Weare Design and Technology Curriculum Overview			
Year One	**Year Two**	**Year Three**	**Year Four**
Autumn Term 1			
ART	**ART**	**Design and Make an Egyptian Mask** **Design: u**se research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • Generate ideas through annotated sketches. • **Make:** select from and use a wider range of tools and equipment to perform practical tasks accurately. select from and use a wider range of materials and components according to their functional properties and aesthetic qualities • **Evaluate**: Understand how key events and individuals in design and technology have helped shape the world. **Technical Knowledge:** Apply their understanding of how to strengthen, stiffen and reinforce more complex structures	**ART**
Autumn Term 2			
Designing and building strong bridges DT/Science (TAPS) **Design**: • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups	• **Wind up mechanisms (link to Music)** • **How to get a bucket of water to the top of a Fire of London model house? (link to History)** • **Clay tea light holder (R.E)**	**Design and Make a Christmas Decoration (depending on school theme each year). Use sewing techniques.** • **Design:** design purposeful, functional, appealing products for	**(link with Literacy – Healthy pizzas)** • Develop their design ideas through discussion, observation, drawing and modellin. • Identify design criteria

and, where appropriate, information and communication technology • Design a strong bridge using up to 5 pieces of card or paper and explain how you will attach the materials together in a way that will make a stronger bridge **Make:** • select from and use a range of tools and equipment to perform practical tasks • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Make your bridges by following your designs **Evaluate:** • Evaluate their ideas and products against design criteria • How many coins did your bridge hold? • What materials could we use to make really strong bridges? **Technical language:** • Build structures, exploring how they can be made stronger, stiffer and more stable	• **Cooking Bake Swedish Christmas biscuits (link to R.E.)** **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, computing **Make:** • Select from and use a range of tools and equipment to perform practical tasks (e.g cutting, shaping, joining and finishing) • Select from and use a wide range of materials and components, incl. construction materials, textiles and ingredients according to their characteristics **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 (e.g. levers, sliders, wheels and axles), in their products **Cooking and Nutrition:**	themselves and other users based on design criteria • **Make:** select from and use a range of tools and equipment to perform practical tasks. • select from and use a wide range of materials including textiles. • **Evaluate:** evaluate their ideas and products against design criteria **Technical Knowledge:** build structures, exploring how they can be made stronger, stiffer and more stable	• Make drawings and label parts for the design process • Select tools and materials • Measure, cut and score with some accuracy • Use hand tools safely and appropriately • Identify design criteria • Make drawings and label parts for design process **Activity:** • Blanket stitching and felt stockings • Look at a range of Roman footwear discovered by archaeologists at Vindolanda in Northumberland • The children will design and create their own Roman style shoe, using their sketchbooks to initially design and then they will actually make the shoe, before eventually reflecting and evaluating on the final product (6-week unit) **Artist Focus: Vincent Van Gogh** Van Gogh's, Poppy Fields painting – do this for Remembrance Day

	• Use the basic principles of a healthy and varied diet to prepare dishes • Understand where food comes from		
Spring Term 1			
Vehicles – Wheels and Axles **Design**: • Design purposeful, functional, appealing products for themselves and other users based on design criteria • Design your own moving toy car using junk modelling • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology • Learn about wheels and axles – what they are and how they work. • Draw your design and discuss it with your partner, what will you use and how will you attach the wheels using an axle? **Make:** • Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • Wheels and wooden dowels to attach to car models • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics • What shape will we use for wheels? If we didn't have wheels provided what else could we use? **Evaluate:**	**ART**	**ART**	**ART**

• Evaluate their ideas and products against design criteria Did your cars move? Are your wheels secured?			
Spring Term 2			
ART	**Design a coat looking at symmetry and colour patterns. (Joseph's coat)** Introduce the topic designing a coat of many colours, look at examples of designs, create own design, use material and coloured felt to make and sew coat **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, computing **Make:** • Select from and use a range of tools and equipment to perform practical tasks (e.g cutting, shaping, joining and finishing) **Evaluate** • Explore and evaluate a range of existing products • Evaluate their ideas and products against design criteria	**ART**	**To be able to draw rainforest animals** **Design a rainforest in a bottle** • Develop practical skills and use safely with a range of resistant and non-resistant materials, drawing media tools and equipment in both 2D and 3D. • Perform simple, useful, practical tasks, making products for a purpose. • Develop and use a range of common practical skills in contexts such as mechanical, diagnostic and repair tasks. • Identify design criteria • Make drawings and label parts for the design process. • Talk about ideas, saying what they like and dislike about them. • Evaluate designs by other people to learn from them. • Appreciate the need for good design by evaluating a range of design and designers. **Artist Focus:** To explore and replicate the art of **Henri Rousseau**
Summer Term 1			
Clay Igloos • Generate, develop, model and communicate their ideas through	**ART**	**Design and Make a 3D Spitfire plane** **Design:**	**ART**

talking, drawing, templates, mock-ups and, where appropriate, information and communication technology • Design igloos, stating what materials and equipment will be used. It needs to be snow proof. • 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 • Use clay to make round igloos • Evaluate their ideas and products against design criteria Use fake snow and test each igloo – Does the snow fall off the roof or pile up on top?		• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • Generate ideas through annotated sketches **Make:** • Select from and use a wider range of tools and equipment to perform practical accurately • Select from and use a wider range of materials and components, including construction materials according to their functional properties and aesthetic qualities **Evaluate:** • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • Understand how key events and individuals in design and technology have helped shape the world **Technical Knowledge** • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures	
Summer Term 2			
ART	**To design and make a boat that will travel quickly, in a straight line and carrying a load.** **To create a placemat using cross stitch** **Design:**	**Design and make Anderson Shelter with a WW2 garden** **Design:** • Use research and develop design criteria to inform the design of innovative, functional, appealing	**Silhouette of transport** **Technical drawing of the transport** • Perform simple, useful, practical tasks, making products for a purpose.

	• 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, computing **Make:** • Select from and use a range of tools and equipment to perform practical tasks (e.g cutting, shaping, joining and finishing) • Select from and use a wide range of materials and components, incl. construction materials, textiles and ingredients according to their characteristics **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 (e.g. levers, sliders, wheels and axles), in their products	products that are fit for purpose, aimed at particular individuals or groups • Generate ideas through annotated sketches. **Make:** • Select from and use a wider range of tools and equipment to perform practical accurately • Select from and use a wider range of materials and components, including construction materials according to their functional properties and aesthetic qualities. **Evaluate:** • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • Understand how key events and individuals in design and technology have helped shape the world **Technical Knowledge** • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures	• Develop and use a range of common practical skills in contexts such as mechanical, diagnostic and repair tasks. • Appreciate the need for good design by evaluating a range of design and designers. **Artist Focus:** • Leonardo Di Vinci