



# Newberries Primary School – D.T Overview

## CYCLE A



Early Years Foundation Stage			
Year R	Autumn	Spring	Summer
	<p><b>CL –</b></p> <ul style="list-style-type: none"> <li>Understands use of objects <i>eg. What do we use to cut things?</i></li> </ul> <p><b>PD –</b></p> <ul style="list-style-type: none"> <li>Uses one handed tools and equipment.</li> <li>Understands that equipment and tools need to be used safely.</li> </ul> <p><b>PSED -</b></p> <ul style="list-style-type: none"> <li>Can play in a group, extending and elaborating play ideas.</li> </ul> <p><b>EAD –</b></p> <ul style="list-style-type: none"> <li>Uses various construction materials.</li> <li>Shows an interest in technological toys with different mechanisms.</li> <li>Beginning to construct, vertically and horizontally, making enclosures and creating spaces.</li> <li>Joins construction materials together to build and balance.</li> <li>Realises tools can be used for a purpose.</li> <li>Shows skill in making toys work <i>eg. Pressing parts or lifting flaps to achieve effects.</i></li> </ul>	<p><b>CL –</b></p> <ul style="list-style-type: none"> <li>Children use talk to organise thinking and ideas.</li> </ul> <p><b>PD –</b></p> <ul style="list-style-type: none"> <li>Children use simple tools to effect changes to materials.</li> <li>Shows understanding of the need for safety when tackling new challenges.</li> <li>Shows some understanding of how to transport and store equipment safely.</li> </ul> <p><b>PSED -</b></p> <ul style="list-style-type: none"> <li>Explains own knowledge and asks appropriate questions of others.</li> </ul> <p><b>EAD –</b></p> <ul style="list-style-type: none"> <li>Children manipulate materials to achieve a planned effect.</li> <li>Children use simple tools and techniques competently and appropriately.</li> <li>Children select appropriate resources and adapt work where necessary.</li> <li>Selects tools and techniques needed to shape, assemble and join materials they are using.</li> </ul>	<p><b>CL –</b></p> <ul style="list-style-type: none"> <li>Children use talk to organise, sequence and clarify thinking and ideas.</li> <li>Children develop their own explanations by connecting ideas</li> </ul> <p><b>PD –</b></p> <ul style="list-style-type: none"> <li>Children handle tools, objects, construction and malleable materials safely and with increasing control.</li> <li>Begins to consider and manage some risks independently.</li> </ul> <p><b>PSED -</b></p> <ul style="list-style-type: none"> <li>Children will talk about their ideas, and choose the resources they need for their chosen activity.</li> <li>Takes account of what others say.</li> </ul> <p><b>EAD –</b></p> <ul style="list-style-type: none"> <li>Selects appropriate resources and adapts where necessary.</li> <li>Children construct with a purpose in mind, using a variety of resources.</li> <li>Children safely use and explore a variety of materials, tools and techniques, experimenting with design, form and function.</li> </ul>

KS1			
	Autumn	Spring	Summer
Year 1 Cycle A	Exploring and developing ideas		Evaluating and developing work
	<ul style="list-style-type: none"> <li>Use their own experiences to help generate ideas.</li> <li>Suggest ideas and explain what they are going to do.               <ul style="list-style-type: none"> <li>Model ideas by discussing.</li> <li>Identify a purpose for their product.</li> <li>Develop design ideas using research.</li> <li>Use tools safely (eg. Scissors)</li> </ul> </li> <li>Assemble and combine materials using a variety of temporary methods (eg. Glues and masking tape)</li> <li>Make their design using appropriate techniques</li> </ul>		<ul style="list-style-type: none"> <li>Evaluate their product by discussing how well it works in relation to the purpose.</li> <li>Talk about their ideas, saying what they like and dislike about them.               <ul style="list-style-type: none"> <li>Evaluate against their design criteria.</li> </ul> </li> <li>Talk about their ideas, saying what they like and dislike about them.</li> </ul>
	<u>COOKING AND NUTRITION</u> <u>Salads</u>	<u>MECHANISM</u> <u>Moving Pictures – Fairy Tale Books</u>	<u>TEXTILES</u> <u>Fabric Bunting</u>
<ul style="list-style-type: none"> <li>Research fruit and vegetables and know where they grow.</li> <li>Taste and evaluate existing products through speech, understanding how fruit and vegetables are healthy.</li> <li>Follow a recipe to prepare and create a salad.</li> <li>Measure and cut a range of materials using appropriate tools.</li> <li>Select and use appropriate fruit and vegetables, processes and tools</li> <li>Use basic food handling, hygienic practices and personal hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>Research and evaluate different existing products.</li> <li>Practice making different mechanisms for a product – slider, lever and wheel mechanisms.</li> <li>Create a design for their product, focusing on a fairy tale and using one mechanism.</li> <li>Measure and cut a range of materials using appropriate tools.</li> <li>Use a variety of materials to decorate models.</li> <li>Talk about their work understanding how it has been constructed.</li> </ul>	<ul style="list-style-type: none"> <li>Research different existing products – explain similarities and differences.</li> <li>Create a basic design for their product, using existing products to guide thinking.</li> <li>Cut, shape and join fabric. Use basic sewing techniques.</li> <li>Assemble, join and combine materials and components together using a variety of methods</li> <li>With help measure, mark out, cut and shape a range of materials</li> <li>Use tools <i>eg scissors and a hole punch</i> safely</li> </ul>	
	Autumn	Spring	Summer
Year 2 Cycle A	Exploring and developing ideas		Evaluating and developing work
	<ul style="list-style-type: none"> <li>Generate ideas by using their own experiences.</li> <li>Identify and explain the purpose for their product.</li> <li>Develop their design ideas through discussion and observation.</li> <li>Begin to make drawings with labels when designing.               <ul style="list-style-type: none"> <li>Select tools for making their product.</li> <li>Use hand tools safely and accurately.</li> </ul> </li> <li>Assemble and combine materials to make a product.</li> </ul>		<ul style="list-style-type: none"> <li>Evaluate their product by discussing how well it works in relation to the purpose.</li> <li>Evaluate their product by asking questions about what they have made and how they have gone about it.</li> <li>Review what they and others have done and say what they think and feel about it.</li> <li>Evaluate their products when they have finished, identifying what they might develop in future work.</li> </ul>

