



St Patrick's RC Primary School

Design and Technology Curriculum Overview (Year A)



Year Group	Throughout the Year	Autumn	Spring	Summer
Nursery	Design, Make and Evaluate skills will be taught through the statements outlined in each topic.	Traditional Tales Development Matters Statements linked to topic, such as: 22-36 months (EAD) <ul style="list-style-type: none"> - Experiments with blocks, colours and marks. 	The Jungle Development Matters Statements linked to topic, such as: 30-50 months (EAD) <ul style="list-style-type: none"> - To use various construction materials. - Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. - To join construction pieces together to build and balance. - Realises tools can be used for a purpose. 	Superheroes Development Matters Statements linked to topic, such as: 40-60 months (EAD) <ul style="list-style-type: none"> - Constructs with a purpose in mind, using a variety of resources. - Uses simple tools and techniques competently and appropriately. - Selects appropriate resources and adapts work where necessary. - Selects tools and techniques needed to shape, assemble and join materials they are using.
Reception	Design, Make and Evaluate skills will be taught through the statements outlined in each topic.	Traditional Tales Development Matters Statements linked to topic, such as: 30-50 months (EAD) <ul style="list-style-type: none"> - To use various construction materials. - Beginning to construct, stacking blocks vertically and horizontally, making 	The Jungle Development Matters Statements linked to topic, such as: 40-60 months (EAD) <ul style="list-style-type: none"> - Constructs with a purpose in mind, using a variety of resources. - Uses simple tools and techniques competently and appropriately. 	Superheroes Development Matters Statements linked to topic, such as: Early Learning Goal (EAD) <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques. Experiments with colour, design, texture, form and function.

		<p>enclosures and creating spaces.</p> <ul style="list-style-type: none"> - To join construction pieces together to build and balance. - Realises tools can be used for a purpose. 	<ul style="list-style-type: none"> - Selects appropriate resources and adapts work where necessary. - Selects tools and techniques needed to shape, assemble and join materials they are using. 	
Year 1	<p>Design - To design a product based on a shared design criteria.</p> <p>Make - To select some appropriate materials and tools to create a product.</p> <p>Evaluate - To say what they like and dislike about a product.</p>	<p>Can I prepare fruit and vegetables?</p> <ul style="list-style-type: none"> - To say where some of their food comes from and can choose and use some ingredients to make a healthy meal. 	<p>Can I make a moving storyboard?</p> <ul style="list-style-type: none"> - To show an awareness of the work of some artists, craft makers, architects and designers - To build and use simple structures and mechanisms [for example, levers, sliders, wheels and axles] with support. 	<p>Can I create a puppet?</p> <ul style="list-style-type: none"> - To show an awareness of the work of some artists, craft makers, architects - To make simple joins with support.
Year 2	<p>Design - To design an appealing product based on a shared design criteria.</p> <p>Make - To select some appropriate materials and tools and use them creatively to make a product.</p> <p>Evaluate - To say what they like and dislike about a product and whether the product is fit for purpose.</p>	<p>Can I prepare fruit and vegetables?</p> <ul style="list-style-type: none"> - To say where most of my food comes from. - To choose and prepare ingredients to make a healthy meal and give reasons for my choices. 	<p>Can I make a moving storyboard?</p> <ul style="list-style-type: none"> - To show an awareness of the work of a range of artists, craft makers, architects and designers - To build and use simple structures and mechanisms [for example, levers, sliders, wheels and axles]. 	<p>Can I create a puppet?</p> <ul style="list-style-type: none"> - To show an awareness of the work of some artists, craft makers, architects - To make simple joins.
Year 3	<p>Design - To use research to identify a simple design criteria and use this to design a product that meets most of the design criteria.</p>	<p>Can I create a healthy snack?</p> <ul style="list-style-type: none"> - To identify whether the ingredients in a meal were grown, reared, caught and/or processed, as well as label some of the 	<p>Can I make a pencil case?</p> <ul style="list-style-type: none"> - To know about a significant artist, architect or designer. - Begin to perform practical tasks independently [e.g. cutting, shaping, joining 	<p>Can I make a moving toy? (pneumatic)</p> <ul style="list-style-type: none"> - To know about a key event/individual who used design and technology to shape the world.

