



Chad Vale Primary School Curriculum Overview for Design Technology

| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Rec | | | | | | |
| Learning Objectives in this Unit | | | | | | |
| Year 1 | | Moving Christmas Cards | Making photo frames | | | Fruit ice lollies |
| Learning Objectives in this Unit | | I can make a simple plan before making a product I can make a product which moves I can describe how something works | I can make a simple plan before making a product I can explain to someone else how I want to make my product I can make my model stronger | | | I can cut food safely I can use my own ideas to make something I can choose appropriate resources and tools |
| Year 2 | | Sewn Christmas Decorations | | Making a vehicle (axles) | | Making Healthy Salads/Rainbow Wrap |
| Learning Objectives in this Unit | | I can choose tools and materials and explain why I have chosen them. | | I can choose tools and materials and explain why I have chosen them. | | I can describe the ingredients I am using. |



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| | | <p>I can join materials and components in different ways.</p> <p>I can explain what went well with my work.</p> <p>I can explain why I have chosen specific textiles.</p> | | <p>I can join materials and components in different ways.</p> <p>I can explain what went well with my work.</p> | | |
| Year 3 | Healthy Eating (Seasonal Soup) | | | Packaging (Easter Egg Boxes) | Sewing (Making recycled bag) | |
| Learning Objectives in this Unit | I can prove that my design meets some set criteria. I can follow a step-by-step plan, choosing the right equipment and materials. I can describe how food ingredients come together. | | | <p>I can follow a step-by-step plan, choosing the right equipment and materials. I can design a product and make sure that it looks attractive. I can select the most appropriate tools and techniques for a given task. I can work accurately to measure, make cuts and make holes.</p> | <p>I can prove that my design meets some set criteria.</p> <p>I can follow a step-by-step plan, choosing the right equipment and materials.</p> <p>I can design a product and make sure that it looks attractive.</p> <p>I can choose a textile for both its</p> | |



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| | | | | | suitability and its appearance. I can select the most appropriate tools and techniques for a given task. | |
| Year 4 | Moving Topic Page | | | Cooking (Cooking paella or wild garlic risotto) | | Torches |
| Learning Objectives in this Unit | I can present a product in an interesting way. I can measure accurately. I can persevere and adapt my work when my original ideas do not work. | | | I know how to be both hygienic and safe when using food. | | I can make a product which uses both electrical and mechanical components. |
| Year 5 | | Light up Signs | | Great British Dishes (biscuits) | | Shelters |
| Learning Objectives in this Unit | | I can come up with a range of ideas after collecting information from different sources. | | I can show that I can be both hygienic and safe in the kitchen. | | I can come up with a range of ideas after collecting information from different sources. |



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| | | <p>I can produce a detailed step-by-step plan.</p> <p>I can come up with a range of ideas after collecting information from different sources.</p> <p>I can suggest alternative plans; outlining the positive features and drawbacks.</p> <p>I can explain how a product will appeal to a specific audience.</p> <p>I can evaluate appearance and function against original criteria.</p> <p>I can use a range of tools and equipment competently.</p> <p>I can make a prototype before</p> | | | <p>I can produce a detailed step-by-step plan.</p> <p>I can come up with a range of ideas after collecting information from different sources.</p> <p>I can suggest alternative plans; outlining the positive features and drawbacks.</p> <p>I can explain how a product will appeal to a specific audience.</p> <p>I can evaluate appearance and function against original criteria.</p> <p>I can use a range of tools and equipment competently.</p> <p>I can make a prototype before</p> |
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| | | making a final version. | | | | |
| Year 6 | | Food, Cooking Healthy Greek Feast | | Sewing | | Fairground Rides |
| Learning Objectives in this Unit | | I can work within a budget. | | I can use market research to inform my plans and ideas. I can follow and refine my plans. I can justify my plans in a convincing way. | | I can use market research to inform my plans and ideas. |