



Palace Fields Primary School
Whole School D & T Curriculum Overview
Academic Year 2018 - 2019

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p style="text-align: center;"><u>Key Question</u> Design a hat for a Meerkat for any weather (textiles)</p> <p style="text-align: center;"><u>D & T Key Skills</u> I can use my own ideas to make something. I can describe how something works. I can make a simple plan before making</p> <p style="text-align: center;"><u>National Curriculum Objectives</u> Generate, develop, model and communicate their ideas through talking and drawing Select from and use a wide range of materials and components, including textiles</p>		<p style="text-align: center;"><u>Key Question</u> What could be in our fruit salad? (nutrition)</p> <p style="text-align: center;"><u>D & T Key Skills</u> I can use my own ideas to make something. I can cut food safely. I can explain to someone else how I want to make my product. I can choose appropriate resources and tools.</p> <p style="text-align: center;"><u>National Curriculum Objectives</u> Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from</p>		<p style="text-align: center;"><u>Key Question</u> What else could the three little pigs have made their house with? (Materials)</p> <p style="text-align: center;"><u>D & T Key Skills</u> I can use my own ideas to make something. I can describe how something works. I can explain to someone else how I want to make my product. I can choose appropriate resources and tools. I can make a simple plan before making.</p> <p style="text-align: center;"><u>National Curriculum Objectives</u> Generate, develop, model and communicate their ideas through talking and drawing Select from and use a wide range of materials and components, including construction materials according to their characteristics</p>	
Year 2	<p style="text-align: center;"><u>Key Question</u> Why might our dinosaur bite you? (mechanisms)</p> <p style="text-align: center;"><u>D & T Key Skills</u> I can think of an idea and plan what to do next. I can choose materials and tools and explain why I have chosen them. I can explain what went well with my work. I can measure materials to use in a mechanism.</p> <p style="text-align: center;"><u>National Curriculum Objectives</u> Generate, develop, model and communicate their ideas through talking and drawing Explore and use mechanisms, (for example levers, sliders, wheels and axles), in their products. Select from and use a range of tools and equipment to perform practical tasks,</p>		<p style="text-align: center;"><u>Key Question</u> How can we put on a finger puppet show for the queen? (textiles)</p> <p style="text-align: center;"><u>D & T Key Skills</u> I can think of an idea and plan what to do next. I can choose tools and materials and explain why I have chosen them. I can join materials and components in different ways. I can explain what went well with my work. I can explain why I have chosen specific textiles.</p> <p style="text-align: center;"><u>National Curriculum Objectives</u> Generate, develop, model and communicate their ideas through talking and drawing Select from and use a wide range of materials and components, including textiles</p>		<p style="text-align: center;"><u>Key Question</u> What makes a fairground ride appealing?</p> <p style="text-align: center;"><u>D & T Key Skills</u> I can think of ideas and plan what to do next. I can choose the best tools and materials and give reasons why these are the best. I can incorporate some kind of movement into my model. I can join material in different ways. I can use joining, folding or rolling to make my model stronger.</p> <p style="text-align: center;"><u>National Curriculum Objectives</u> Design purposeful, functional, appealing products for themselves and other users based on design criteria Build structures, exploring how they can be made stronger, stiffer and more stable Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria</p>	
Year 3	<p style="text-align: center;"><u>Key Question</u> Can you design your own volcano and work out how to make it erupt.</p>		<p style="text-align: center;"><u>Key Question</u> Can you design and make a shelter for the Early Britons (Stiff and flexible sheet material)</p>		<p style="text-align: center;"><u>Key Question</u> How did the Greeks 'coil' to make their clay pots?</p>	