	<p>Make - To select from a wider range of appropriate materials and tools and use them independently to make a product.</p> <p>Evaluate - To evaluate real-life examples of products against a shared design criteria.</p> <ul style="list-style-type: none"> - Begin to evaluate their own products against their own design criteria. 	<p>components of a healthy and varied diet [using names of food groups].</p> <ul style="list-style-type: none"> - prepare and cook some ingredients for a savoury dish using a given cooking technique. 	<p>and finishing] with a wider range of materials and textiles.</p>	<ul style="list-style-type: none"> - To begin to understand mechanical and other structures [e.g. pneumatics, levers and linkages, shell structures] and, with guidance, use them in a product.
Year 4	<p>Design - To use research to identify a specific design criteria and use this to design a product that meets all of the design criteria.</p> <p>Make - To select from a wider range of appropriate materials and tools and use them independently and creatively to make a product.</p> <p>Evaluate - To evaluate real-life examples of products against a shared design criteria.</p> <ul style="list-style-type: none"> - To evaluate their own products against their own design criteria. 	<p>Can I create a healthy snack?</p> <ul style="list-style-type: none"> - To identify how ingredients were made [e.g. grown, reared, caught, processed, etc] and where they came from - To identify and label the components of a healthy and varied diet [using names of food groups] - To prepare and cook most ingredients for a savoury dish using a given cooking technique 	<p>Can I make a pencil case?</p> <ul style="list-style-type: none"> - To know about a significant artist, architect or designer. - To perform practical tasks independently [e.g. cutting, shaping, joining and finishing] with a wider range of materials and textiles. 	<p>Can I make a moving toy? (pneumatic)</p> <ul style="list-style-type: none"> - To know about a key event/individual who used design and technology to shape the world. - To understand mechanical and other structures [e.g. pneumatics, levers and linkages, shell structures] and use them in a product.
Year 5	<p>Design - To use research and discussion to identify a specific design criteria and use this to design a functional and appealing final product.</p> <p>Make - To select from a wider range of appropriate materials, components and tools and use</p>	<p>Can I create a seasonal/cultural snack?</p> <ul style="list-style-type: none"> - To identify how and where my ingredients were made [e.g. grown, reared, caught, processed, etc] and begin to understand when they were made [e.g. seasonality]. 	<p>Can I create a pair of slippers?</p> <ul style="list-style-type: none"> - To know about a significant artist, architect or designer and describe some techniques they use in their work. - To join and finish materials accurately and can describe some of the process in detail. 	<p>Can I make a moving toy? (mechanical)</p> <ul style="list-style-type: none"> - To know about a key event/individual and describe how they used design and technology to shape the world. - To begin to understand complex structures, including mechanical and

	<p>them independently and creatively to make an aesthetic product.</p> <p>Evaluate - To evaluate real-life examples of products against a personal design criteria. - To evaluate their own products against their own design criteria.</p>	<ul style="list-style-type: none"> - To identify, label and explain most of the components of a healthy and varied diet [using names of food groups and describing the effect of each group] - To prepare and cook all ingredients in a savoury dish and choose from a range of cooking techniques 		<p>electrical systems, and, with guidance, can use them in a product, reinforcing if necessary.</p>
Year 6	<p>Design - To use research and discussion to identify a specific design criteria and use this to design a functional and appealing final product.</p> <p>Make - To select from a wider range of appropriate materials, components and tools and use them independently and creatively to make an aesthetic product.</p> <p>Evaluate - To evaluate real-life examples of products against a personal design criteria. - To evaluate their own products against their own design criteria.</p>	<p>Can I create a pair of slippers?</p> <ul style="list-style-type: none"> - To learn about a significant artist, architect or designer and emulate some techniques they use in their work. - To join and finish a product accurately and describe the process in detail. 	<p>Can I create a seasonal/cultural snack?</p> <ul style="list-style-type: none"> - To identify how, when and where my ingredients were made [e.g. grown, reared, caught, processed and seasonality]. - To identify, label and explain the components of a healthy and varied diet [using names of food groups and describing the effect of each group] - To prepare and cook all ingredients in a savoury dish and choose the most appropriate cooking techniques 	<p>Can I make a moving toy? (mechanical)</p> <ul style="list-style-type: none"> - To know about a key event/individual and describe how they used design and technology to shape the world. - To understand complex structures, including mechanical and electrical systems, and can use them in a product, reinforcing if necessary.