



## Design and Technology Overview

|                                  | Autumn 1   | Autumn 2                                 | Spring 1   | Spring 2                | Summer 1  | Summer 2                                      |   |
|----------------------------------|--|--|--|-------------------------|---|---|---|
| Year 1                           |  | Structures:<br>Constructing<br>Windmills |  | Textiles: Puppets       |   | Smoothies                                     |   |
| Year 2                           |  | Structures : Chair for<br>a school       | Textile Pouches :<br>for an explorer   |                         |   | Making a Ferris Wheel                         |   |
| Year 3                           |  |  |  | Castles                 | Digital World –<br>Wearable Technology  | Cooking and Nutrition<br>– Eating seasonally. |   |
| Year 4                           |  |  | Designing a<br>Recipe/Biscuits   |                         | Fastenings – making a<br>book cover   | Mechanical Systems                            |   |
| Year 5                           |  | Structures: Bridges                      |  | Making a pop-up<br>book | Cooking: Developing<br>a New recipe   |   |   |
| Year 6                           |  | Structures                               |  | Digital World           |   | Textiles                                      |   |
| EYFS<br>(throughout<br>the year) | <b>Physical Development</b>  |  | <b>Expressive Arts and Design</b>  |                         | <b>Development Matters</b>  |   | <b>ELG</b>  |
|                                  | <ul style="list-style-type: none"> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> </ul> |  | <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> </ul> |                         | <ul style="list-style-type: none"> <li>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</li> </ul> |   | <ul style="list-style-type: none"> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> </ul> |