	<p>(Use of materials)</p> <p><u>D & T Key Skills</u></p> <p>I can describe my design using an accurately labelled sketch and words I can use equipment and tools accurately I can select the most appropriate materials I can use a range of techniques to shape and mould I can use finishing techniques</p> <p><u>National Curriculum Objectives</u></p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p><u>D & T Key Skills</u></p> <p>I can put together a step by step plan which shows the order and also what equipment and tools I need I can use equipment and tools accurately I can join materials I can work accurately to make cuts and holes</p> <p><u>National Curriculum Objectives</u></p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p><u>D & T Key Skills</u></p> <p>I can put together a step-by-step plan which shows the order and also what equipment and tools they need. I can use equipment and tools accurately. I can explain what I changed which made their design even better. I can select the most appropriate materials. I can use a range of techniques to shape and mould. I can use finishing techniques.</p> <p><u>National Curriculum Objectives</u></p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>
Year 4	<p><u>Key Question</u></p> <p>How can we catch a thief? (mechanisms)</p> <p><u>D & T Key Skills</u></p> <p>I can use ideas from other people when I am designing. I can plan and explain it. I can evaluate and suggest improvements from my designs. I can evaluate products for both purpose and appearance. I can measure accurately.</p> <p><u>National Curriculum Objectives</u></p> <p>Understand how key events and individuals in design and technology have helped shape the world Understand and use mechanical systems in their products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p><u>Key Question</u></p> <p>Can you create a Roman banquet? (Nutrition)</p> <p><u>D & T Key Skills</u></p> <p>I can produce a plan and explain it. I can evaluate and suggest improvements for my design. I can measure accurately. I know how to be both hygienic and safe when using food.</p> <p><u>National Curriculum Objectives</u></p> <p>Investigate and analyse a range of existing 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</p>	<p><u>Key Question</u></p> <p>Will our 'bag for life' last that long? (textiles)</p> <p><u>D & T Key Skills</u></p> <p>I can use ideas from other people when I am designing. I can produce a plan and explain it. I can evaluate and suggest improvements for my design. I can evaluate products for both their purpose and appearance. I can explain how I have improved my original design. I can measure accurately. I can use a range of tools and equipment competently.</p> <p><u>National Curriculum Objectives</u></p> <p>Understand how key events and individuals in design and technology have helped shape the world 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</p>
Year 5	<p><u>Key Question</u></p> <p>Who will win the Great Year 5 Bake off? (nutrition)</p> <p><u>D & T Key Skills</u></p> <p>I can come up with a range of ideas after collecting information from different sources. I can produce a detailed step-by-step plan. I show that I can be both hygienic and safe in the kitchen.</p>	<p><u>Key Question</u></p> <p>How will we make a shaduf? (mechanisms)</p> <p><u>D & T Key Skills</u></p> <p>I can follow and refine my plans. I can justify my plans in a convincing way. I show that I can test and evaluate my products.</p>	<p><u>Key Question</u></p> <p>How handy are our gloves? - Textile (Carnival outfit/ headdress)</p> <p><u>D & T Key Skills</u></p> <p>I can come up with a range of ideas after collecting information from different sources. I can produce a detailed step-by-step plan. I can explain how a product will appeal to a specific audience. I can evaluate the appearance.</p>

	<p><u>National Curriculum Objectives</u> 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.</p>	<p>I can evaluate my product against a clear criteria.</p> <p><u>National Curriculum Objectives</u> Understand and use mechanical systems in their products Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>	<p><u>National Curriculum Objectives</u> 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 Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>
Year 6	<p><u>Key Question</u> Can you design and make a Viking longboat (Construction)</p> <p><u>D & T Key Skills</u> I can use a range of information to inform their design I can use tools and materials precisely I can change the way I am working, if needed I can test and evaluate my final product I can discuss how to improve my product</p> <p><u>National Curriculum Objectives</u> Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 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 their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p><u>Key Question</u> Can you design and make pyramids in the style of the Mayan (Mouldable materials)</p> <p><u>D & T Key Skills</u> I can use a range of inform to inform my design I can consider culture and society in my design I can change the way I work if I need to I can explain how I can improve my product</p> <p><u>National Curriculum Objectives</u> 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 Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic quality Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p><u>Key Question</u> How does the London Eye turn round?</p> <p><u>D & T Key Skills</u> I can use a range of information to inform my design. I can use tools and materials precisely. I can use different kinds of circuits in my products. I can test and evaluate my final product. I can explain what would improve my product.</p> <p><u>National Curriculum Objectives</u> 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 Understand and use electrical systems in their products, (for example series circuits incorporating switches, bulbs, buzzers and motors) Apply their understanding of computing to programme, monitor and control their products</p>