



**Curriculum Subject Coverage – Deerhurst and Apperley
C of E Primary School - Subject Design Technology 2021-22
Learning and living as children of God
(Ephesians5:1)(You are God’s children whom he loves. Try to be like God)**

Year Group	AUT 1	AUT 2	SPR 1	SPR 2	SU 1	SU 2
<p><i>KS1 Education Recovery July 2021 document</i> Opportunities for: <i>help pupils evaluate a range of similar products such as toothbrushes or toys to develop their ability to design</i> <i>work with a range of materials</i> <i>use simple tools safely</i></p>						
EYFS New profile 2021	Expressive Arts and Design					
	<p><i>Early Learning Goal: Creating with Materials</i> Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • Share their creations, explaining the process they have used • Make use of props and materials when role playing characters in narratives and stories 					
Y1 Y2	<p>Explore and use mechanisms, such as levers, sliders, wheels and axles, in their products. - Linked to Circus</p> <p>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>Technical knowledge</p> <ul style="list-style-type: none"> ▪ build structures, exploring how they can be made stronger, stiffer and more stable - linked to history and the Fire of London <p>Design Make and Evaluate</p>			<p>Cooking and Nutrition</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>understand where food comes from - link to geography and history - local area (farm)</p> <p>Possible trip to Waitrose</p>



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	<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>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate Explore and evaluate a range of existing products -Evaluate their ideas and products against design criteria</p>					
<p><i>KS2 Education Recovery July 2021 document</i> <i>Opportunities for:</i> <i>Developing pupils’ ability to design, support application of concepts such as ‘functionality’ and aesthetics’ help pupils evaluate a range of similar products work with a range of materials</i> <i>use simple tools safely</i></p>						



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<p>Y3</p> <p>Y4</p>	<p>Mechanics and technical knowledge To understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages</p> <p>Design Make Evaluate</p> <p>Moving Monsters https://planbee.com/collections/mechanisms-mechanical-systems/products/moving-monsters</p>	<p>Cooking and Nutrition - linked to land use and making pizzas</p> <ul style="list-style-type: none"> • 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. 	<p>Textiles Understand the need for a seam allowance. Making a bookmark using sewing skills and cross stitch.</p> <p>Design Make Evaluate</p>
<p>Y5</p> <p>Y6</p>	<p>When designing and making, pupils should be taught to:</p> <p><u>Design</u></p> <ul style="list-style-type: none"> • 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, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p><u>Make</u></p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> • 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><u>Technical knowledge.</u> . .see below</p>		



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	<p><u>Christmas Stockings – Combined Art (Textiles) and DT Project</u></p> <ul style="list-style-type: none"> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures <p><i>Task: to design and make a Christmas stocking for a Victorian child</i></p>	<p><u>Egg-Drop Challenge (Integrated Task Week)</u></p> <ul style="list-style-type: none"> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures <p><i>Task: to design a new aid drop box to be used by aid agencies across the world.</i></p>	<p><u>Fairgrounds</u></p> <ul style="list-style-type: none"> Understand and use electrical systems in their products (for example series circuits incorporating switches, bulbs, buzzers and motors) <p><i>Task: to design and make a fairground ride</i></p>
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