



| Year Group | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|------------|-------------------------------------|--|--|--|---|---|
| Reception | | Cutting: snowflake design | Puppets: Chinese New Year | Design: making a boat that floats and another vehicle that moves with wheels Create: Easter bonnets | | Fashion: experimenting with fabric to design a suitable piece of sports wear |
| Year 1 | | Cook Dips and Vegetables Jam Tarts/Mince Pies | | Sew Animal Sock Puppets | | Build Vehicles |
| Year 2 | Cook Pizza Gingerbread | | Sew Pencil Cases | | Build Moving Pictures | |
| Year 3 | | Sew Key Rings / Decoration | | Build Pop-up Books | | Cook Bread and Butter Pasta |
| Year 4 | Sew Cushions | | Build Moving Toys | | Cook Ratatouille and Couscous Apple Crumble | |
| Year 5 | | Build Cam Toys | | Cook Honey Cake Pitta Bread | | Sew Bags |
| Year 6 | Build Water Wall | | Cook Mezze Build Electrical Toys – <i>Part of Science Electricity Unit</i> | | Sew Up-cycling fashion | |

Year 7 Expectations

Aims

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others



DT Curriculum Overview

- understand and apply the principles of nutrition and learn how to cook.

Attainment Targets

By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study

Subject Content

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of domestic and local contexts [for example, the home, health, leisure and culture], and industrial contexts [for example, engineering, manufacturing, construction, food, energy, agriculture (including horticulture) and fashion].

When designing and making, pupils should be taught to:

Design

- use research and exploration, such as the study of different cultures, to identify and understand user needs
- identify and solve their own design problems and understand how to reformulate problems given to them
- develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations
- use a variety of approaches [for example, biomimicry and user-centred design], to generate creative ideas and avoid stereotypical responses
- develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools

Make

- select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture
- select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties

Evaluate

- analyse the work of past and present professionals and others to develop and broaden their understanding
- investigate new and emerging technologies
- test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups
- understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists