

Design Technology- Curriculum Coverage

This plan is an overview of each unit of work. Within each block, areas must include;

Design, Make, Evaluate

Foundation Stage	Term 1	Term 2	Term 3
Nursery	<p style="text-align: center;">Design Technology and Food technology is embedded across the curriculum. Children are provided with many technology opportunities.</p>		
Reception			
Key stage 1			
Year 1	<p style="text-align: center;"><u>Textiles</u></p> <p>Handle tools, objects, construction and malleable materials safely. Match, mark out, cut and shape a range of materials. Join and attach materials in appropriate ways. Hand Puppets</p>	<p style="text-align: center;"><u>Food</u></p> <p>Use basic food handling, hygienic practises and personal hygiene. Select from and use a range of tools and equipment from and use a range of tools and equipment to perform tasks. Vegetable Tacos</p>	<p style="text-align: center;"><u>Workshop</u></p> <p>Select from range of tools and equipment provided by teacher. Use simple finishing techniques such as painting. Assemble, join and combine materials Raft</p>
Year 2	<p style="text-align: center;"><u>Workshop</u></p> <p>Choose and use a wider range of tools. Handle tools, objects construction and malleable materials safely. Know about mechanisms such as wheels and axles or those appropriate to the task. Toy Train</p>	<p style="text-align: center;"><u>Textiles</u></p> <p>Handle tools, objects, construction and malleable materials safely. Match, mark out, cut and shape a range of materials. Join and attach materials in appropriate ways. Money Purse with a button</p>	<p style="text-align: center;"><u>Food</u></p> <p>Use basic food handling, hygienic practises and personal hygiene. Select from and use a range of tools and equipment from and use a range of tools and equipment to perform tasks. Pizza</p>

Key stage 2	Term 1	Term 2	Term 3
Year 3	<u>Food</u> Deepening of understanding of how food is grown specific to examples of how and where food is grown. Understanding of what makes a healthy diet. Protein bar	<u>Computer Aided design</u> Generate, develop model and communicate ideas through talking, drawing, templates, mock ups and where appropriate, information and communication technology. Explore the qualities of a wider range of materials and how to use appropriate materials and processes. Understand and follow safe procedures for using a range of tools. Hedgehog crossing	<u>Workshop</u> Select appropriate tools and techniques for making their product. Explore how mechanisms such as levers, pivots and cogs can be used to make things move in different ways using a range of equipment. Carry out tests to evaluate the functionality of their product. Flying dragon (story book page)
Year 4	<u>Textiles</u> Select appropriate tools and techniques for making their product. Join and combine materials and components accurately in temporary and permanent ways. Christmas Tree Decoration	<u>Food</u> Deepening of understanding of how food is grown specific to examples of how and where food is grown. Understanding of what makes a healthy diet. Saxon Soup	<u>Workshop</u> Select appropriate tools and techniques for making their product. Explore how mechanisms such as levers, pivots and cogs can be used to make things move in different ways using a range of equipment. Carry out tests to evaluate the functionality of their product. Trebuchet
Year 5	<u>Food</u> Understanding of where food comes from, pupils should also know that seasons may affect the food available. How food is processed into ingredients that can be eaten or used in cooking. Adapt recipes to change appearance, taste,	<u>Workshop</u> Select appropriate materials, tools and techniques. Mark and measure accurately. Use skills in using different tools and equipment safely and accurately. Explore how mechanisms such as gears, pulleys and cams can be used to make things move in	<u>Computer Aided Design</u> Generate, develop model and communicate ideas through talking, drawing, templates, mock ups and where appropriate, information and communication technology. Develop generate, model and communicate their ideas through discussion, annotated sketches,

	<p>texture or aroma.</p> <p>Gyros</p>	<p>different ways.</p> <p>Moving bridge- pulley and lever</p>	<p>prototypes, pattern pieces and computer-aided design.</p> <p>Cookie Cutter</p>
Year 6	<p><u>Workshop</u></p> <p>Assemble, join and combine components and materials accurately.</p> <p>Understand, explain and follow safe procedures for using a range of tools.</p> <p>Incorporate electrical systems such as switches, bulbs buzzers and motors, in products.</p> <p>Rooms with a security device</p>	<p><u>** Computer Aided Design</u></p> <p>Generate, develop model and communicate ideas through talking, drawing, templates, mock ups and where appropriate, information and communication technology.</p> <p>Develop generate, model and communicate their ideas through discussion, annotated sketches, prototypes, pattern pieces and computer-aided design.</p> <p>Packaging Design</p> <p><u>** Food</u></p> <p>Understanding of where food comes from, pupils should also know that seasons may affect the food available.</p> <p>How food is processed into ingredients that can be eaten or used in cooking.</p> <p>Weigh and measure accurately.</p> <p>Pasta Dish</p>	

** Two project units combined together over the Summer term