



## Design & Technology Planning Overview

### School Objectives:

- Key Reading Text provides stimulus for topic (increases exposure to high quality texts & promotes a love of reading)
- Clear vocabulary taught in each topic and built upon each year
- Opportunities to review and consolidate knowledge across year groups
- Develops learners' cultural capital

Year A		EYFS	Y1&2 A	Y1&2 B	Y3&4 A	Y3&4 B	Y5&6 A	Y5&6 B
<b>Vocabulary</b>		Cutting, spreading, make, join, link, mould, construct, taste, manage risks	Plan, measure, cut, sew, join	Plan, ingredients, measure, mix, roll, cut, bake	Knead, bake, measure	Design, measure, join, stitch, evaluate	Joint, saw, measure, design, strengthen	Dice, simmer, boil
<b>Skills (Ongoing)</b>	<b>Developing, Planning &amp; Communicating Ideas</b>	<ul style="list-style-type: none"> <li>• Verbalise ideas</li> <li>• Represent using marks or simple pictures with labels</li> <li>• Adult annotations which show child's 'thinking explanations' of parts</li> </ul>	<ul style="list-style-type: none"> <li>• Generate ideas, drawing on experiences</li> <li>• Identify a clear purpose</li> <li>• Make simple drawings and label parts</li> </ul>	<ul style="list-style-type: none"> <li>• Suggest ideas and explain what they are going to do</li> <li>• Plan the order of work before starting</li> <li>• Identify simple design criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Plan the order of work before starting</li> </ul>	<ul style="list-style-type: none"> <li>• Make drawings with labels when designing</li> <li>• Labelled drawings show specific features</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a purpose for the product</li> <li>• Communicate ideas through detailed labelled drawings</li> <li>• Draw up a specification for design</li> </ul>	<ul style="list-style-type: none"> <li>• Plan the order of their work, choosing appropriate tools and techniques</li> <li>• Develop a clear idea of what has to be done and plan how to use materials</li> </ul>
	<b>Working with tools, equipment, materials and components to make quality products (inc-food)</b>	<ul style="list-style-type: none"> <li>• Select tools/ materials</li> <li>• Dough disco &amp; fine motor to build strength to handle &amp; use different tools</li> </ul>	<ul style="list-style-type: none"> <li>• Measure, cut, shape and join fabric</li> <li>• Use basic sewing techniques</li> <li>• Use simple finishing</li> </ul>	<ul style="list-style-type: none"> <li>• Measure with some accuracy</li> <li>• Use basic food handling, hygienic practices and</li> </ul>	<ul style="list-style-type: none"> <li>• Change things to help improve their work</li> <li>• Measure components with more accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Sew using a range of different stitches</li> <li>• Measure and join fabric with more accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Select appropriate materials, tools and techniques</li> <li>• Measure and mark out accurately</li> </ul>	<ul style="list-style-type: none"> <li>• Weigh and measure accurately</li> <li>• Apply rules for basic food hygiene and other safe practices (e.g.</li> </ul>

		<ul style="list-style-type: none"> <li>Construction and junk modelling (large and small scale)</li> <li>Manipulating tools</li> <li>Washing hands before handling food</li> </ul>	techniques to improve the appearance of product	personal hygiene	<ul style="list-style-type: none"> <li>Demonstrate hygienic food preparation and storage</li> </ul>	<ul style="list-style-type: none"> <li>Use finishing techniques to strengthen appearance</li> </ul>	<ul style="list-style-type: none"> <li>Use tools safely and accurately</li> </ul>	<ul style="list-style-type: none"> <li><i>hazards of ovens)</i></li> </ul>
	<b>Evaluating processes and products</b>	<ul style="list-style-type: none"> <li>Conversations &amp; questions about what could be done to improve.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate product by how well it works</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate against design criteria</li> <li>Identify strengths and possible changes</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate product against original design criteria</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate their work both during and at the end of the assignment</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate product against original design, identifying strengths and areas for development</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate work personally and seek evaluation from others</li> </ul>
<b>Recipes</b>		Diwali sweets, fruit kebabs/salad, biscuits, sandwiches	Cheese scones, savoury muffins, tacos	Biscuits, cornflake cakes, fruit lollies	Gingerbread, hot cross buns, cupcakes	Mince pies, soup, cheese straws	Shortbread, pizza or flatbread, afternoon tea (scones, sausage rolls)	Biscuits, vegetable soup, pasta salad
<b>Focus Topic (Key Skills Covered)</b>		Linked to termly themes & children's ongoing interests	Bag it Up (DT – sewing)	Festive Foods (DT Cooking)	We Are Bakers (DT Cooking)	Fashion Designers (DT Textiles)	Conservation – Bird Boxes (DT Woodwork)	Ready, Steady, Cook (DT Cooking)
<b>Key Text</b>		Range of texts used with DT opportunities e.g. Room on the Broom, Izzy Gizmo, 3 Billy Goats Gruff, 3 Little Pigs	Handa's Surprise by Eileen Browne ( <i>link to making a bag for Handa to stop her losing her fruit</i> )	Pumpkin Soup by Helen Cooper	George's Marvellous Medicine by Roald Dahl	The Iron Man by Ted Hughes	Sky Dancer by Gill Lewis	Pig Heart Boy by Malorie Blackman