



Hoole St Michael C of E Primary School ~ Design Technology Overview 2023-24

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.	<p>Structures - Freestanding Structures Working in groups to create a freestanding structure (home) for an animal from a hot or cold environment.</p> <p>Explore materials best used for creating a successful floating boat.</p>	<p>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.</p> <p>Textiles - Templates and Joining Using and exploring different ways of joining textiles to create a product for use in the classroom.</p>
Atlantis	<p>Structures –Freestanding Structures</p> <ul style="list-style-type: none"> • 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. 	<p>Food – Preparing Fruit and Veg</p> <ul style="list-style-type: none"> • 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 	<p>Mechanisms - Wheel and Axels</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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! <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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



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Atlantis	<p>Mechanisms – Slider and Levers</p> <ul style="list-style-type: none"> • 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. 	<p>Food – Preparing Fruit and Veg</p> <ul style="list-style-type: none"> • 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 	<p>Textiles – Templates and join techniques</p> <ul style="list-style-type: none"> • 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	<p>Electrical Systems-Simple Circuits and Switches.</p> <ul style="list-style-type: none"> • Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers. • Apply their understanding of computing to program and control their products. • Know and use technical vocabulary relevant to the project. <p>Textiles: Design a wallet.</p> <ul style="list-style-type: none"> • Know how to strengthen, stiffen and reinforce existing fabrics. • Understand how to securely join two pieces of fabric together. • Understand the need for patterns and seam allowances. • Know and use technical vocabulary relevant to the project. 	<p>Structure:</p> <ul style="list-style-type: none"> • Children to design a lunchbox to keep food fresher for longer during their travel from county of production to county of sale. <p>Electrical Systems: Simple programming and control.</p> <ul style="list-style-type: none"> • Understand and use computing to program and control products containing electrical systems, such as series circuits incorporating switches, bulbs and buzzers. • Know and use technical vocabulary relevant to the project. 	<p>Mechanisms-Pneumatics:</p> <ul style="list-style-type: none"> • Understand and use pneumatic mechanisms. • Know and use technical vocabulary relevant to the project. 		
Endeavour		<p>Frame Structures-Anglo Saxon Houses.</p> <ul style="list-style-type: none"> • Understand how to strengthen, stiffen and reinforce 3-D frameworks. • Know and use technical vocabulary relevant to the project. <p>Monitoring and Control with Electrical systems.</p> <p>Making an alarm to protect a precious object – the Bayeux Tapestry.</p> <ul style="list-style-type: none"> • Understand and use electrical systems in their products. • Understand the use of computer control systems in products. • Apply their understanding of computing to program, monitor and control their products. • Know and use technical vocabulary relevant to the project. 	<p>Mechanical systems: Pulleys and Gears.</p> <p>Blastin it at Blackpool- Pulleys and levers. Designing a fairground ride. Link to the British seaside holiday.</p> <ul style="list-style-type: none"> • Understand that mechanical and electrical systems have an input, process and an output. • Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. • Know and use technical vocabulary relevant to the project. <p>Electrical Systems: More complex switches and circuits.</p> <ul style="list-style-type: none"> • Understand and use electrical systems in their products. • Apply their understanding of computing to program, monitor and control their products. • Know and use technical vocabulary relevant to the project. 		
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