

Design Technology Topic Overview



Halwill Year A

EYFS 3-4	<p>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. Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. Explore how things work. UW 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, in order 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.</p>			
EYFS Reception	<p>Progress towards a more fluent style of moving, with developing control and grace. 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. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p>			
ELG	<p>Use a range of small tools, including scissors, paintbrushes and cutlery. PD Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. EA&D Share their creations, explaining the process they have used.</p>			
Design and Technology	Halwill - Class 1	Halwill - Class 2	Halwill – Class 3	Halwill – Class 4
Autumn Year A	Flapjacks Bread Clay diva Poppy creations Using tools safely e.g. scissors	Design, make, evaluate What is an ambulance? Technical knowledge: Vehicles- Axels and chassis- Designing, making and evaluating their own	Design, make, evaluate Can I make a moving book? Technical knowledge: Understand and use mechanical systems leavers and	Design, make, evaluate Can I raise an object to the top of the temple? Technical knowledge: Understand and use mechanical systems in their

		ambulance with moving parts.	linkages.	products: cams, pulleys, levers and linkages
Spring Year A	Cooking Lanterns Space craft Straw ladders	Design, make, evaluate What is healthy food? What makes it healthy? Cooking and Nutrition: Evaluate, design and make smoothies (Sugar smart)	Design, make, evaluate Can I make a Tudor home to help me learn more about the time period? Technical knowledge: Apply knowledge of how to strengthen, stiffen and reinforce more complex structures.	Design, make, evaluate Do I know what a healthy and varied diet means? Cooking and Nutrition: Cook and apply the principles of nutrition and healthy eating and affordability.
Summer Year A	Healthy Eating Seed packet Textures – collage, cornflour water	Design, make, evaluate What makes a good structure? Technical Knowledge: build structures, exploring how they can be made stronger, stiffer and more stable	Design, make, evaluate Do I know how to cook fish? Cooking and Nutrition: Cook and apply the principles of nutrition and healthy eating and affordability.	Design, make, evaluate Can I use Crumble software? Technical Knowledge: computing to programme, monitor and control their products. computing to programme, monitor and control their products.