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| A logo with a bird and text  Description automatically generated | (Design Technology) Overview |
|  | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| EYFS | Junk Modelling (And Autumn Hibernation Boxes) | Soup (Christmas Sliding Santa) | Bookmarks | (Easter hanging Eggs and Easter Flower threading) | Boats | (Design a Rainbow Salad Make a Rainbow Salad) |
| Y1/2 (A) | **Y1 Structures: Constructing a Windmill.**Our refreshed Y1 structures unit including a new windmill design and different user for the product |  | **Y1 Textiles: Puppets**Explore methods of joining fabric. Design and make a character-based hand puppet using a preferred joining technique, before decorating |  | **Y1 Cooking and Nutrition: Smoothies**Our refreshed Y1 cooking and nutrition unit including opportunities for children to learn food preparation skills and greater emphasis on taste testing and ingredient choices. |  |
| Y1/2 (B) |  | **Y2 \*New\* Cooking and nutrition: Balanced diet**Our refreshed Y2 cooking and nutrition unit including opportunities for children to learn about the importance of a balanced diet and use that knowledge to create a tasty wrap. |  | **Y2 Mechanisms: Making a moving monster**Explore levers, linkages and pivots through existing products and experimentation, use this research to construct and assemble a moving monster. Example theme: Moving monster. Alternative theme: Easter – Mechanical animals |  | **Y2 Textiles: Pouches**Learn how to sew a running stitch ready to design, make and decorate a pouch using a template. |
| Y3/4 (A) | **Digital World: Wearable technology**An alternative to the Electronic charm unit, including a greater focus on evaluation, use of the virtual micro:bit and new video content. |  |  |  | **Cooking & Nutrition: Eating seasonally**Our refreshed Y3 cooking and nutrition unit including opportunities for children to learn about seasonal foods and create a seasonal food tart | **Structures: Constructing a castle**Identify and learn about the key features of a castle, before designing and making a recycled-material castle (structure) |
| Y3/4 (B) | **Electrical Systems: Torches**Identify the difference between electrical and electronic products. Evaluate a range of existing torches and their features, then develop a new functional torch design. |  | **Structure: Pavilions**Investigate and model frame structures to improve their stability, then apply this research to design and create a stable, decorated pavilion. |  |  | **Mechanical Systems: Making a slingshot car**Using a range of materials, design and make a car with a working slingshot mechanism and house the mechanism using a range of nets |
| Y5/6 (A) | **Electrical systems: Doodlers**Our Doodlers unit explores series circuits further and introduces motors. Explore how the design cycle can be approached at a different starting point, by investigating an existing product, which uses a motor, to encourage pupils to problem-solve and work out how the product has been constructed, ready to develop their own |  | **Mechanical systems: Making a pop-up book** |  | **Cooking and nutrition: Developing a recipe**Our refreshed Y5 cooking and nutrition unit including opportunities for children to learn a simple bolognese recipe and adapt it to improve nutritional content |  |
| Y5/6 (B) | **Textiles: Waistcoats**Using a combination of textiles skills such as attaching fastenings, appliqué and decorative stitches, children design, assemble and decorate a waistcoat for a chosen purpose |  | **Structure: Playgrounds**Research existing playground equipment and their different forms, before designing and developing a range of apparatus to meet a list of specified design criteria |  | **Digital world: Navigating the world**Design and program a navigation tool to produce a multifunctional device for trekkers using CAD 3D modelling software. Pitch and explain the product to a guest panel |  |