



DT Curriculum Overview

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Nursery</b>	<p><b>Explore and Use Materials:</b> Handling materials like blocks, cardboard and fabric to build simple structures.</p> <p><b>Mark Making and Design:</b> Start simple drawing and mark-making to represent ideas for structures or objects.</p>		<p><b>Basic Construction:</b> Simple tools such as scissors or glue sticks</p> <p><b>Simple Design Ideas:</b> Express ideas through drawings or creative play.</p>		<p><b>Simple Models:</b> Build simple 3D models using basic materials.</p> <p><b>Problem-Solving in Play:</b> Explore ways to fix or adapt objects they've made if something goes wrong.</p>	
<b>Reception</b>	<p><b>Creating with Materials:</b> Use a range of materials, tools, and techniques to create simple structures</p> <p><b>Drawing Plans:</b> Begin to draw simple to understand that planning is an important part of design.</p>		<p><b>Mechanisms and Movement:</b> Introduce simple mechanisms such as sliding doors, rotating wheels, or lever systems.</p> <p><b>Evaluating and Improving:</b> Evaluate their work by discussing what they like or dislike about it and considering how it could be improved.</p>		<p><b>Working with a Wider Range of Materials:</b> Use more complex materials such as fabric or clay for modeling. Develop skills in joining materials together.</p> <p><b>Group Projects:</b> Collaborate with others to create a shared piece of work.</p>	
<b>Year 1</b>	<p><b>Cook</b> Jam Tarts</p>		<p><b>Sew</b> Animal Sock Puppets</p>		<p><b>Build</b> Vehicles</p>	
<b>Year 2</b>	<p><b>Cook</b> Pizza</p>		<p><b>Sew</b> Pencil Cases</p>		<p><b>Build</b> Moving Pictures</p>	
<b>Year 3</b>	<p><b>Cook</b> Bread and Butter</p>		<p><b>Sew</b> Key Rings</p>		<p><b>Build</b> Pop-up Books</p>	
<b>Year 4</b>	<p><b>Cook</b> Rataouille and Couscous</p>		<p><b>Sew</b> Cushions</p>		<p><b>Build</b> Moving Miniature</p>	
<b>Year 5</b>	<p><b>Cook</b> Pitta Bread</p>		<p><b>Sew</b> Bags</p>		<p><b>Build</b> Cams Toys</p>	
<b>Year 6</b>	<p><b>Cook</b> Mezze</p>		<p><b>Sew</b> Upcycling Fashion</p>		<p><b>Build</b> Water Wall</p>	

**Year 7 Expectations**

Aims

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



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- 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
- 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

Pupils should be taught to develop their design and technological capability through combining their designing and making skills with knowledge and understanding. They should develop innovation and creativity in response to needs, problems and opportunities. Pupils should be taught:

- to use research and exploration to identify and understand user needs
- to identify and solve their own design problems and understand how to reformulate problems given to them
- to develop specifications to inform the design of innovative, functional, appealing products that respond to needs
- to use a variety of approaches to generate creative ideas and avoid stereotypical responses
- to develop and communicate design ideas using annotated sketches, detailed plans, 3D modelling and computer-based tools
- to select from and use specialist tools, techniques, processes, equipment and machinery precisely
- to select from and use a wider range of materials, components and ingredients, taking into account their properties
- to analyse the work of past and present designers and technologists to develop and broaden their understanding
- to test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users
- to understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists.