



St. Lawrence Primary School

Design Technology Curriculum Overview



Purpose of Study

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Cooking and Nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

In the Foundation Stage (early years education, typically ages 3-5), Design and Technology (D&T) is introduced through play-based, hands-on learning that encourages creativity, problem-solving, and basic making skills. It is often integrated into broader areas of learning, particularly Understanding the World and Expressive Arts and Design, as outlined in the Early Years Foundation Stage (EYFS) curriculum.

Key Ways Design and Technology is Taught in the Foundation Stage:

1. Exploring Materials and Tools

- Children are given opportunities to handle different materials such as paper, cardboard, fabric, wood, and clay.
- They learn to use simple tools safely, such as scissors, glue sticks, tape, and paintbrushes.

2. Construction and Making Activities

- Activities like building models with blocks, junk modelling (using recyclable materials), or assembling simple structures help develop spatial awareness and problem-solving skills.
- Children might create simple products like paper hats, bridges, or vehicles.

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St. Lawrence Primary School



Design Technology Curriculum Overview

3. Encouraging Creativity and Design Thinking

- Through role-play and storytelling, children are encouraged to think about how things are made and how they work.
- They experiment with joining materials and finding solutions to practical challenges, such as "How can we make a boat float?"

4. Fine Motor Skill Development

- Activities like threading, cutting, folding, and sticking help children develop the dexterity needed for more complex design work in later years.

5. Use of Digital Technology

- Some early years settings introduce simple technology, such as using tablets for digital drawing or exploring programmable toys (e.g., Bee-Bots) to develop early computational thinking.

6. Practical Life Skills

- Cooking and food-related activities introduce concepts like measuring, mixing, and following instructions, which are fundamental D&T skills.

7. Encouraging Critical Thinking and Problem-Solving

- Teachers and practitioners ask open-ended questions like *"What do you think will happen if we use this material?"* or *"How can we make this stronger?"* to develop children's thinking skills.
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	Prime Areas			Specific Areas			
	Personal, Social and Emotional Development	Communication and Language	Physical Development	Mathematics	Understanding the World	Expressive Arts and Design	Literacy

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St. Lawrence Primary School

Design Technology Curriculum Overview



Nursery Birth to 5 matters	Children are confident to try new activities, initiate ideas, and speak in a familiar group, will choose the resources they need for their chosen activities. Children can form positive relationships with peers and adults, share and take turns, and collaborate in group settings. Children demonstrate the ability to cooperate with others, share resources, and negotiate roles in collaborative tasks.	Children listen attentively and respond to what they hear with relevant comments, questions, or actions. Children express themselves effectively, showing awareness of listeners' needs. They develop a wide vocabulary and use language to share ideas, thoughts, and feelings. Children use language to reason, explain, and justify their ideas and decisions.	Children create lines and circles pivoting from the shoulder and elbow. Children manipulate a range of tools and equipment in one hand. Tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbon.	Children enjoy partitioning and combining shapes to make new shapes with 2D and 3D shapes Children attempts to create arches and enclosures when building, using trial and improvement.	Children show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images Children play with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet	Children develop an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience Children use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces Children use tools for a purpose	Children give meaning to the marks they make. Children include mark making and early writing to their play. Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves
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St. Lawrence Primary School

Design Technology Curriculum Overview



Reception 40 – 60 months	Children begin to make more independent choices and decisions about how to approach tasks. They become more confident in working with others on collaborative projects. Children begin to understand the concept of success and failure and how to reflect on their work. E.g. Working in pairs or small groups to design simple objects discussing which materials would work best and why, encouraging	Children are able to communicate more clearly and precisely about their ideas, describing their design process, and using specific vocabulary related to materials and construction. They begin following multi-step instructions and engage in discussions, explaining the rationale behind their design choices. E.g. Talking through their design process with peers and adults. For example, explaining why they chose certain materials or how they are going to put their creation together. Listening to simple design-related stories or	Fine motor skills improve as children use tools with increasing dexterity (e.g., scissors, glue, pencils). Gross motor skills are also enhanced as they manipulate larger materials or work on group construction projects that require movement and coordination. E.g. Using construction sets or playdough Drawing or colouring designs of their creations.	Uses shapes and sizes in their designs, such as selecting and combining shapes to make buildings or vehicles. Begins to measure objects in practical ways (e.g., using non-standard units like blocks to measure length). Uses simple positional language to describe where objects are in their designs (e.g., "The wheel is on the bottom").	Explores the properties of materials and how they can be manipulated (e.g., shaping clay, joining fabric with glue or sewing). Begins to use tools independently, like scissors, tape, and staplers, to create and construct. Explores simple technology, recognizing how basic tools and machines work (e.g., pulleys, wheels, simple levers).	Explores a variety of materials and begins to experiment with their properties, such as strength and flexibility. Constructs with purpose by creating simple designs (e.g., a house, vehicle, or robot) using a range of materials. Begins to select tools to manipulate materials and use them with increasing control. E.g. Collage, building, junk modelling	Draws pictures to represent their design ideas, beginning to label objects or sections of their projects. Uses specific vocabulary to describe their designs and the tools/materials they are using (e.g., "I'm using the blue paper to make the roof"). Begins to talk about their design process, using words like "first," "next," and "then." E.g. drawing designs,
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St. Lawrence Primary School

Design Technology Curriculum Overview



	children to explain their reasoning.	books, which might offer inspiration for their own projects.		E.g. Building with shapes and measurement	E.g. exploring in nature, simple machines		labelling parts of a creation
ELG			Gross Motor Skills Use a range of small tools, including scissors, paint brushes and cutlery;			Share their creations, explaining the process they have used;	Writing Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.

The overview has been divided into Key Stages to allow for the differing skills within core themes in the Key stages. The core themes are coloured coded by Key Stage:

Key Stage 1

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

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St. Lawrence Primary School



Design Technology Curriculum Overview

When designing and making, pupils should be taught to:

Design

design purposeful, functional, appealing products for themselves and other users based on design criteria

generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

explore and evaluate a range of existing products

evaluate their ideas and products against design criteria

Technical Knowledge

build structures, exploring how they can be made stronger, stiffer and more stable

explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Cooking and Nutrition

use the basic principles of a healthy and varied diet to prepare dishes

understand where food comes from.

	Taught in Autumn Term	Taught in Spring Term	Taught in Summer Term
Year 1	Design	Design To be able to create a design of a junk model product Using own ideas, or craft books available. To use a	Design To explore a variety of sewing products and create own design – cushion, soft toy, puppet - completing design sheet and recording resources

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St. Lawrence Primary School

Design Technology Curriculum Overview



		design sheet to record ideas (visually as well as recording the resources that they will need).	needed, and drawing the proposed product. Discuss products needed such as stuffing and fabric type as well as accessories (eg: buttons, beads, googly eyes).
	Make	Make To be able to use their completed design sheet and select from a range of materials to create their model, with a focus on joining techniques.	Make To select fabric and thread type and colour and complete their design, referring to their design sheet. To be able to sew independently using appropriate needles and different stitches (ie: stitches around the fabric as well as stitches to attach buttons or beads).
	Evaluate	Evaluate Take a photograph of finished product and attached it to the design sheet. With teacher as scribe, identify what they found tricky, how they overcame any problems in the design and what they would do differently next time. Use photographs of range of existing examples (eg: castles, bridges) to evaluate own products against.	Evaluate Take photograph of finished product to add to design sheet. With teacher as scribe, identify what they found tricky, how any problems were overcome, if there were any issues with the design and what they might do differently next time. Share examples of soft toys, puppets etc and evaluate these products through discussion.
	Technical Knowledge	Technical Knowledge To be able to build structures and make them stronger and more stable. To be able to use a range of joining techniques.	Technical Knowledge To be able to join fabric through sewing and be able to master the technique of sewing, ensuring that product is secure and that, for example, stuffing remains inside product.

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St. Lawrence Primary School

Design Technology Curriculum Overview



	Cooking and Nutrition	Cooking and Nutrition	Cooking and Nutrition
	Cheese and Tomato Sandwich - Bridge knife technique, grating, spreading & cutting. Tuna and Sweetcorn Lettuce Cups - Bridge & claw knife technique, measuring with spoons, pouring & food presentation. Pasta Salad - Claw knife technique, snipping, measuring with spoons & combining. Fruit Kebabs - Bridge and claw knife technique & threading. Sour Cream and Chive Dip - Snipping, measuring with spoons & a measuring jug, using a cutter.		
Year 2	Design	Design	Design
	Christmas decorations (for Elf Day) Example: hanging decorations, cards, ornaments, playdough, edible gifts. Exploring the role of decorations (e.g., to make the home festive, create atmosphere, and celebrate the season). Talking about how different cultures decorate for Christmas, highlighting trees, wreaths, cards, and festive garlands.	Catapults (follows Autumn's history learning on 'Castles') Looking closely at images of catapults and videos of replica catapults and considering what works well/what a catapult needs to successfully launch an item. I can say what parts of the catapult need to move. I can explain what the moving part does. I can explain how it works. I can evaluate how well it works.	

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St. Lawrence Primary School

Design Technology Curriculum Overview



	Introducing students to a variety of materials they can use for decorations: Paper: Coloured, patterned, plain, glittered, Fabric: Felt, cotton. Cardboard: For creating shapes or sturdy frames. Recyclable Materials: Bottle caps, old ribbon, buttons. Natural Materials: Pine cones, leaves, twigs for more sustainable options. Discuss properties of materials (e.g., paper is light, fabric is soft, cardboard is sturdy). Planning: Sketching ideas first. Discuss different types of decorations (e.g., tree ornaments, wreaths, or cards).	I can explain what a lever mechanism is. I can use a lever to make a catapult launch a pom pom.	
	Make Cutting: Use scissors to cut out shapes for cards, baubles, or other decorations. Sticking and Gluing: Show students how to apply glue neatly and effectively. Threading: Use string or ribbon to hang decorations, teaching them how to tie knots or create loops. Decoration: Use markers, glitter, and stickers to add finishing touches to their creations.	Make I can decide how long my lever needs to be. I can decide where to put my pivot. I can check that the lever works. I can follow my design for a catapult. I can show I have tried to include the design criteria. I can improve my catapult as I work on it.	Make
	Evaluate Evaluating: After finishing their decoration, discuss what they like about it and how it could be improved (e.g., adding more colour or making it more sturdy).	Evaluate I can talk about my catapult and say what I did well.	Evaluate

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St. Lawrence Primary School

Design Technology Curriculum Overview



	Discuss with students how to assess their decorations by asking questions like: Does it look nice? Is it sturdy enough to hang? Is it easy to make or use? How would they improve it?	I can look at the design criteria when evaluating my catapult. I can start to think about how I could improve my work.	
	Technical Knowledge Decorations: Cutting, gluing, folding, threading, decorating plus art skills Cooking: Kitchen safety and cooking with heat Food hygiene and cross contamination Links to the Eat Well Guide - Health benefits, the importance of a balanced diet Food - Where does it come from, farm to fork Food Labelling, food logos and what they mean, food allergies, intolerances and beliefs Ingredients - adapting recipes	Technical Knowledge Cutting, shaping, joining and finishing	Technical Knowledge
	Cooking and Nutrition Caring Cooks – 6 weeks Flatbreads and Tzatziki Kneading, using a rolling pin, combining, weighing & chopping. Macaroni & Cauliflower cheese Grating using a grater, weighing using digital scales, picking florets & stirring to combine Salmon tacos	Cooking and Nutrition -	Cooking and Nutrition

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St. Lawrence Primary School

Design Technology Curriculum Overview



	Claw technique, grinding spices, mashing & snipping. Apple crumble Use 1/4 cup & tbsps to measure with accuracy, rubbing-in technique to combine, claw/bridge knife technique & juicing. Vegetable Quesadillas Knife techniques, grating, weighing, spreading & mashing		
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Key Stage 2

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].the wider environment].

When designing and making, pupils should be taught to:

Design

Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

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St. Lawrence Primary School



Design Technology Curriculum Overview

Investigate and analyse a range of existing products

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Understand how key events and individuals in design and technology have helped shape the world

Technical Knowledge

Apply their understanding of how to strengthen, stiffen and reinforce more complex structures

Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

apply their understanding of computing to program, monitor and control their products.

Cooking and Nutrition

Understand and apply the principles of a healthy and varied diet

Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

	Taught in Autumn Term	Taught in Spring Term	Taught in Summer Term
Year 3	Design. Design & make a Viking Longship	Design. Design & make a package for a fruit smoothie	Design. Food Technology Spring 1 – Caring Cooks
	Children research different Viking boats and record notes Children label Viking boats using correct terminology	Children know about how to brand a product Children can research and find out about types of packaging Children can see how a package is constructed	
	Make	Make Children can design their initial plans onto paper	Make

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St. Lawrence Primary School

Design Technology Curriculum Overview



	To use a range of materials to construct a Viking longboat Children know how to design the hull of a Viking ship Children can correctly measure and cut pieces of wood using a saw Children can make a sail and shields for the boat. Children can make oars out of wood and cardboard Children can design and paint their Viking boats	Children know how to put a net of a shape together Children can work as part of a group and allocate roles Children can work together to plan and prepare a presentation about their finished product	
	Evaluate Can I present and evaluate the effectiveness of my design? Children can present their Longship in front of a group Children can evaluate each presentation and boat design	Evaluate Children can present their product in front of a group Children can evaluate their packaging and suggest improvements	Evaluate
	Technical Knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Cutting, Gluing, Measuring,	Technical Knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structures	Technical Knowledge Caring Cooks – 6 weeks Kitchen safety and cooking with heat Food hygiene and cross contamination Links to the Eat Well Guide - Health benefits The importance of a balanced diet Food - Where does it come from, farm to fork Food Labelling, food logos and what they mean,

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St. Lawrence Primary School

Design Technology Curriculum Overview



			food allergies, intolerances and beliefs Ingredients - adapting recipes, food from around the world
	Cooking and Nutrition	Cooking and Nutrition	Cooking and Nutrition Mediterranean Scones Rubbing-in technique to combine, grating, sniping, egg washing, measuring with accuracy and dividing the mixture equally using fractions. Beef Koftas Bridge & claw knife technique, weighing, grinding spices, snipping herbs, using a garlic press and portion control. Tomato and Feta Tarts Slicing using the bridge technique, using the rolling pin, estimating the size of the pastry needed prior to cutting. Crimping pastry edges using fore finger and thumb. Vegetable Kebabs Threading higher resistant foods, weighing, chopping, slicing claw/bridge knife technique and measuring with spoons Blueberry & Banana Pancakes! Measuring with cups, using a whisk, claw knife technique, cooking with heat, following a recipe with minimal support

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Design Technology Curriculum Overview



Year 4	Design – Recorder case (8 hours) To design a recorder case using pictures of things I like. I can sketch my final design onto a design sheet, using research to guide me.	Design – Food Technology – Caring Cooks	Design – create sustainable products from recycled materials (6 hours) To know what a carbon footprint is and how to calculate their own carbon footprint. To research how plastic waste is impacting the environment To use the internet to research existing products. To use research to create a design for their own product.
	Make To measure and cut base fabric. To cut out shapes from felt pieces that will create pictures. Sew pieces onto base fabric, knowing how to start and finish stitch. Add decorative details to increase to aesthetic value to my recorder case.	Make	Make To select from and use a wide range of tools, to perform tasks accurately Pupils are able to join materials together using appropriate tools and methods (including glue guns, joining techniques, tape, scissors, saws) Equipment needed is dependent upon design.
	Evaluate To critically evaluate their own recorder case and suggest improvements.	Evaluate	Evaluate To evaluate their product using question prompts. To critically evaluate their product and suggest improvements.
	Technical Knowledge Can I thread a needle? Can I use running stitch to sew a straight line? Can I start and finish a stitch correctly?	Technical Knowledge Kitchen safety and cooking with heat Food hygiene and cross contamination Links to the Eat Well Guide -	Technical Knowledge Apply understanding of how to strengthen, stiffen and reinforce more complex structures.

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Design Technology Curriculum Overview



	Can I use a whip stitch to join two pieces of fabric?	Health benefits, the importance of a balanced diet Food - Where does it come from, farm to fork Food Labelling, food logos and what they mean, food allergies, intolerances and beliefs Ingredients - Seasonality, buying local produce, adapting recipes, foods from around the world	
		Cooking and Nutrition Soda Bread Weighing with accuracy (grams & ml) using digital scales, use spoon measures (tbsp & tsp) accurately, combining ingredients to form a dough & kneading to develop the gluten. Beef Burgers Claw/bridge knife technique, mold mixture into a uniformed shape & equal sized portions, weighing with accurately using digital scales Feta and Spinach Samosas Dividing a mixture into equal sized portions, fine motor skills to delicately fold the filo pastry into a uniformed triangular shape, weighing with accuracy using digital scales, finely dice using the claw knife technique & remove the stalks from the spinach (fine motor). Vegetable Stir Fry with Noodles	Cooking and Nutrition

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St. Lawrence Primary School

Design Technology Curriculum Overview



		Claw and bridge knife technique to chop veg to a uniformed size, using a peeler & grater to prepare higher resistant foods. Measuring with spoons & looking at different cooking times. Chocolate Cookies Rubbing-in technique, following a recipe with minimal support, sift with minimal spillage, measure grams & ml accurately using digital scale & measuring spoons. Packaging and presentation.	
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	Taught in Autumn Term	Taught in Spring Term	Taught in Summer Term
Year 5	Research, design, make and evaluate a WATER ROCKET Design Can I use research and develop design criteria to inform the design of a functional (will fly high), appealing Rocket that is fit for purpose? Can I generate, develop, model and communicate my ideas through discussion and annotated sketches? Children can take others' ideas and suggestions on board for their final design	Designing and making a device such as a costume, water filter system, mask or a scented bag, to ward off or stop the spread of the Plague Design Can I use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose of stopping the plague, aimed at people in the Middle Ages? Can I generate, develop, model and communicate my ideas through discussion, annotated sketches, prototypes and computer-aided design? Children can take others' ideas and suggestions on board for their final design	Design

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St. Lawrence Primary School

Design Technology Curriculum Overview



		Children can think of all the resources and equipment needed.	
	Make	Make	Make
	Children can select appropriate equipment and materials to accurately construct their group's rocket Children can follow their own design closely	Can I select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ? Can I select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities of their plague product.	
	Evaluate	Evaluate	Technical Knowledge
	Can I evaluate my ideas and products against my own design criteria and consider the views of others to improve my work? Children can reflect on their design and the functionality of their group's rocket.	Can I investigate and analyse the products that were used in the Middle Ages to stop the plague. Can I evaluate my ideas and products against my own design criteria and consider the views of others to improve my work.	Kitchen safety and cooking with heat Food hygiene and cross contamination Links to the Eat Well Guide - Health benefits, the importance of a balanced diet Food - Where does it come from, farm to fork Food Labelling, food logos and what they mean, food allergies, intolerances and beliefs Ingredients - Seasonality, buying local produce, adapting recipes, foods from around the world
	Technical Knowledge	Technical Knowledge	
	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures	Perform practical tasks [for example, cutting, shaping, joining and finishing], accurately	
			Cooking and Nutrition
			Chocolate & Courgette Muffins

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St. Lawrence Primary School

Design Technology Curriculum Overview



			- Follow a recipe, sifting, weighing with accuracy - grams & ml using digital scales, use measuring spoons (fractions), grating and zesting, folding-in technique & use 2 spoons to transfer the mixture into a muffin cases with minimal to no spillage. Vegetable and Chicken Kebabs - Claw and bridge knife technique, threading higher resistant foods onto a skewer, using a garlic press, handling RAW chicken & cooking with heat - grill. (adult supervision). Rainbow Cous Cous Salad - Weighing with accuracy using digital scales, chop using the claw/bridge knife technique, using a juicer, using a kettle (adult supervision) & accurately use a measuring jug. Baked Breaded Vegetables - Zesting, snipping, paneing, use the claw/bridge knife technique & use a food processor (adult supervision). Summer Vegetable Quiches - Pouring, weighing with accuracy, use a balloon whisk, peel, grating, handling delicate food pastry, combine, knife skills - bridge & claw.
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St. Lawrence Primary School

Design Technology Curriculum Overview



	Taught In Autumn Term	Taught In Spring Term	Taught In Summer Term
		- Design an Easter card - Create a weaving on a loom and attach - Engineer a pop-up section inside the card which will appeal to the age group for which they are designing the card	- Sculpting an imaginary animal from clay based on an Inuit artwork - Create a plinth for their sculpture - Base these on their design sheet having looked at GCSE design sheets
Year 6	Design	Design - use research and develop design criteria of greetings' cards to inform the design of an innovative, functional, appealing card that is suitable for use as an Easter card - Create a design page developing their ideas through discussion, annotated sketches and prototypes. - Consider colour schemes which appeal to different audiences - Use the internet to find out how to engineer different pop-ups inside a card and use one appropriate for their target audience	Design - use research and develop design criteria to inform the design of innovative, appealing clay sculpture, based on an Inuit design - generate, develop, model and communicate their ideas through discussion, annotated sketches. - Think about how to render in a medium – clay, some patterns and details related to Inuit Sculptures
	Make	Make Use tools (card cutters) and equipment (cardboard weaving loom and wool) to create a weaving based on an appealing colours scheme for their age group	Make select from and use a wider range of tools and equipment to perform practical tasks [used for cutting, shaping, joining and finishing], both decoratively and accurately

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St. Lawrence Primary School

Design Technology Curriculum Overview



		- Think about how to attach their weaving to their card by selecting appropriate adhesives/methods accurately - Be aware of the restrictions of textiles and how they can be attached - Write a rhyming couplet for the greeting inside	select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
	Evaluate	Evaluate - investigate and analyse a range of greetings' cards - evaluate these products against their own design criteria and consider the views of others to improve their work - understand how key events and individuals in design and technology have helped shape the world – look at the design objective for greetings cards for different age groups and genders and evaluate how their card stands up against these.	Evaluate Evaluate investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world
		Technical Knowledge - apply their understanding of how to strengthen, stiffen and reinforce card, weaving - understand and use mechanical systems in their products create a pop-up section in their card to appeal to their audience	Technical Knowledge - apply their understanding of how to strengthen and reinforce complex clay structures - understand and use slip and cross-hatching to link parts of the sculpture - Be able to select appropriate tools to create textures and form shapes which are appropriate for clay

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St. Lawrence Primary School

Design Technology Curriculum Overview



			• Use acrylics to add colours, based on tertiary colours – mixing two secondary colours – relate to environment
	Cooking and Nutrition	Cooking and Nutrition	Cooking and Nutrition
	•		Recipe • Breaded Chicken & Apple Coleslaw Skill Paneing, handling raw chicken, claw knife technique, peeling, grating & combining. Recipe • Home-made Vegetable Soup Skill • Following a recipe - minimal adult support. Cooking on heat - boil and simmer (adult supervision), claw & bridge knife technique, grate & peel higher resistant foods, measure ml using a measuring jug. Recipe • Smoked Mackerel & Jersey Royal Hash Skill • Following a recipe - minimal adult support. Cleaning potatoes, claw & bridge

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St. Lawrence Primary School

Design Technology Curriculum Overview



			knife technique, juicing, crushing with a fork, weighing accurately using digital scales, combining ingredients, dividing the mixture into equal size portions, using spoon measurements & combining ingredients with greater dexterity. Recipe • Risotto Traditional Skill • Knife techniques bridge & claw, using a microplane, shelling peas, use digital scales(g), use spoon measures (tsp), measuring jug (ml), cooking with heat - sauté and simmer (adult supervision). Recipe • Afternoon Tea Skill Off-site visit
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St. Lawrence Primary School

Design Technology Curriculum Overview



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