	<u>COOKING AND NUTRITION</u> Salads	<u>MECHANISM</u> Moving Pictures	<u>TEXTILES</u> Fabric Bunting	
	<ul style="list-style-type: none"> <li>• Taste and evaluate existing products, understanding how fruit and vegetables are healthy.</li> <li>• Follow a recipe to prepare and create different salads.</li> <li>• Measure and cut a range of materials using appropriate tools.</li> <li>• Follow safe procedures for food safety and hygiene</li> <li>• Choose and use appropriate finishing techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Research and evaluate different existing products.</li> <li>• Practice making different mechanisms for a product – slider, lever and wheel mechanisms.</li> <li>• Create a design for their product, using one or two mechanisms and deciding which audience it will be for.</li> <li>• Begin to select tools and materials; use vocab' to name and describe them</li> <li>• Measure, cut and score with some accuracy</li> <li>• Use hand tools safely and appropriately</li> <li>• Assemble, join and combine materials in order to make a product.</li> <li>• Use simple finishing techniques to improve the appearance of their product.</li> </ul>	<ul style="list-style-type: none"> <li>• Research and evaluate different existing products – when is bunting used? What materials, patterns, colors are used?</li> <li>• Create a design for their product, deciding on target audience (what celebration will they be for?).</li> <li>• Cut, shape and join fabric. Use basic sewing techniques.</li> <li>• Measure, mark out, cut and shape a range of materials</li> <li>• Choose and use appropriate finishing techniques</li> <li>• Use tools safely</li> </ul>	
<b>Lower KS2</b>				
<b>Year 3 Cycle A</b>	<b>Autumn</b>	<b>Spring</b>		<b>Summer</b>
	Exploring and developing ideas (before final product)		Evaluating and developing work (after final product)	
	<ul style="list-style-type: none"> <li>• Generate ideas for an item.</li> <li>• Establish criteria for a successful product.</li> <li>• Plan the order of their work.</li> <li>• Explore and develop one or two design proposals.</li> <li>• Make drawings with labels when designing.</li> <li>• Think about their ideas throughout the design process and be willing to change their design if it helps.</li> </ul>		<ul style="list-style-type: none"> <li>• Compare ideas, methods and approaches in their own and others' work.</li> <li>• Evaluate their product by discussing how well it works in relation to the purpose.</li> <li>• Evaluate their product by asking questions about what they have made and how they have gone about it.</li> <li>• Evaluate their products as they are developed, identifying strengths and possible changes they might make.</li> <li>• Compare finished product to design proposal, deciding what when well and what could be improved next time.</li> </ul>	
	<u>CONSTRUCTION</u> Research, design and make models of prehistoric buildings. Paleolithic caves/Neolithic teepees	<u>COOKING AND NUTRITION</u> Savory bread recipes based on Iron Age recipes	<u>STRUCTURE</u> Research, design and make mosaic patterns and translate this onto a larger scale	

