# Curriculum Overview

| | Food & Nutrition | Structures | Textiles | Mechanisms | Electrical Systems |
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| **Reception** | Children are encouraged to be creative, think critically and solve problems. They are encouraged to make connections in their learning, take risks and learn from their mistakes. Design & Technology is always accessible to children in both in the indoor and outdoor environments. They are encouraged to construct for different purposes using blocks, bricks, cable reels, tubes, buckets. Children develop their fine motor skills with cutting, hammering, sawing, screwing, peeling, whisking, grating and drawing. Children are given the opportunities to design, make and evaluate their work in sequential steps. | | | | |
| | **Porridge**<br>**Chapatti** | **Junk Modelling** | **Weaving**<br>**Shoe lace pictures**<br>**Fine Motor skills** | **Sawing**<br>**Hammering** | |
| **Year 1** | **Balanced diet: Healthy Wraps**<br>To understand where food comes from and prepare a healthy wrap | **Windmills structures**<br>To build structures, exploring how they can be made stronger, stiffer, and more stable | **Weaving**<br>To select from and use a range of tools and equipment to perform practical tasks, including cutting, joining and finishing. | **Moving pictures**<br>To explore and use mechanisms including sliders and levers | |
| **Year 2** | **Balanced diet: Hidden sugars**<br>To understand where food comes from and the basic principles of a healthy and varied diet | **Teddy bear's chair**<br>To design purposeful, functional and appealing products based on design criteria | **Christmas stockings**<br>To select from and use a range of materials and components including textiles and materials | **Moving Animals**<br>To explore and use mechanisms including axels | |
| **Year 3** | **Following a recipe: Biscuits**<br>To understand and apply the principles of a varied diet and how to budget affordably. | **Viking Helmet**<br>To select from and use a range of materials and complements for construction, according to their functional properties. | **Egyptian collars**<br>To understand select from and use a wider range of tools and equipment | **Pneumatic Toys**<br>To understand and use mechanical systems (pneumatics). | |
| **Year 4** | **Eating seasonally: Vegetarian pizzas**<br>To understand seasonality and know how a variety of ingredients are grown<br>To understand and apply the principles of a healthy and varied diet | **Earthquake proof buildings**<br>To research, develop and design an innovative, functional, and appealing product fit for purpose. | **Roman Purses**<br>To select from and use a wider range of materials and components including textiles, according to their functional properties | | **Creating switches**<br>To understand and use electrical systems in their products |
| **Year 5** | **Hidden vegetables: Ratatouille**<br>To prepare and cook a dish, understanding how a variety of ingredients are grown, caught, and processed | **Bridges**<br>To understand how key events and individuals in design and technology have helped shaped the world | **Key rings**<br>To understand develop design criteria to inform the design of functional and appealing products that are fit for purpose for particular individuals | **Ferris Wheels**<br>To understand and use mechanical systems in their products (linkages, pulleys, gears, levers, axels) | |
| **Year 6** | **Come Dine with me: 2 course meal**<br>To prepare and cook a variety of savoury dishes using a range of cooking techniques | **Playground**<br>To understand how to strengthen, stiffen and reinforce more complex structures. | **Cross stitch bookmarks**<br>To generate, develop and model their ideas through annotated sketches and pattern pieces | | **Burglar alarms**<br>To understand and use electrical systems in their products, using computing to program, monitor and control their designs |