



**Curriculum Subject Coverage – Deerhurst and
Apperley C of E Primary School - Subject Design
Technology 2018-19**

Year Group	AUT 1	AUT 2	SPR 1	SPR 2	SU 1	SU 2
EYFS	<p>Early Learning Goal - Understanding the world - technology</p> <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>					
Y1	<p>Design (Digeridoo) Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make Select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing</p> <p>Evaluate</p>		<p>Technical knowledge - Design a replica suffragette carriage</p>			<p>Cooking and Nutrition</p>
Y2			<p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.</p>			<p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>understand where food comes from</p>



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Y3		<p>Make select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately</p>			
Y4	<p>Cooking and Nutrition understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. (Arctic Roll)</p>	<p>Technical knowledge – linked to jewellery making apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Evaluate □□investigate and analyse a range of existing products □□evaluate their ideas and products against their own design criteria and consider the views of others to improve their work □□understand how key events and individuals in design and technology have helped shape the world</p>		<p>Make select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately – linked to Egyptians (Headdress)</p>	
Y5	<p><u>A Greek Meal</u> Pupils should be taught to: Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed Task: children prepare and make a variety of Greek dishes over the course of the term.</p>	<p><u>Textiles</u> Selecting from and using a wider range of materials including textiles. use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches and pattern pieces</p>		<p><u>Cam Toys</u> When designing and making, pupils should be taught to: Design Make Evaluate Technical knowledge: understand and use mechanical systems in their toys e.g. cams Task: to design and make a cam toy showing an aspect of Viking raids</p>	
Y6		<p>select from and use a wider range of tools and equipment to perform practical tasks,</p>			



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		<p>such as cutting, shaping, joining and finishing, accurately</p> <p>select from and use a wider range of materials and components, including textiles</p> <p>investigate and analyse a range of existing products</p> <p>□□evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>□□understand how key events and individuals in design and technology have helped shape the world</p>			
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