



Design and Technology Topic Overview

Halwill Year B

EYFS 3-4	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.			
EYFS Reception	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.			
ELG	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.			
Design and Technology	Halwill - Class 1	Halwill - Class 2	Halwill – Class 3	Halwill – Class 4
Autumn Year B	Flapjacks Bread Clay diva Poppy creations	Design, make, evaluate What makes a strong structure? Technical Knowledge: Design, make and evaluate a strong	Design, make, evaluate What mechanisms will help me make an Egyptian Shaduf? Technical Knowledge: mechanisms	Design, make, evaluate What does it mean to eat seasonably? Cooking and nutrition: nutrition and healthy eating. Eating seasonably.

	Using tools safely e.g. scissors	structure/house.	and strengthen and stiffen more complex structures	Compare the availability of food today compared to the rationing of WW2
Spring Year B	Cooking Lanterns Space craft Straw and ladder	Design, make, evaluate What food categories are there? What makes a healthy diet? Cooking and nutrition: use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.	Design, make, evaluate Where is Italy and what food is it famous for? Cooking and nutrition: understand and apply the principles of a healthy varied diet and eating affordably.	Design, make, evaluate What makes a good structure? Technical knowledge: apply knowledge of how to strengthen, stiffen and reinforce complex structures. Discuss the structure of Ancient Greek Temples. Reinforced by triangulation
Summer Year B	Healthy Eating Seed packet Textures – collage, cornflour water	Design, make, evaluate What is a moving part? Technical Knowledge: Moving parts & levers, pivots & sliders	Design, make, evaluate What textiles will make the best bag? Technical Knowledge: knowledge of how to strengthen, stiffen and reinforce complex structures.	Design, make, evaluate Can I design a product to help people be more aware of electricity use? Technical Knowledge: Using electrical systems in their products. Using switches, bulbs, buzzers and motors. Recap and build on electricity from autumn term. Link to impact of electricity on Victorians