

**D T Curriculum Overview 2023 -24**

	Aspect of Area of Learning / Development	Autumn Activities and Outcomes	Spring Activities and Outcomes	Summer Activities and Outcomes
EYFS	<p><b><u>Expressive Arts and Design in the New EYFS Framework</u></b></p> <p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>	<p><b><u>ELG: Fine Motor Skills ( One of 3 Prime Areas)</u></b></p> <p>Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p> <p><b><u>Expressive Arts and Design ELG 16: Creating with Materials ( one of the Specific Areas).</u></b></p> <p>Children at the expected level of development will: - 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.</p>		

		<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 1</b>	<b>Key Learning Focus</b>	<b>Design</b> – a piece of playground equipment.	<b>Design and make</b> – a moving picture.	<b>Food Technology</b> – to design and prepare fruit kebabs.
	<b>Skills Set - (progression of skills taken from the CC skills doc).</b>	See KS 1 Progression of Skills.	See KS 1 Progression of Skills.	See KS 1 Progression of Skills.
	<b>National Curriculum Coverage</b>	* design purposeful, functional, appealing products for themselves and other users based on design criteria.	* design purposeful, functional, appealing products for themselves and other users based on design criteria. * select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].	*use the basic principles of a healthy and varied diet to prepare dishes. * understand where food comes from.
	<b>Relevant artist / Useful resources</b>	A selection of pictures of playground equipment.	A selection of moving pictures / books with sliders.	Pictures of Healthy Eating, fruit Picnic snacks.
	<b>End project / Key task</b> How will the children show their full learning?	Design and annotate a detailed sketch.	Design and make a moving picture based on the	Fun fruit kebabs.

			imaginary animals from Science sessions.	
	<p><b>Curriculum links</b> What are the links to other areas of the curriculum in your year group?</p>	Yr 1 Geography Enquiry – <b>Why should Paddington visit Cheltenham?</b>	Yr 1 Science – <b>Animals including Humans.</b>	Yr 1 Geography Enquiry - <b>Do we really like to live beside the seaside?</b>
	<p><b>Curriculum links</b> What are the links to other areas of the curriculum across the school?</p>	Yr 2 and Year 3 – detailed, annotated sketch designs for DT projects.	Yr 2 – Pop up Easter Cards.	Yr 5 – nutritious vegetable soups.
	<p><b>Values</b> What core values and British values are promoted?</p>	Creativity.	Respect  British Value – Mutual Respect	Creativity.

		<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 2</b>	<b>Key Learning Focus</b>	<b>Food Technology</b> – to design and prepare bread rolls.	<b>Design</b> – a pop up Easter Card.	<b>Textiles</b> – a hanging Mexican decoration for a Mexican themed Fiesta Celebration.
	<b>Skills Set - (progression of skills taken from the CC skills doc).</b>	See KS 1 Progression of Skills.	See KS 1 Progression of Skills.	See KS 1 Progression of Skills.
	<b>National Curriculum Coverage</b>	<ul style="list-style-type: none"> <li>* use the basic principles of a healthy and varied diet to prepare dishes.</li> <li>* understand where food comes from.</li> </ul>	<ul style="list-style-type: none"> <li>* design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>* generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> <li>* select from and use a range of tools and equipment to perform practical tasks [for</li> </ul>	<ul style="list-style-type: none"> <li>* design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>* generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> <li>* select from and use a range of textile methods to join and decorate- [for example, cutting, shaping, joining and finishing].</li> </ul>

			example, cutting, shaping, joining and finishing].	
<b>Relevant artist / Useful resources</b>	Basic recipe for making bread.	A variety of pop up books and cards to study and inspire designs.	Mexican pictures and symbols. Frida Kahlo	
<b>End project / Key task</b> How will the children show their full learning?	Individual bread rolls.	A pop up Easter Card.	A 3D or flat textile decoration.	
<b>Curriculum links</b> What are the links to other areas of the curriculum in your year group?	Yr 2 History Enquiry - <b>Why did The Great Fire of London destroy so much of the city?</b>	Yr 2 RE – <b>The Easter Story.</b>	Yr 2 Geography Enquiry – <b>What is life like for Angelica Horta in Mexico?</b>	
<b>Curriculum links</b> What are the links to other areas of the curriculum across the school?	Yr 3 – sweet and savoury scones.	Builds on Yr 1 – Moving Pictures.	Yr 6 – Sock Monkeys	
<b>Values</b> What core values and British values are promoted?	Compassion and Creativity British Value – Rule of Law	Respect	Creativity British Value - Tolerance	