	<u>Stone Age Houses</u> <ul style="list-style-type: none"> <li>Decide on a design based on knowledge of products from history.</li> <li>Plan, design, make and adapt models.</li> <li>Measure and cut a range of materials using appropriate tools.</li> <li>Use a variety of materials to decorate models.</li> <li>Talk about their work understanding how it has been constructed.</li> </ul>	<u>Iron Age Bread</u> <ul style="list-style-type: none"> <li>Research different foods and recipes from the Iron Age.</li> <li>Taste and evaluate existing products from modern times.</li> <li>Create savoury bread recipes based on Iron Age recipes.</li> <li>Shape a range of materials, using appropriate tools, equipment and techniques</li> <li>Use hand tools safely and appropriately</li> <li>Demonstrate hygienic food preparation and storage</li> </ul>	<u>Roman Mosaics</u> <ul style="list-style-type: none"> <li>Understand what a mosaic is based on knowledge of existing products – both ancient and modern.</li> <li>Make basic models using existing product ideas to help.</li> <li>Create a design proposal based on research of Roman mosaics.</li> <li>Understand what resources and tools will be needed to create the product.</li> <li>Select tools and techniques for making their product.</li> <li>Measure, mark out, cut, score and assemble components with more accuracy.</li> <li>Present design ideas clearly, using basic graphical techniques.</li> </ul>
	<u>Breadth of Study</u> <ul style="list-style-type: none"> <li>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li> <li>Use ICT to research existing products (or products that existed in the period studied).</li> <li>Investigate art, craft and design in the periods studied.</li> </ul>		
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 4 Cycle A</b>	Exploring and developing ideas (before final product)		Evaluating and developing work (after final product)
	<ul style="list-style-type: none"> <li>Generate ideas, considering the purposes for which they are designing.</li> <li>Make labelled drawings from different views showing specific features.</li> <li>Develop a clear idea of what has to be done – plan how to use materials, equipment and making.</li> <li>Suggest alternative design proposals and methods of making.</li> <li>Explore the roles and purposes of crafts carried out in different times and cultures.</li> <li>Adapt their work according to their design proposals and resources available.</li> </ul>		<ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own and others' work.</li> <li>Evaluate their product by asking questions about what they have made and how they have gone about it.</li> <li>Evaluate their product against the original design criteria – deciding what when well and what could be improved next time.</li> <li>Decide which alternative design proposals and methods of making could be followed if the first attempt fails.</li> </ul>
	<u>CONSTRUCTION</u> <b>Research, design and make models of prehistoric buildings which have a light source.  Paleolithic caves/Neolithic teepees</b>	<u>COOKING AND NUTRITION</u> <b>Savoury bread recipes based on Iron Age recipes</b>	<u>STRUCTURE</u> <b>Research, design and make mosaic patterns and translate this onto a larger scale</b>

	<p><u>Stone Age Houses</u></p> <ul style="list-style-type: none"> <li>Decide on a design proposal based on knowledge of products from history.</li> <li>Make informed choices about the model chosen and how it could be constructed.</li> <li>Plan, design, make and adapt models with a light source.</li> <li>Use a variety of materials to decorate models – including a light source, paint and natural materials eg. Stones, moss etc.</li> <li>Talk about their work understanding how it has been constructed.</li> <li>Explain alternative ways to create and conceal the light source if made again with additional resources.</li> </ul>	<p><u>Iron Age Bread</u></p> <ul style="list-style-type: none"> <li>Research and create savoury bread recipes based on Iron Age recipes.</li> <li>Taste and evaluate existing products from modern times, giving reasons for answers.</li> <li>Understand seasonality and know where and how a variety of ingredients are grown/reared/caught.</li> <li>Select appropriate tools and techniques for making their product</li> <li>Measure different quantities accurately</li> <li>Shape a range of materials, using appropriate tools, equipment and techniques</li> <li>Demonstrate hygienic food preparation and storage</li> </ul>	<p><u>Roman Mosaics</u></p> <ul style="list-style-type: none"> <li>Research and evaluate existing products – both ancient and modern.</li> <li>Make basic models using existing product ideas to help, understanding what tools and resources will be needed.</li> <li>Generate one or two different design proposals based on research of Roman mosaics.</li> <li>Understand what resources and tools will be needed to create the product.</li> <li>Measure, mark out and cut a range of materials with increasing accuracy using appropriate tools.</li> <li>Join and combine materials and components accurately in temporary and permanent ways.</li> <li>Explain design ideas using simple graphical techniques.</li> </ul>
	<p><u>Breadth of Study</u></p> <ul style="list-style-type: none"> <li>Work on their own, and collaboratively with others.</li> <li>Use ICT to research existing products (or products that existed in the period studied).</li> <li>Investigate art, craft and design in the periods studied.</li> </ul>		

