Subject Overview for D.T. September 2024

At Manor, the children are taught how to be a Design Technologist by:

- looking at real life examples of mechanisms and structures
- learning new skills and techniques to make different items
- designing appealing products which serve a purpose
- using a wide range of tools to create different effects
- presenting and evaluating finished products

EYFS

Children use what they learnt about media and materials in original ways thinking about uses and purposes.
They represent their own ideas through design and technology.
Safely use and explore a variety of materials, tools and techniques, experimenting with design, form and function.

Autumn1 Marvellous Me!	Autumn 2 People Who Help Us/ Journeys	Spring 1 Who's Afraid of the Dark	Spring 2 Magic Beans	Summer 1 We're going on a bear hunt /Minibeasts	Summer 2 Sand and Water
Make a house Junk modelling/ Construction	Construction	Owl babies split pin	Create a beanstalk	Creating a bear's cave.	Joining materials to make binoculars and flags. Make boats which float.

Year 1

Autumn 1 Our School	**Autumn 2 Awesome Animals**	**Spring 1 Toys**	**Spring 2 It's our Area and We're Proud of it**	**Summer 1 Lady with the Lamp**	**Summer 2 Oh I Do Like to Be Beside the Seaside**
Making a stable structure – playgrounds **Design** design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology **Make** select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics scissors, gluing, taping, **Evaluate** explore and evaluate a range of existing products evaluate their ideas and products against design criteria **Technical knowledge** build structures, exploring how they can be made stronger, stiffer and more stable	Healthy eating Design design purposeful, functional, appealing products for themselves and other users based on design criteria communicate their ideas through talking, drawing, templates, select from and use a range of tools and equipment to perform practical tasks select from and use a wide range of ingredients Evaluate evaluate their ideas and products against design criteria grating, cutting, peeling, juicing, knives	Wheeled vehicles – making a fixed or moving axle **Design** design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology **Make** select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Using hacksaws, measure **Evaluate** explore and evaluate a range of existing products evaluate their ideas and products against design criteria **Technical knowledge** explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. Axles			Joining Fabrics- Puppets **Design** design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology **Make** select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics sewing, gluing, stapling, taping, scissors **Evaluate** explore and evaluate a range of existing products evaluate their ideas and products against design criteria Evaluating the method which produces the best outcome

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Year 2

Autumn 1 Our Forest Home	Autumn 2 Castles	Spring 1 Katie Morag's Magical Island	Spring 2 Fire, Fire!	Summer 1 We're off to Rwanda	Summer 2 Being Famous
Winding mechanisms **Design** design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology **Make** select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Using hacksaws, measure **Evaluate** explore and evaluate a range of existing products evaluate their ideas and products against design criteria **Technical knowledge** build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. Pulley	Christmas Biscuits **Design** design purposeful, functional, appealing products for themselves and other users based on design criteria communicate their ideas through talking, drawing, templates, select from and use a range of tools and equipment to perform practical tasks select from and use a wide range of ingredients **Make** select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **Evaluate** evaluate their ideas and products against design criteria flour, butter, eggs, ginger, cinnamon, chocolate chips, cherries, currants, mix, cut, bowl, spoon, measuring, rub, flavour, taste, shape, colour, design, texture,	Moving pictures **Design** design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups **Make** select from and use a range of and equipment explore and evaluate a range of existing products **Evaluate** evaluate their ideas and products against design criteria **Technical knowledge** exploring how they can be made stronger, stiffer explore and use mechanisms [for example, levers, sliders,], in their products. Cutting, measuring, levers, spinners, sliders, scissors, split pins, gluing, taping	Building homes **Design** design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, select from and use a range of tools and equipment to perform practical tasks **Make** select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **Evaluate** evaluate their ideas and products against design criteria **Technical knowledge** build structures, exploring how they can be made stronger, stiffer and more stable scissors, gluing, measuring, taping,		Sewing **Design** design purposeful, functional, appealing products for themselves and other users based on design criteria select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] **Evaluate** evaluate their ideas and products against design criteria sewing, needles, measuring, scissors