



## **DESIGN TECHNOLOGY OVERVIEW**

<b>EYFS</b>	<ul style="list-style-type: none"><li>• 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.</li><li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li><li>• Choose the right resources to carry out their own plan.</li><li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li><li>• Explore how things work.</li><li>• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li><li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li><li>• Develop their own ideas and then decide which materials to use to express them.</li><li>• Create closed shapes with continuous lines, and begin to use these shapes to represent</li></ul>	<ul style="list-style-type: none"><li>• Progress towards a more fluent style of moving, with developing control and grace</li><li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li><li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li><li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li><li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li><li>• Create collaboratively, sharing ideas, resources and skills.</li><li>• Use a range of small tools, including cutlery</li></ul>	<ul style="list-style-type: none"><li>• Use a range of small tools, including scissors, paintbrushes.</li><li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li><li>• Share their creations, explaining the process they have used.</li></ul> <p><b>D&amp;T Unit: Houses</b></p>
-------------	--	--	--



	objects. <b>D&amp;T Unit: Rockets</b>	<b>D&amp;T Unit: Chinese New Year</b>	
<b>Year 1</b>	<b>D &amp; T unit : MECHANISMS Sliders and levers</b>	<b>D&amp;T Unit – STRUCTURES- <u>freestanding</u></b>	<b>D &amp; T Unit : FOOD – fruit and vegetables</b>
<b>Year 2</b>	<b>D&amp;T Unit – TEXTILES – templates and joining techniques</b>	<b>D&amp;T Unit : MECHANISMS –Wheels and Axis</b>	<b>D&amp;T Unit – FOOD – fruit and vegetables</b>
<b>Year 3</b>	<b>D&amp;T Unit – TEXTILES- 2D shapes to 3D products</b>	<b>D&amp;T Unit – MECHANISMS- pneumatics</b>	<b>D&amp;T Unit – FOOD – healthy and varied diet</b>
<b>Year 4</b>	<b>D&amp;T Unit – STRUCTURE- <u>shell</u> structures using computer aided design</b>	<b>D&amp;T Unit –ELECTRICAL SYSTEMS- circuits and switches</b>	<b>D&amp;T Unit – FOOD – healthy and varied diet</b>
<b>Year 5</b>	<b>D&amp;T Unit : STRUCTURES- <u>Frame</u></b>	<b>D&amp;T Unit – ELECTRICAL SYSTEMS- monitoring and control</b>	<b>D&amp;T Unit – FOOD – seasonal/cultural</b>



<b>Year 6</b>	<b>D&amp;T Unit – TEXTILES- computer aided design + combining different fabric shapes</b>	<b>D&amp;T Unit – MECHANICAL- using cams</b>	<b>D&amp;T Unit – FOOD – seasonal/cultural</b>
---------------	---	--	--