		<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 3</b>	<b>Key Learning Focus</b>	<b>Photo Frames</b> – design and make a free standing photo frame.	<b>Sensational Sandals</b> – design and make a pair of sandals.	<b>Food Technology</b> – Sweet and savoury scones.
	<b>Skills Set - (progression of skills taken from the CC skills doc).</b>	See KS 2 Progression of Skills.	See KS 2 Progression of Skills.	See KS 2 Progression of Skills.
	<b>National Curriculum Coverage</b>	<p>*select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>* select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to</p>	<p>*select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>* select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to</p>	<p>* understand and apply the principles of a healthy and varied diet.</p> <p>* prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p>

		their functional properties and aesthetic qualities.	their functional properties and aesthetic qualities.	
<b>Relevant artist / Useful resources</b>		A variety of photo frames to study and inspire design ideas.	Roman sandals Images of a variety of modern sandals.	Scone recipes
<b>End project / Key task</b> How will the children show their full learning?		An individual, free standing Photo frame.	Produce a pair of sandals which meets the design brief.	A tasty and nutritious sweet or savoury scone.
<b>Curriculum links</b> What are the links to other areas of the curriculum in your year group?		Yr 3 PSHE – <b>Being in my World.</b>	Yr 3 History Enquiry – <b>What was the cause of Boudicca’s Revolt?</b>	Yr 3 History Enquiry – <b>How has our school changed since Victorian Times?</b>
<b>Curriculum links</b> What are the links to other areas of the curriculum across the school?		Yr 4 – a 3D vehicle.	Builds on- Yr 2 Pop up Easter Cards. (Measuring and joining skills).	Builds on Yr 2 – Bread Making Yr 4 – Pizza dough.
<b>Values</b> What core values and British values are promoted?		Respect and Creativity  British Value – Mutual Respect	  Creativity	  Creativity  British Value – Rule of Law

		<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 4</b>	<b>Key Learning Focus</b>	<b>Food Technology –</b> nutritious and tasty pizzas.	<b>Textiles – Weaving.</b>	<b>Construction – 3D model of a vehicle.</b>
	<b>Skills Set - (progression of skills taken from the CC skills doc).</b>	See KS 2 Progression of Skills.	See KS 2 Progression of Skills.	See KS 2 Progression of Skills.
	<b>National Curriculum Coverage</b>	<ul style="list-style-type: none"> <li>* understand and apply the principles of a healthy and varied diet.</li> <li>* prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> <li>* understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>	<ul style="list-style-type: none"> <li>* select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</li> <li>* 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.</li> </ul>	<ul style="list-style-type: none"> <li>*apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> <li>* understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</li> <li>* generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> <li>* select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> </ul>

	<b>Relevant artist / Useful resources</b>	Research on pizzas. A range of pizza recipes.	Images of early, Viking weaving. Weaving demonstrations (Youtube clips/ powerpoint).	Pictures of vehicles
	<b>End project / Key task</b> How will the children show their full learning?	To create a nutritious pizza.	A piece of Weaving to depict a scene or mood.	A 3D model of a vehicle which meets the design brief.
	<b>Curriculum links</b> What are the links to other areas of the curriculum in your year group?	Yr 4 PSHE – <b>Healthy Me</b>	Yr 4 History Enquiry – <b>Raiders or Traders?</b>	Stand alone DT project
	<b>Curriculum links</b> What are the links to other areas of the curriculum across the school?	Builds on Yr 3 – Scones Yr 6 - Caribbean Celebration	Yr 6 - Textiles: Sock Monkeys.	Yr 5 - Construction: Bridges.
	<b>Values</b> What core values and British values are promoted?	Compassion and Creativity  British Values – Democracy and Individual Liberty	Creativity	Perseverance

		<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 5</b>	<b>Key Learning Focus</b>	<p><b>Food Technology</b> - Design and make a vegetable product eg a soup or pie.</p> <p><b>(Links to History enquiry: war time and rationing).</b></p>	<p><b>Construction</b> – design and make a 3D model of a Bridge.</p>	<p><b>Food Technology</b> – How to we use chocolate when cooking.</p> <p><b>(Links to geography enquiry – Fair Trade).</b></p>
	<b>Skills Set - (progression of skills taken from the CC skills doc).</b>	See KS 2 Progression of Skills.	See KS 2 Progression of Skills.	See KS 2 Progression of Skills.
	<b>National Curriculum Coverage</b>	<ul style="list-style-type: none"> <li>* understand and apply the principles of a healthy and varied diet.</li> <li>* prepare and cook a variety of predominantly savoury dishes using a range of cooking technique.</li> </ul>	<ul style="list-style-type: none"> <li>* 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.</li> <li>* generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams,</li> </ul>	<ul style="list-style-type: none"> <li>* understand and apply the principles of a healthy and varied diet.</li> <li>* prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> <li>* understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>

