## Complete DT Overview: Year 1 to Year 6



|        | Autumn Term                       | Spring Term             | Summer Term          |
|--------|-----------------------------------|-------------------------|----------------------|
| Year 1 | Eat More Fruits and<br>Vegetables | Moving Minibeasts       | Stable Structures    |
| Year 2 | Puppets                           | Vehicles                | Perfect Pizzas       |
| Year 3 | Storybooks                        | British Inventors       | Light-Up Signs       |
| Year 4 | Seasonal Stockings                | Making Mini Greenhouses | Seasonal Food        |
| Year 5 | Building Bridges                  | Chinese Inventions      | Fashion and Textiles |
| Year 6 | Programming Pioneers              | Bird House Builders     | Burgers              |

## Design Technology Objectives | KS1 | Curriculum Pack



|   |                         | Year 1               |                      | П | Year 2  |          |                   |  |
|---|-------------------------|----------------------|----------------------|---|---------|----------|-------------------|--|
| Objective   | Eat More<br>Fruit & Veg | Moving<br>Minibeaats | Stable<br>Structures |   | Puppets | Vehicles | Perfect<br>Pizzas |  |
| 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 |                         |                      |                      |   |         |          |                   |  |
| select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]                                |                         |                      |                      |   |         |          |                   |  |
| select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics        |                         |                      |                      |   |         |          |                   |  |
| explore and evaluate a range of existing products   |                         |                      |                      |   |         |          |                   |  |
| evaluate their ideas and products against design criteria   |                         |                      |                      |   |         |          |                   |  |
| build structures, exploring how they can be made stronger, stiffer and more stable  |                         |                      |                      |   |         |          |                   |  |
| explore and use mechanisms [for example, levers, sliders, wheels and axles], in their Products  |                         |                      |                      |   |         |          |                   |  |
| use the basic principles of a healthy and varied diet to prepare dishes   |                         |                      |                      |   |         |          |                   |  |
| understand where food comes from  |                         |                      |                      |   |         |          |                   |  |

## Design Technology Objectives | KS2 | Curriculum Pack



| Objective   |  | Year 3               |                   |                       | Year 4                     |                  |  |               | Year 5                |                         | Year 6                  |                        |         |  |
|---|--|----------------------|-------------------|-----------------------|----------------------------|------------------|--|---------------|-----------------------|-------------------------|-------------------------|------------------------|---------|--|
|   |  | British<br>Inventors | Light-Up<br>Signs | Seasonal<br>Stockings | Making Mini<br>Greenhouses | Seasonal<br>Food |  | lding<br>dges | Chinese<br>Inventions | Fashion and<br>Textiles | Programming<br>Pioneers | Bird House<br>Builders | Burgers |  |
| 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<br>discussion, annotated sketches, cross-sectional and exploded<br>diagrams, prototypes, pattern pieces and computer-aided<br>design |  |                      |                   |                       |                            |                  |  |               |                       |                         |                         |                        |         |  |
| 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       |  |                      |                   |                       |                            |                  |  |               |                       |                         |                         |                        |         |  |
| 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  |  |                      |                   |                       |                            |                  |  |               |                       |                         |                         |                        |         |  |
| apply their understanding of how to strengthen, stiffen and reinforce more complex structures   |  |                      |                   |                       |                            |                  |  |               |                       |                         |                         |                        |         |  |
| understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]  |  |                      |                   |                       |                            |                  |  |               |                       |                         |                         |                        |         |  |
| understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]  |  |                      |                   |                       |                            |                  |  |               |                       |                         |                         |                        |         |  |
| apply their understanding of computing to program, monitor and control their products   |  |                      |                   |                       |                            |                  |  |               |                       |                         |                         |                        |         |  |
| understand and apply the principles of a healthy and varied diet  |  |                      |                   |                       |                            |                  |  |               |                       |                         |                         |                        |         |  |
| prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques  |  |                      |                   |                       |                            |                  |  |               |                       |                         |                         |                        |         |  |
| understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed   |  |                      |                   |                       |                            |                  |  |               |                       |                         |                         |                        |         |  |