things move at the same time.          -Understanding and drawing cross-sectional diagrams to show the inner-workings of my design.  <b>Make</b>          -Measuring, marking and checking the accuracy of the jelutong and dowel pieces required.          -Measuring, marking and cutting components accurately using a ruler and scissors.          -Assembling components accurately to make a stable frame.          -Understanding that for the frame to function effectively the components must be cut accurately and the joints of the frame secured at right angles.          -Selecting appropriate materials based on the materials being joined and the speed at which the glue needs to dry/set.  <b>Evaluate</b>          -Evaluating the work of others and receiving feedback on own work.</p>	<p><b><u>Come dine with me</u></b>  <b>Design</b>          -Writing a recipe, explaining the key steps, method and ingredients.          -Including facts and drawings from research undertaken.  <b>Make</b>          -Following a recipe, including using the correct quantities of each ingredient.          -Adapting a recipe based on research.          -Working to a given timescale.          -Working safely and hygienically with independence.  <b>Evaluate</b>          -Evaluating a recipe, considering: taste, smell, texture and origin of the food group.          -Taste testing and scoring final products.          -Suggesting and writing up points of improvements when scoring others' dishes, and when evaluating their own throughout the planning, preparation and cooking process.          -Evaluating health and safety in production to minimise cross contamination.  <b>Technical Knowledge</b>          -To know that 'flavour' is how a food or drink tastes.          -To know that many countries have 'national dishes' which are recipes associated with that country.</p>	<p><b><u>Playgrounds</u></b>  <b>Design</b>          -Designing a playground featuring a variety of different structures, giving careful consideration to how the structures will be used, considering effective and ineffective designs  <b>Make</b>          -Building a range of play apparatus structures drawing upon new and prior knowledge of structures          -Measuring, marking and cutting wood to create a range of structures          -Using a range of materials to reinforce and add decoration to structures  <b>Evaluate</b>          -Improving a design plan based on peer evaluation          -Testing and adapting a design to improve it as it is developed          -Identifying what makes a successful structure  <b>Technical Language</b>          -Knowing that structures can be strengthened by manipulating materials and shapes          -Identifying the shell structure in everyday life (cars, aeroplanes, tins, cans)          -Understanding man-made and natural structures</p>



<p>Ingredients Method Nationality Preparation Processed Reared Recipe Research Storyboard Target audience Top tips <b>Playgrounds</b> Adapt Apparatus Bench hook Cladding Coping saw Dowel Jelutong Landscape Modify Prototype Vice</p>		<p>-Applying points of improvement to their toys. -Describing changes they would make/do if they were to do the project again. <b>Technical Knowledge</b> -To understand that the mechanism in an automata uses a system of cams, axles and followers. -To understand that different shaped cams produce different outputs.</p>	<p>-To know that 'processed food' means food that has been put through multiple changes in a factory. -To understand that it is important to wash fruit and vegetables before eating to remove any dirt and insecticides. -To understand what happens to a certain food before it appears on the supermarket shelf (Farm to Fork).</p>	
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