

DT – Long Term Curriculum Overview

| Subject area | Autumn | Spring | Summer |
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| F1 | <p>PSED: Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</p> <p>PD: Choose the right resources to carry out their own plan. Use one handed tools and equipment, for example making snips in paper with scissors. Use large-muscle movements to wave flags and streamers, paint and make marks</p> <p>EAD: Explore different materials freely, in order to develop their ideas about how to use them and what to make. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Develop their own ideas and then decide which materials to use to express them. Eg. Junk modelling</p> | <p>PSED: Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>PD: Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan.</p> <p>UW: Talk about the differences between materials and changes they notice</p> <p>EAD: Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Explore different materials freely, to develop their ideas about how to use them and what to make. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Eg. Small world construction using blocks. Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> | <p>PSED: Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them</p> <p>PD: Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors</p> <p>EAD: Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Eg. Making vehicles including cars</p> |
| Food technology | Let's talk about and explore vegetables Sampling different vegetables. Expanding experience and knowledge of a range of vegetables including: seasonality,name, shape,colour,texture,internal structure,smell and taste. Preparation and cooking of different vegetables. Link to our edible garden, growing and harvesting vegetables. | Exploring different types of bread and expanding range and experience including: smell, colour, texture, shape, structure of crumb and taste. | Let's explore fruit. Expanding knowledge and experience of a wide range of fruits including: name, colour, seasonality, shape, size,smell,texture, preparation of each fruit,internal structure including segments etc. Preparation of different fruits and to understand that some fruits need to be cooked and some fruits can be cooked. Link to our edible garden, growing and harvesting fruits. |

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| F2 | <p>PD: Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>EAD: Explore, use and refine a variety of artistic effects to express their ideas and feelings Create collaboratively, sharing ideas, resources and skills. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Creating their own 'leaf man' inspired by Autumn Cave making Modelling and building schools using a range of blocks and Small World.</p> | <p>PD: Develop small motor skills so that they can use a range of tools competently, safely and confidently Use their core muscle strength to achieve good posture when sitting at a table or sitting on the floor</p> <p>EAD: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively sharing ideas, resources and skills Creating and building zoos and animal enclosures. Creating habitat boxes Weaving using different materials, colours and patterns.</p> | <p>PD: Progress towards a more fluent style of moving, with developing control and grace.</p> <p>EAD: Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>ELG's:</p> <p>PD: Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>EAD: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Designing bed covers and junk modelling to create castles inspired by 'The Princess And The Pea' Making necklaces out of recycled materials. Creating rock pools.</p> |
| Food Technology | Exploring the varieties of apples including: Making toffee and chocolate coated apples, choosing different toppings to make them extra special. | Making bread using yeast. Making simple fillings* to create a range of sandwiches. Evaluating their sandwiches regarding nutritional value, health and taste. | Design and make fruit cocktails using a range of different fruits. exploring taste, overall appearance and choice of different types of fruit Eg. tropical , citrus etc. Exploring the differences and similarities between fresh, frozen and tinned fruits, including taste, appearance and availability. |
| Year 1 | <p>Building Bridges</p> <p>Design a bridge using the Swiss Bridge in Birkenhead Park as a stimulus. Use a range of materials and compare suitability based on strength.</p> | <p>Predicting the Weather</p> <p>Design and make a weather chart. Explore materials and their suitability for different weathers. Make a rain catcher, make a windmill.</p> | <p>Fun at the beach and keeping safe in the sun</p> <p>Design and make a structure to keep safe in the sun. Design and make 2 different ice cream sundaes to compare healthy and standard versions.</p> |
| Food Technology 'Eatwell plate' | Filo Pastry parcels* Date slices | Chicken / vegetable kebabs* Potato gratin | Pizza pittas* Tropical fruit kebabs with chocolate ganache dipping sauce |

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| Year 2 | European Snacks* Explore typical English, French, Italian and Spanish sandwich fillings. Design and make a sandwich from each country. | Aerodynamics How has the shape of aeroplanes changed over time? Design and make different types of aeroplanes using different materials. | Towers and Steeples Look at designs of towers and steeples. Investigate strength, materials and structure. Construct and build own church models. |
| Food Technology 'Eatwell Plate' | Baking bread and rolls Cheese Coleslaw | Carrot cake muffins Rhubarb crumble | Chicken and bacon pasta * Fruity Pizza |
| Year 3 | Shelters Investigate how shelters are built differently in countries around the world due to climate. Design and build a shelter for a specific climate. | North African Food* Explore, taste and make foods from North African culture. Does this food have an influence on what we eat in the UK today? | Fun at the Beach Designing an activity or toy for the beach that moves e.g. sail boat, windmills. |
| Food Technology 'Eatwell Plate' | Veggie couscous and stuffed peppers Soup* | Moroccan stew* Beef/veggie burgers* | Sausage and bean casserole* Rainbow salad coleslaw |
| Year 4 | Roman Aqueducts Study building techniques that were used by the Romans. Design and construct a Roman Aqueduct. | Scandinavian Food* Explore and investigate traditional and modern Scandinavian food. Curing and preserving food. | Ship Building Design of boats, ships. Look at the suitability of materials. Look at propellers and how they move. Make your own boat with a moving propeller. |
| Food Technology 'Eatwell Plate' | Cooking with mushrooms as the main ingredient including: soup, rice and garlic mushrooms. Victoria sponge | Swedish meatballs* Vegetable stew | Cheese and potato pie Cinnamon rolls |

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| Year 5 | <p>PolarExplorers</p> <p>Investigate how vehicles, equipment and clothing have changed for explorers over time. Thinking about the use of specific materials.</p> <p>Design vehicles, equipment or clothing which can be used in extreme weather conditions and temperature in the Arctic.</p> | <p>Greek Buildings</p> <p>Design a Greek temple, look at design, purpose and construction of pillars. Look for examples of</p> <p>Explore and investigate how Greek architecture has influenced buildings across Britain today.</p> | <p>A Melting Pot of Flavours*</p> <p>Exploring the influence of the former British Empire on British food today e.g. Indian food, potatoes, spices, fruits.</p> <p>Exploring, making and tasting foods from Commonwealth countries.</p> |
| Food Technology 'Eatwell Plate' | <p>Potato salad</p> <p>Sausage rolls*</p> | <p>Cookies</p> <p>Tuna and sweetcorn fishcakes</p> | <p>Campfire sausage stew*</p> <p>Cheesecake</p> |
| Year 6 | <p>'Make Do and Mend'</p> <p>Explore the Government WWII initiative 'Make Do and Mend'. Using old clothes or materials, design and make a hand puppet, purse or draw string bag. 'Sewing Bee ' transformation challenge</p> | <p>Mexican food*</p> <p>Exploring, making and tasting Mexican food. Study some main ingredients of Mexican food. Does this food have an influence on what we eat in the UK today?</p> | <p>Winches and Pulleys</p> <p>Look at winches and pulleys to move cargos on and off ships. Design and make their own mechanism to move items from place to another.</p> |
| Food Technology 'Eatwell Plate' | <p>Quiche*</p> <p>Yule log</p> | <p>Guacamole and salsa</p> <p>Chilli con carne and vegetable chilli*</p> | <p>Cornedbeef crispbakes*</p> <p>Design and make cupcakes for a celebration</p> |

* Vegetarian, vegan, food choices and allergies catered for during lessons and activities.