



DT Curriculum Coverage

	HT1	HT2	HT3	HT4	HT5	HT6
Year 1		<p>Textiles</p> <p>Design and make both a sock and a felt puppet using a range of techniques to join fabrics, including stitching, gluing and stapling. They will then explore different finishing techniques to complete the project.</p>			<p>Food</p> <p>Understand where food comes from. Taste-test a range of fruit and vegetables which the children have grown in the Y1 garden, before designing and making healthy chips and salads. Understand and apply the basics principles of a healthy and varied diet.</p>	<p>Mechanisms</p> <p>Research, design, make and make a moving picture for a teacher to use alongside telling a story. They will make this move using sliders and levers.</p>
Year 2	<p>Half term homework project-Making a Tudor house for our own Great Fire of Bonington!</p>	<p>Mechanisms: Wheels & Axles</p> <p>Generate and develop ideas; select from a range of tools and equipment for cutting, joining and allowing movement; evaluate their product against original criteria-making a fire engine/old fashioned pump</p>		<p>Food</p> <p>Where is food from? Link to Brazil/rainforests.</p>		<p>Freestanding Structures Picture Frames</p> <p>Generate and develop ideas; select from a range of tools and equipment for cutting, joining and decoration; evaluate their product against original criteria</p>
Year 3	<p>Textiles – 2D shape to 3D product.</p> <p>Stone Age needle pouch. Design and make a bag which fulfils its identified purpose.</p>		<p>Food: Italian Food</p> <p>Pizza designing and making.</p> <p>Prepare and cook a pizza hygienically</p>			<p>Mechanical systems – Pneumatics</p> <p>The children explore the nature of pneumatic systems and how these can be incorporated into a</p>



	Skills of sewing and a variety of decorative techniques will be learnt and final product evaluated against agreed criteria & user needs.		including, where appropriate, the use of a heat source how to use a range of techniques such as chopping.			design for a moving monster which they go on to make. This unit helps to develop children's understanding of control through investigating simple pneumatic systems and designing and making a mascot that has moving parts controlled by pneumatics.
Year 4	Healthy and Varied Diets – Super salads. Prepare a salad where; hygiene rules need to be followed; use equipment safely; consideration has been given to ingredient quantities and combinations	Mechanisms, circuits and switches (box) Understand and use electrical systems in products e.g. incorporating switches, bulbs, buzzers and motors. Then evaluate product against product specifications.			Shell structures (box) Evaluate packaging & the 4 purposes: protect, present, contain and preserve. Create nets of different shapes. Design own and make packaging. Evaluate packaging against the 4 purposes.	
Year 5		_Gears - Design and make a model of a Moon Buggy– Children will be designing and making a model Moon Buggy Science – make a sundial		Structures Children will be researching and making bridges. -Investigate and evaluate a range of existing bridge structures. (linked to USA) -Use research to develop a design criteria to inform the design of innovative, functional, appealing products fit for		Food – Great British dishes Children will be exploring the British culture in food. This topic will build up to making their own bread. -Write a step-by-step recipe, including a list of ingredients, equipment and utensils - Select and use appropriate utensils and equipment accurately to



				<p>purpose.</p> <p>Generate, develop, model and communicate ideas.</p> <p>-Apply understanding on how to strengthen and stiffen structures.</p>		<p>measure and combine appropriate ingredients.</p> <p>-Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams.</p> <p>-Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements.</p>
Year 6		<p>Mechanical systems: pulleys or gears</p> <p>-Understand that mechanical and electrical systems have an input, process and an output.</p> <p>-Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement.</p> <p>-Know and use technical vocabulary relevant to the project.</p>			<p>Food – celebrating culture and seasonality</p> <p>-Write a step-by-step recipe, including a list of ingredients, equipment and utensils</p> <p>-Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.</p> <p>-Make, decorate and present the food product for the intended user and purpose.</p>	