Hoole St Michael C of E Primary School ~ Design Technology Overview 2019-20

Subject Leader: Juliet Price

Cycle B	Autumn Term Curriculum Focus	Spring Term Curriculum Focus	Summer Term Curriculum Focus
Discovery	Design and Technology skills are promoted within the continuous provision of the indoor and outdoor areas. The DT area is a specific area, which offers children the opportunity to explore ways of joining materials to represent their ideas and intentions. Children are provided with a range of media and materials and are guided by adults.	**Structures - Freestanding Structures** Working in groups to create a freestanding structure (home) for an animal from a hot or cold environment. Explore materials best used for creating a successful floating boat.	**Food - Preparing Food** Engage in the process of making a sandwich. Discussing hygiene and safety expectations before learning and applying knife skills (spreading and cutting) and selecting own filling. **Textiles - Templates and Joining** Using and exploring different ways of joining textiles to create a product for use in the classroom.
Atlantis	**Structures –Freestanding Structures** • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Select and use skills, tools and techniques, explaining their choices. • Select from new and reclaimed materials to build their structures. • Use simple finishing techniques suitable for their structure. • Evaluate their product, talking about how well it works.	**Food – Preparing Fruit and Veg** • Experience cutting soft fruit using appropriate utensils. • Use appropriate utensils to peel, cut, squeeze, slice, grate and chop safely. • Select from a range of fruit according to their characteristics. (Colour, texture, taste.) • Understand where a range of fruits come from (cross curricular geography link) • Know and use technical and sensory vocabulary	**Mechanisms - Wheel and Axels** • Explore moving vehicles through play • Generate initial ideas. • Develop and communicate ideas through drawings and mock ups. • Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. • Explore and use wheels, axels, and axel holders. • Know and use technical vocabulary – axel, axel holder, chassis, friction, dowel.

Enterprise	**Shell structures – Shell structures** • Children to look at pictures of their local park and shelter that is there already. • Children to complete a questionnaire with family to find out what structure they think the park needs. • Children to look at shell structures. • Children to design a shell structure rain shelter for the local park. • Children to use Cardboard to create a model of the structure. • Children to evaluate each other's models.	**Mechanical systems-Levers and Linkages** • Research pop up books • To look at 3 different lever and linkage mechanism • Children to design a page for a pop-up book. • Children to make a page using one of the learnt lever and linkage mechanism. • Children to share their book page with KS1 and receive feedback. • Children to redesign the page using feedback.	**Food-Healthy and varied Diet** • Children to look at the healthy food plate. • Children to think about food we have available in our supermarket. • Children to look at a farm habitat they have focused on in Geography and the food that grows there. • Children to design a healthy meal using food that grows in that habitat. (Vegetable pie or soup) • Children to cook designed dish. • Children to test and evaluate each other's.
Endeavour	**Food – celebrating culture and seasonality** Aut 2 A Lancashire Kitchen! • Research and try Lancashire food that is out there already. • Current Lancashire food tasting and reviews – cross-curricular link to vocabulary. • Design and adapt a Lancashire dish. • Consumer knowledge – design a survey and take note of the findings. • Make a Lancashire dish. • Try the dishes in a pop up Lancashire kitchen. • Evaluate the product using consumer feedback.	**Mechanical systems-Cams** Spring 1 • Exploration of toys that are already developed using mechanisms. • Exploration of the mechanisms and give them a name. • Purposeful task – using Varjak Paw novel as a base, make a character with a moving mouth for the toy shops. • Explore the mechanisms with the mouth movement. • Explore making small, handheld animals. • Design their cat with their movement. • Adapt their design and annotations as they make. • Finish product. • Evaluate – invite Janet Gough to evaluate and Tweet author SF Said.	**Textiles-Combining Fabrics and Computer Aided Design in Textiles** • Animals of the Amazon. • Research tourist gifts that are common in the Amazon rainforest. • Link to science and geography with knowledge of the area. • Explore different fabric and sewing stitches – the effect that they give. • Focus task: Make a tourist gift based on animal wildlife in the rainforest. • Children make a design sheet for their animal including annotations on finish and stitching. • Make their product. • Evaluate.
Outdoor Learning **Curriculum Hook** **Cultural Capital** **Christian Values** **British Values** **Enrichment Activities/Trips**			

