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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 |  |