Design Technology – Overview

	Autumn Term		Spring Term	Summer Term
Area of DT	Food and Nutrition Make a marmalade sandwich	Materials and Structure Shelters and Homes	Food and nutrition Design and make a fruit salad	Textiles Puppets
Lessons	**Design (Y1)** Have own ideas, Explain what I want to do, Explain what my product is for, and how it will work., Use pictures and words to plan, begin to use models., Design a product for myself following design criteria., Research similar existing products		**Design (Y2)** Have own ideas and plan what to do next, Explain what I want to do and describe how I may do, Explain purpose of product, how it will work and how it will be suitable for the user., Describe design using pictures, words, models, diagrams, begin to use ICT., Design products for myself and others following design criteria., Choose best tools and materials, and explain choices.,Use knowledge of existing products to produce ideas	
	Make (Y1) Explain what I'm making and why. Consider what I need to do next. Select tools/equipment to cut, shape, join, finish and explain choices. Measure, mark out, cut and shape, with support. Choose suitable materials and explain choices. Try to use finishing techniques to make product look good. Work in a safe and hygienic manner		**Make (Y2)** Explain what I am making and why it fits the purpose. Make suggestions as to what I need to do next. Join materials/components together in different ways. Measure, mark out, cut and shape materials and components, with support. Describe which tools I'm using and why. Choose suitable materials and explain choices depending on characteristics. Use finishing techniques to make product look good. Work safely and hygienically.	
	Evaluate (Y1) Talk about my work, linking it to what I was asked to do. Talk about existing products considering use, materials, how they work, audience, where they might be used. Talk about existing products, and say what is and isn't good. Talk about things that other people have made. Begin to talk about what could make product better.		**Evaluate (Y2)** Describe what went well, thinking about design criteria. Talk about existing products considering use, materials, how they work, audience, where they might be used, express personal opinion. Evaluate how good existing products are. Talk about what I would do differently if I were to do it again and why	
Technical Knowledge	• Measure materials • Describe some different characteristics of materials • Join materials in different ways • Use joining, rolling or folding to make it stronger		• Explain hygiene and keep a hygienic kitchen • Describe properties of ingredients and importance of varied diet • Say where food comes from (animal, underground etc.) • Describe how food is farmed, home-grown, caught	• Measure textiles • Join textiles together to make a product, and explain how I did it • Carefully cut textiles to produce accurate pieces

	• Use own ideas to try to make product stronger	• Draw eat well plate; explain there are groups of food • Describe "five a day" • Cut, peel and grate with increasing confidence	• Explain choices of textile
Key Vocabulary	Client, design, evaluation, net, stable, strong, test, weak, buildings, home	Carton, fruit, healthy, ingredients, peel, peeler, recipe, slice, smoothie, stencil, vegetable, template	Decorate, design, fabric, glue, model, hand puppet, safety pin, staple, stencil, template
Cross-Curricular Links	Topic - London	English - Instructions	Topic – Enchanted Forest
Tools and equipment	Craft knife, scissors, glue, tape, bread, ingredients, cutlery, paper, card Wood, glue, card, hacksaw, vice	Fruit, cutlery, bowls	Scissors, safety pin, fabric, ruler, pencil
Deeper Learning	• What would you change about your design? • How could you make your design faster/stronger etc? • What do you like about someone else's design? • What would happen if you changed....?		