



# Holy Family Primary School - Design & Technology Topic Overviews



EYFS – Nursery and Reception					
Construction	Chalking, cutting and sticking	Construction	Chalking, cutting and sticking	Construction	
<b>Nursery</b>					
<p>Explore blocks and construction sets</p> <p>Understand how to use glue to stick materials onto paper</p>	<p>Explore cutting and sticking different materials with support</p> <p>To show greater control when using a glue stick and glue spreader to stick materials to paper</p>		<p>Continue to develop their knowledge of cutting and how to join different materials using tape and glue</p> <p>Explore a range of materials with independence</p>		
<b>Reception</b>					
<p>To explore different types of glue for a range of purposes</p> <p>Use simple blocks and construction sets for a purpose</p>	<p>Uses simple cutting tools and sticking techniques competently and appropriately.</p>	<p>Share creative ideas with peers and begin to work together, sharing skills.</p> <p>Constructs with a purpose in mind, using a variety of resources</p> <p>To be able to safely construct with a purpose and evaluate their designs.</p>	<p>Use tools and techniques with increased care and precision.</p> <p>To plan, carry out and evaluate and change where necessary.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>To identify and select resources and tools to achieve a particular outcome.</p>	<p>Problem solve and reflect on their designs and creations.</p> <p>To be able to safely construct with a purpose and evaluate their designs.</p>	



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Key Stage 1 - Years 1 and 2					
Cycle A			Cycle B		
Structures Baby Bear's Chair	Food Fruit & Vegetables	Mechanisms Making a Moving Storybook	Textiles Puppets	Mechanisms Vehicles	Mechanisms Making a Moving Monster
<p>To explore the concept and features of structures and the stability of different shapes.</p> <p>To understand that the shape of the structure affects its strength.</p> <p>To make a structure according to design criteria.</p> <p>To produce a finished structure and evaluate its strength, stiffness and stability.</p>	<p>To identify if a food is a fruit or a vegetable.</p> <p>To identify where plants grow and which parts we eat.</p> <p>To taste and compare fruit and vegetables.</p> <p>To make a fruit and vegetable smoothie.</p>	<p>To explore making mechanisms.</p> <p>To design a moving story book.</p> <p>To construct a moving picture.</p> <p>To evaluate my finished product.</p>	<p>To join fabrics together using different methods.</p> <p>To use a template to create my design.</p> <p>To join two fabrics together accurately.</p> <p>To embellish my design using joining methods.</p>	<p>To understand how wheels move.</p> <p>To identify what stops wheels from turning.</p> <p>To design a moving vehicle.</p> <p>To build a moving vehicle.</p>	<p>To look at objects and understand how they move.</p> <p>To look at objects and understand how they move.</p> <p>To explore different design options.</p> <p>To make a moving monster.</p>



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## Lower Key Stage 2 - Years 3 and 4

Cycle A			Cycle B		
Digital World Mindful Moments Timer	Textiles Egyptian Collar	Electrical System Electrical Poster	Mechanical Systems Pneumatic Toys	Structures Roman Pavilions	Food Eating Seasonally
<p>To create a design criteria for an electronic timer based on analysis of existing products.</p> <p>To apply understanding of computer programming to instruct and control a Micro:bit to function as a timer.</p> <p>To design, make and develop a prototype case for my mindful moment timer.</p> <p>To design a logo for a mindfulness company using computer-aided design.</p>	<p>To learn how to sew cross-stitch and to appliqué.</p> <p>To develop and use a template.</p> <p>To assemble fabric parts into a fabric product.</p> <p>To decorate fabric using appliqué and cross-stitch.</p>	<p>To understand the purpose of information design.</p> <p>To research a set topic to develop a range of initial ideas.</p> <p>To develop an initial idea into a final design.</p> <p>To assemble my final product and incorporate a simple circuit.</p>	<p>To understand how pneumatic systems work.</p> <p>To design a toy that uses a pneumatic system.</p> <p>To create a pneumatic system.</p> <p>To test and finalise ideas against design criteria.</p>	<p>To create a range of different shaped frame structures.</p> <p>To design a structure.</p> <p>To build a frame structure.</p> <p>To add cladding to a frame structure.</p>	<p>To know that climate affects food growth.</p> <p>To understand the advantages of eating seasonal foods grown in the UK.</p> <p>To create a recipe that is healthy and nutritious using seasonal vegetables.</p> <p>To safely follow a recipe when cooking.</p>



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## Upper Key Stage 2 - Years 5 and 6

Cycle A			Cycle B		
Food Come Dine With Me	Electrical Systems Doodlers	Textiles Waistcoats	Mechanical Systems Pop-Up Book	Digital World Navigating the World	Structures Bridges
<p>To research and design a three-course meal.</p> <p>To prepare a meal using a recipe.</p> <p>To understand where their food comes from.</p> <p>To write up a recipe.</p>	<p>To understand how motors are used in electrical products.</p> <p>To investigate an existing product to determine the factors that affect the product's form and function.</p> <p>To put findings from research into practice to develop an improved product.</p> <p>To develop a DIY kit for another individual to assemble their product.</p>	<p>To design a waistcoat.</p> <p>To mark and cut fabric according to a design.</p> <p>To assemble a waistcoat.</p> <p>To decorate your waistcoat.</p>	<p>To design a pop-up book.</p> <p>To follow my design brief to make my pop-up book.</p> <p>To use layers and spacers to cover the working of mechanisms.</p> <p>To create a high-quality product suitable for a target user.</p>	<p>To write a design brief and criteria based on a client request.</p> <p>To write a program to include multiple functions as part of a navigation device.</p> <p>To develop a sustainable product concept.</p> <p>To develop 3D CAD skills to produce a virtual model.</p> <p>To present a pitch to 'sell' the product to a specified client.</p>	<p>To explore how to reinforce a beam (structure) to improve its strength.</p> <p>To build a spaghetti truss bridge.</p> <p>To build a wooden truss bridge.</p> <p>To complete, reinforce and evaluate my truss bridge.</p>