			<p>prototypes, pattern pieces and computer-aided design.</p> <p>* select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>* apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>	
<b>Relevant artist / Useful resources</b>	<p>Dig for Victory posters.</p> <p>Tasty Soup recipes.</p>	<p>Designs and pictures of various types of bridges.</p> <p>Prototypes of joining techniques.</p>	<p>Fair Trade posters and pamphlets.</p> <p>Chocolate recipes.</p>	
<p><b>End project / Key task</b></p> <p>How will the children show their full learning?</p>	<p>Create a tasty vegetable soup.</p>	<p>A 3D model of a bridge which meets the design brief.</p>	<p>Create a chocolate dessert.</p>	
<p><b>Curriculum links</b></p> <p>What are the links to other areas of the curriculum in your year group?</p>	<p>Yr 5 History Enquiry - <b>Why were children evacuated during the Second World War?</b></p>	<p><b>Yr 5 - stand alone DT project.</b></p>	<p>Yr 5 Geography Enquiry – <b>How fair is Fair Trade?</b></p>	
<p><b>Curriculum links</b></p> <p>What are the links to other areas of the curriculum across the school?</p>	<p>Builds on Year 1 – healthy kebabs.</p>	<p>Builds on Yr 4 – Vehicles project.</p>	<p>Builds on Year 3 - sweet and savoury scones.</p>	
<p><b>Values</b></p> <p>What core values and British values are promoted?</p>	<p>Perseverance and Friendship– links to the Second World War.</p>	<p>Perseverance</p>	<p>Respect – ourselves and one another.</p>	

		British Values – Rules of Law and Tolerance		British Value – Mutual Respect
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		Autumn	Spring	Summer
Year 6	Key Learning Focus	Textiles – Sock Monkeys.	<b>1 - Engineering-Fan Boats.</b>  <b>2. Food Technology –</b> designing and creating a Caribbean Street Food Celebration.	Due to Yr 6 SATs – DT projects are built into Autumn 1 and 2 and Spring 1.
	Skills Set - (progression of skills taken from the CC skills doc).	See KS 2 Progression of Skills.	See KS 2 Progression of Skills.	
	National Curriculum Coverage	1. * understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. *understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].  2. * select from and use a wider range of tools and equipment 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.	

		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.		
	<b>Relevant artist / Useful resources</b>	<ol style="list-style-type: none"> <li>1. A guide to designing and making an electrical toy.</li> <li>2. How to create a soft toy using socks.</li> </ol>	<p>Caribbean Recipes</p> <p>Images of Caribbean street food and how it is presented.</p>	
	<b>End project / Key task</b> How will the children show their full learning?	<ol style="list-style-type: none"> <li>1. A fan boat that propels itself successfully.</li> <li>2. A bespoke sock monkey</li> </ol>	<p>Designing and creating a collaborative Caribbean Celebration.</p>	
	<b>Curriculum links</b> What are the links to other areas of the curriculum in your year group?	<ol style="list-style-type: none"> <li>1. Yr 6 Science - <b>Electricity</b></li> <li>2. Yr 6 Geography Enquiry – <b>Is it too late to save the Rainforest?</b></li> </ol>	<p>Yr 6 History Enquiry – <b>How far were the Windrush generation welcomed to Britain?</b></p>	
	<b>Curriculum links</b> What are the links to other areas of the curriculum across the school?	<ol style="list-style-type: none"> <li>1. Revision and extension of Yr 4 Electricity/Yr 5</li> </ol>	<p>Builds on Yr 4 – designing and making pizzas.</p>	

		<p>Forces work in Science.</p> <p>2. Builds on Yr 4 – Textiles project : Weaving.</p>		
	<p><b>Values</b> What core values and British values are promoted?</p>	<p>Respect</p> <p>British Values - Tolerance</p>	<p>Creativity.</p> <p>British Values – Individual Liberty Rule of Law</p>	