**Upper KS2**

<p><b>Year 5 Cycle A</b></p>	<p><b>Autumn</b></p>		<p><b>Spring</b></p>		<p><b>Summer</b></p>	
	<p>Exploring and developing ideas (before final product)</p>			<p>Evaluating and developing work (after final product)</p>		
	<ul style="list-style-type: none"> <li>Generate ideas through mind mapping and identify a purpose to their product.</li> <li>Draw up a detailed specification for their design.</li> <li>Develop a clear idea of what has to be done, planning how to use tools, materials and processes.</li> <li>Suggest alternative design proposals and methods of making.</li> <li>Explore the roles and purposes of crafts carried out in different times and cultures.</li> <li>Use results of research when developing design ideas (use of ICT to study existing products and designs).</li> </ul>			<ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own and others' work and use these to evaluate their product.</li> <li>Evaluate their product against the design proposal.</li> <li>Decide which alternative design proposals and methods of making could be followed if the first attempt fails.</li> </ul>		
<p><u>CONSTRUCTION</u> Create a Victorian house with a light source.</p>			<p><u>COOKING AND NUTRITION</u> Egyptian bread.</p>		<p><u>TEXTILES</u> Women's Suffrage Embroidery</p>	

	<ul style="list-style-type: none"> <li>• Research different styles of houses and lights from Victorian times.</li> <li>• Complete a design proposal – explaining how they will meet the user’s needs and how the light will turn on and off.</li> <li>• Decide which materials will be needed for the room based on previous research.</li> <li>• Measure and mark out accurately</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise different types of bread from around the world and ingredients used.</li> <li>• Research Egyptian bread and understand its importance in the Egyptian era.</li> <li>• Measure different quantities accurately.</li> <li>• Shape a range of materials, using appropriate tools, equipment and techniques.</li> <li>• Demonstrate hygienic food preparation and storage</li> </ul>	<ul style="list-style-type: none"> <li>• Research and evaluate existing products.</li> <li>• Pin, sew and stitch materials together.</li> <li>• Measure and mark out accurately</li> <li>• Cut and join with accuracy.</li> </ul>			
	<p><u>Breadth of Study</u></p> <ul style="list-style-type: none"> <li>• Work on their own, and collaboratively with others.</li> <li>• Use ICT to research existing products (or products that existed in the period studied).</li> <li>• Investigate art, craft and design in the periods studied.</li> </ul>					
<b>Year 6 Cycle A</b>	<h2>Autumn</h2>		<h2>Spring</h2>		<h2>Summer</h2>	
	Exploring and developing ideas (before final product)			Evaluating and developing work (after final product)		
	<ul style="list-style-type: none"> <li>• Communicate their ideas through detailed labelled drawings.</li> <li>• Develop a design specification with two or three design proposals.</li> <li>• Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways.</li> <li>• Plan the order of their work, selecting appropriate tools, materials and techniques.</li> <li>• Use tools safely and accurately.</li> <li>• Construct products using permanent joining techniques.</li> <li>• Make modifications to their product where needed throughout the design and construction process.</li> </ul>			<ul style="list-style-type: none"> <li>• Compare ideas, methods and approaches in their own and others’ work and describe how they might develop their design further next time.</li> <li>• Evaluate their products, identifying strengths and areas for development.</li> <li>• Record their evaluations using drawings with labels.</li> <li>• Evaluate against their design proposals and suggest ways that their product could be improved.</li> </ul>		
	<u>CONSTRUCTION</u> <b>Create a Victorian house with a light source.</b>		<u>COOKING AND NUTRITION</u> <b>Egyptian bread.</b>		<u>TEXTILES</u> <b>Women’s Suffrage Embroidery</b>	
<ul style="list-style-type: none"> <li>• Research different styles of houses and lights from Victorian times.</li> <li>• Complete one or two different design proposal – explaining how they will meet the user’s needs and how the light will turn on and off.</li> </ul>		<ul style="list-style-type: none"> <li>• Recognise different types of bread and foods eaten with it from around the world and ingredients used.</li> <li>• Research Egyptian bread and understand its importance in the Egyptian era.</li> </ul>		<ul style="list-style-type: none"> <li>• Research and evaluate existing products – focusing on design and joining techniques.</li> <li>• Use previous research to create a final design proposal.</li> </ul>		

- Use previous research to create a final design proposal.
- Assemble components to make working models
- Construct products using permanent joining techniques
- Measure and mark out accurately
- Use skills in using different tools and equipment safely and accurately.
- Cut and join with accuracy to ensure a good-quality finish to the product.

- Shape a range of materials, using appropriate tools, equipment and techniques.
- Weigh and measure accurately (time, dry ingredients, liquids)
- Apply the rules for basic food hygiene and other safe practices *e.g. hazards relating to the use of ovens.*

- Construct products using accurate measurements and joining techniques
- Pin, sew and stitch materials together create a quality product.

Breadth of Study

- Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.
- Use ICT to research existing products (or products that existed in the period studied).
- Investigate craft and design techniques and apply them in the design and building process.
- Investigate existing products in the locality and in a variety of styles and traditions.

Updated June 2019