

Whole School Subject Overview *Design and Technology*



SUBJECT	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Possible Trips & Visits
Y1	Understanding where food comes from Farm to fork.	Create superheroes/ villain costumes and headpieces.	Making resources to re-enact stories from books.	Create a home for an animal. What will it need? How will it survive? Link: bug hotels- RSPCA.	Create instruments (drums) to make music linked to African music.	Build/construct using different materials.	
Y2			Making pizzas Understand where food comes from. Use the basic principles of a varied and healthy diet to prepare food. Grow cress to make sandwiches.	Build a bird house for the owl. build structures, exploring how they can be made stronger, stiffer and more stable.		Design and create Willy Wonka chocolate bars and packaging. design purposeful, functional, appealing products for themselves and other users based on design	

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						criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communicatio n technology explore and evaluate a range of existing products evaluate their ideas and products against design	
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						criteria.	
Y3	Moving models / monsters Syringes to inflate.			Making catapults Design and create a working model of a Roman catapult.	Volcanoes	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. SCIENCE LINK	
Y4	Moving robots Pulleys and		Shelters; apply their understanding		Design diets for modern day and		

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	<p>pulls Video on gears. A short video to explain how gears work. Gears and mechanisms. These web pages look through at gears and mechanisms in detail. Moving toys workbook Help students to explore cams and moving toys with this workbook.</p> <p>understand and use mechanical systems in</p>		<p>g of how to strengthen, stiffen and reinforce more complex (QCA)</p>		<p>Anglo Saxons identifying seasonal nature of Anglo Saxon food compared to ours.</p>		
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	their products [for example, gears, pulleys, cams, levers and linkages]						
Y5	Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams and prototypes. Select from and use a wider range of materials and components according to	Investigate and analyse a range of existing products. Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. Select from and use a wider range of materials	Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Bread	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. Use different materials to create stable	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. Corn Tortilla Understand seasonality, and know where and how a variety	Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Plague Doctor's Mask.	

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	<p>their functional properties and aesthetic qualities.</p> <p>Design and build a vehicle that will protect an Egnaut from the perils of re-entry. The objective is to have the Egnaut survive the fall without a crack.</p>	<p>and components according to their functional properties and aesthetic qualities.</p> <p>Look at how sundials work, then design, make and evaluate a working sundial.</p>		<p>freestanding objects, looking specifically at how to reinforce structures. Undertake an investigation to study which materials would be most suitable for a shelter.</p>	<p>of ingredients are grown, reared, caught and processed. Coffee</p>		
Y6	<p>Farm to fork -understand seasonality, and know where and how a variety of ingredients are grown,</p>	<p>Structures Building - apply their understanding of how to strengthen, stiffen and reinforce</p>			<p>Visual arts Pupils create a visual arts dictionary and research famous artists/designers in this</p>		

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	<p>reared, caught and processed</p> <p>Pottage soup</p>	<p>more complex structures</p> <p>Bridges</p> <p>This resource pack looks at bridge types and how to increase their strength</p> <p>Control and modelling</p> <p>A set of lesson plans and activities about using control. (Computing LINK)</p>			<p>engaging lesson.</p> <p>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p>		
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