Hoole St Michael C of E Primary School ~ Design Technology Overview 2020-21

Subject Leader: Juliet Price

Cycle A	Autumn Term Curriculum Focus	Autumn Term Curriculum Focus	Autumn Term Curriculum Focus
Discovery	Design and Technology skills are promoted within the continuous provision of the indoor and outdoor areas. The DT area is a specific area, which offers children the opportunity to explore ways of joining materials to represent their ideas and intentions. Children are provided with a range of media and materials and are guided by adults.	**Structures - Freestanding Structures** Working in groups to create a freestanding structure (home) for an animal from a hot or cold environment. Explore materials best used for creating a successful floating boat.	**Food - Preparing Food** Engage in the process of making a sandwich. Discussing hygiene and safety expectations before learning and applying knife skills (spreading and cutting) and selecting own filling. **Textiles - Templates and Joining** Using and exploring different ways of joining textiles to create a product for use in the classroom.
Atlantis	**Mechanisms – Slider and Levers** • Generate ideas based on a simple design criteria- linked to the topic of Great Fire of London. • Create a scene of London with moving parts- sliders/levers. E.g. boats crossing the River Thames, fire raging through the streets. • Plan by suggesting what to do next. • Practise cutting, shaping and joining skills using scissors, glue, paper fasteners and tape. • Explore and use sliders and levers. • Know and use new vocabulary- mechanism, slider, lever, slot, bridge.	**Food – Preparing Fruit and Veg** • Experience cutting soft vegetables using appropriate utensils. • Use appropriate utensils to peel, cut, squeeze, slice, grate and chop safely. • Select from a range of vegetables according to their characteristics. (Colour, texture, taste.) • Understand where a range of vegetables come from (cross curricular geography link) • Know and use technical and sensory vocabulary	**Textiles – Templates and join techniques** • Design a functional and appealing product for a chosen user and purpose. • Select from and use a range of materials and skills. • Understand how to join fabrics using different techniques. • Evaluate the ongoing and finished product against the intended purpose. • Know and use new vocabulary- applique, sew, embroider, design, evaluate, seam, template.

Enterprise	**Electrical Systems-Simple Circuits** Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors. Know that electricity can be dangerous. Recognise electricity sources can be mains or battery. Know that batteries 'push' electricity round a circuit and can make bulbs, buzzers and motors work. Recognise that faults in circuits can be found by methodically testing connections. Know that drawings, photographs and diagrams can be used to represent circuits	**Structure** • Children to design a lunchbox to keep food fresher for longer during their travel from county of production to county of sale.	**Food-Healthy and varied Diet** • Children to look at countries cuisines. • Children to design a dish to fit one of these cuisines (French/Italian/greek) • Children to receive feedback from family (homework) on their designed menu. • Children to create three dishes in groups. • Parents invited to try children's cooking.
Endeavour	**The Great British Explore Off!** **Structures**-Frame structures Making an Anglo Saxon House **Clue Collectors!** **Race for the throne to 1066** Monitoring and Control with Electrical systems – one project flows on from the other. Making an alarm to protect a precious object – the Bayeux Tapestry.	**It's a Classic:** - Art focus with music as an inspiration for pictures. **To the Rescue:** - Portrait focus to create a superhero.	**Preston?** Nothing interesting ever happens here! - Art focus with Lowry and a local study. **Blastin it at Blackpool** - Pulleys and levers. Designing a fairground ride. Link to the British seaside holiday.

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Enrichment Activities/Trips