Communication	CHRIST THE KING CATHOLIC VOLUNTARY ACADEMY			CURRICULUM REVIEW: OVERVIEW				SUBJECT: DT	
	Term	**Nursery**	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	Advent 1	Stuctures Building own houses		Textiles - Puppets Designing a puppet based on a character. Cutting and joining fabric using glue, pins or staples, as well as attaching any additional features. Testing and exploring different methods of joining fabrics. Understanding the various techniques used to join two fabrics together.	Food Technology – A healthy wrap Design a meal. Chop and slice safely using a bridge or claw grip. Trial and feedback on food tastes, textures and aroma. Identify the food groups, understanding what makes a balanced diet. Mechanisms – Moving Monsters – Halloween	Structures - Constructing a roundhouse Identify and learn about the key features of a castle, before designing and making a recycled-material castle (structure).	**Food: adapting a recipe** Work in groups to adapt an existing biscuit recipe, whilst taking into account the cost of the ingredients and other expenses against a set budget. **FOOD TECHNOLOGY** - Know how to be both hygienic and safe when using food. - Bring a creative element to the food product being designed (Link with states of matter) **MAKING** - Know which tools to use for a particular task and show knowledge of handling the tool - Know which material is likely to give the best outcome. - Measure accurately.	**Food Technology** **Anglo Saxon Bread; Honey, Oat and Spice Cakes; Honey Shortbread; Mushroom soup** -describe how food ingredients come together -weigh out ingredients and follow a given recipe to create a dish -talk about which food is healthy and which food is not -know when food is ready for harvesting	
	Advent 2	Textiles Exploring and making Christmas Decorations	Food Autumn Soup	Mechanisms – Toy car Sketching, measuring and planning the chasse of the vehicle. Adapting mechanisms, measuring and cutting accurately to a design brief. Researching and testing mechanisms. Investigating how wheels workas part of a full mechanisms including axels and axel holders.	Draw simple diagrams to plan a moving monster. Cut and assemble, using tools such as card, paper, glue and paper fasteners. Explore and discuss existing objects that have linkages, levers and pivots. Identify inputs and outputs as part of a mechanism, understand how linkages, levers and pivots operate together.	Textiles - Cross Stitch and applique cushion Learn and apply two new sewing techniques – cross-stitch and appliqué. Utilise these new skills to design and make a cushion		**Textiles: Christmas Decoration**	• **Textiles – waistcoats** **DESIGNING** • use market research to inform plans and ideas. • follow and refine original plans To understand that it is important to design clothing with the client/target customer in mind. To know that using a template (or clothing pattern) helps to accurately mark out a design on fabric. **MAKING** • know which tool to use for a specific practical task To understand the importance of consistently sized stitches **EVALUATING** • know how to test and evaluate designed products • explain how products should be stored and give reasons evaluate product against clear criteria

Sustainability and Stewardship	**Lent 1**		Textiles Bookmarks	Structures – Windmill Designing for a client and considering the clients preferences and requirements. Using templates and nets, selecting from basic crafting tools and materials (paper, card, scissors and glue) to create a functional windmill. Exploring different forms of windmill structures, testing the finished windmill. Developing awareness of different structure formats.	Structures Design a structure Identify flaws in a pre-model design, fix or strengthen them, cut and assemble accurately. Explore natural and manmade structures. Know that different shapes can strengthen or weaken structures.	Mechanical Systems: Pneumatic Toys Explore pneumatic systems, then apply this understanding to design and make a pneumatic toy including thumbnail sketches and exploded diagrams.	**TEXTILES: Fastenings** Analyse and evaluate a range of existing fastenings, then devise a list of design criteria to design, generate templates and make a fabric book sleeve. **DESIGNING** - Use ideas from other people when designing. - Produce a plan and explain it. - Persevere and adapt work when original ideas do not work. - Communicate ideas in a range of ways, including by sketches and drawings which are annotated. **MAKING** - Know which tools to use for a particular task and show knowledge of handling the tool - Know which material is likely to give the best outcome. - Measure accurately.	**Structures** **Making – a waterproof rainforest shelter** use a range of tools and equipment competently make a prototype before making a final version **Designing** -come up with a range of ideas after collecting information from different sources -produce a detailed, step-by-step plan explain how a product will appeal to a specific audience **Evaluating** suggest alternative plans; outlining the positive features and draw backs evaluate appearance and function against original criteria	**Structures – playgrounds** **DESIGNING** • use market research to inform plans and ideas. • follow and refine original plans • justify planning in a convincing way show that culture and society is considered in plans and designs **MAKING** • know which tool to use for a specific practical task • know how to use any tool correctly and safely • know what each tool is used for • explain why a specific tool is best for a specific action **TECHNICAL KNOWLEDGE** use knowledge to improve a made product by strengthening, stiffening or reinforcing **EVALUATING** • know how to test and evaluate designed products • explain how products should be stored and give reasons evaluate product against clear criteria
	Lent 2	Mechanisms Early exploration of how things work							**Mechanisms – Automata Toys** **DESIGNING** • use market research to inform plans and ideas. • follow and refine original plans • justify planning in a convincing way show that culture and society is considered in plans and designs **MAKING** • know which tool to use for a specific practical task • know how to use any tool correctly and safely • know what each tool is used for • explain why a specific tool is best for a specific action **TECHNICAL KNOWLEDGE** use knowledge to improve a made product by

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Freedom	**Summer 1**	Food Fruit Juice	Structures Junk Modelling	Food – Making a smoothie Designing smoothie carton packaging using traditional or digital methods. Preparing, chopping and blending fruit and veg. Trialling and exploring combinations or ingredients, specifying favourite combinations. Recognising the difference between fruit and vegetables, describing texture and taste, developing knowledge about where fruit and vegetable grow, and identifying parts of a plant.	Textiles – purses Develop and sketch design ideas using a template. Thread a needle, sew a running stich, prepare fabrics for sewing and tie a secure knot. Discuss the making process and finished product, review others final outcome. Identify parts of a needle (point and eye) understand the alternative ways of joining fabrics and embellishments.	Food Technology – Eating Seasonally Our refreshed Y3 cooking and nutrition unit including opportunities for children to learn about seasonal foods and create a seasonal food tart.	**MECHANICAL SYSTEMS: SLINGSHOT CAR** Work independently to produce an accurate, functioning car chassis. Design a shape that is suitable for the project. Attempt to reduce air resistance through the design of the shape. Produce panels that will fit the chassis and can be assembled effectively using the tabs they have designed. Construct car bodies effectively. Conduct a trial accurately and draw conclusions and improvements from the results.	**Mechanisms** **Project linked with factory machines** **Making** -use a range of tools and equipment competently -make a prototype before making a final version -make a product that relies on pulleys or gears **Designing** - design a product that requires pulleys or gears **Technical Knowledge** links scientific knowledge to design by using pulleys or gears **Evaluating** suggest alternative plans; outlining the positive features and draw backs evaluate appearance and function against original criteria	
			Mechanisms Boats						
	Summer 2						**Structure: Pavilions** Investigate and model frame structures to improve their stability, then apply this research to design and create a stable, decorated pavilion.		**FOOD TECHNOLOGY – Come Dine with Me** • explain how food ingredients should be stored and give reasons • work within a budget to create a meal • understand the difference between a savoury and sweet dish