



Marlborough St Mary's subject 'at a glance' overview

Subject DT

Subject Leader Mr O'Reilly

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
R	<p><u>New skills</u></p> <p>Join – stick – sellotape or glue stick.</p> <p>To select and safely use a range of tools including scissors and sellotape.</p> <p>To begin to use woodwork tools – hammer into soft object, eg pumpkin.</p> <p>To construct using building blocks, horizontal then vertical structures.</p> <p>Cooking – hedgehogs</p>	<p>Join – Tape – use to join two materials together</p> <p>Split pin Christmas characters</p> <p>To use a range of materials and are taught basic techniques such as folding and joining.</p> <p>To begin to use woodwork tools – hammer into wood.</p> <p>To build more complex towers and enclosures.</p> <p>To begin to explore joining stronger materials using glue gun</p> <p>Cooking and decorating – Gingerbread men</p>	<p><u>Outdoor Adventures</u></p> <p>Join – Flange – a way to connect tubes.</p> <p>To safely and competently use tools for cutting and peeling (whittling, sawing and cutting vegetables)</p> <p>To be able to use their fine and gross motor skills to push and pull materials to create an effect e.g. build a den, create holes in materials.</p> <p>To begin to build with a purpose in mind.</p> <p>Cooking – soup</p> <p><u>I am a designer</u></p>	<p>Join – Slot- adding towers to castle</p> <p>Jack and the Beanstalk</p> <p>To use glue gun safely and independently.</p> <p>To use their previous skills to make musical instruments – shakers – joining using tape, securing each end</p> <p>To design an easter garden</p> <p>To be able to hammer nails into stick for beanstalk</p> <p>To begin to add to structure and use additional resources to support their design</p> <p>Cooking – cookies</p>	<p><u>Design and Adapt</u></p> <p>Join – Brace</p> <p>To begin to work collaboratively on a joint project.</p> <p>To build and construct with a wide range of objects, selecting appropriate resources and adapting their work when necessary.</p> <p>To collaboratively design and make structures with a purpose in mind.</p> <p>Cooking – summer smoothies</p>	<p><u>Big ideas</u></p> <p>Join – Tie</p> <p>To begin talk through their plans or design.</p> <p>To begin to record their plans and designs.</p> <p>To begin to evaluate and adapt their designs.</p> <p>Cooking – picnic</p>



Marlborough St Mary's subject 'at a glance' overview

Key Vocab	Build, construct, join, tool	Cook, decorate, mix, combine, fold, join, build, cook, tape, materials.	Flange, join, whittle, peel, cut, cook	Slot, tower, secure, tape, hammer, secure	Design, brace, adapt, structure.	Tie, record, evaluate, design.
-----------	------------------------------	---	--	---	----------------------------------	--------------------------------

1		<p>Textiles: Making Puppets K1</p> <p>Using a template to create a design for a puppet. Cutting fabric neatly with scissors. Using joining methods to decorate a puppet. Sequencing steps for construction. Reflecting on a finished product, explaining likes and dislikes.</p>		<p>Cooking and nutrition: Smoothies K1</p> <p>Designing smoothie carton packaging by hand. Chopping fruit and vegetables safely to make a smoothie. Juicing fruits to make a smoothie. Identifying if a food is a fruit. Learning where and how fruits and vegetables grow. Tasting and evaluating different foods. Describing appearance, smell and taste. Suggesting information to be included on packaging.</p>		<p>Mechanisms: Making a moving storybook K1</p> <p>Explaining how to adapt mechanisms, using bridges or guides to control the movement. Designing a moving story book for a given audience. Following a design to create moving models that use levers and sliders. Testing a finished product, seeing whether it moves as planned and if not, explaining why and how it can be fixed. Reviewing the success of a product by testing it with its intended audience.</p>
---	--	---	--	--	--	--



Marlborough St Mary's subject 'at a glance' overview

Key Vocab		Cook, mix, evaluate, design, diet.		Evaluate, slider, lever, split pin, moving picture, mechanism.	Stable, strong, structure, material, evaluate, durability.	
2	<p>Structures: Baby bear's chair K2</p> <p>Generating and communicating ideas using sketching and modelling. Learning about different types of structures, found in the natural world and in everyday objects. Making a structure according to design criteria. Creating joints and structures from paper/card and tape. Building a strong and stiff structure by folding paper. Exploring the features of structures. Comparing the stability of different shapes.</p>		<p>Mechanisms: Making a moving monster K2</p> <p>To make linkages by connecting levers and pivots. To understand that materials can be selected according to their characteristics. To design and make the features of my monster. To evaluate how functional my monster is and whether it meets the Design Criteria.</p>		<p>Cooking and nutrition: Balanced diet (healthy wrap) K2</p> <p>To know that 'diet' means the food and drink that a person or animal usually eats.</p> <p>To know what makes a balanced diet.</p> <p>To know that the five main food groups are: carbohydrates, fruits and vegetables, protein, dairy and oils and spreads.</p> <p>To know that I should eat a range of different foods</p>	



Marlborough St Mary's subject 'at a glance' overview

	Testing the strength of their own structures.				<p>from each food group, and roughly how much of each food group.</p> <p>To know that 'ingredients' means the items in a mixture or recipe.</p> <p>To know how to cut, grate, snip and spread to prepare foods.</p> <p>To know how to review and give a score to evaluate.</p>	
Key Vocab			threading, sewing, needle, running stitch, finishing, pattern	Hygiene, safety, cutting, peeling, chopping, slicing, product, purpose		
3		<p>Mechanical Systems: Pneumatic toys. K3</p> <p>Designing a toy that uses a pneumatic system.</p>	<p>Bonjour Sewing</p> <p>To use research and develop a design for a bag used by Hugo Cabret.</p>	<p>Cooking and nutrition: Eating seasonally K3</p> <p>Describing how climate affects where foods grow.</p> <p>Identifying seasonal ingredients from the UK.</p>		



Marlborough St Mary's subject 'at a glance' overview

		<p>Developing design criteria from a design brief.</p> <p>Generating ideas using thumbnail sketches and exploded diagrams.</p> <p>Learning that different types of drawings are used in design to explain ideas clearly.</p> <p>Creating a pneumatic system to create a desired motion.</p> <p>Building secure housing for a pneumatic system.</p> <p>Using syringes and balloons to create different types of pneumatic systems to make a functional and appealing pneumatic toy.</p> <p>Selecting materials due to their functional</p>	<p>To select and use a wide range of tools and equipment to perform practical tasks.</p> <p>To evaluate ideas and products against our own design criteria.</p> <p>To use an overstitch.</p> <p>To use a running stitch.</p> <p>To be able to thread a needle.</p>	<p>Tasting seasonal ingredients.</p> <p>Describing the texture and flavour of ingredients.</p> <p>Peeling foods by hand or with a peeler.</p> <p>Cutting ingredients safely.</p> <p>Choosing ingredients based on a design brief.</p> <p>Following the instructions within a recipe.</p> <p>Describing the benefits of seasonal fruits and vegetables and their impact on the environment.</p>		
--	--	---	--	--	--	--



Marlborough St Mary's subject 'at a glance' overview

		<p>and aesthetic characteristics.</p> <p>Manipulating materials to create different effects by cutting, creasing, folding and weaving.</p> <p>Using the views of others to improve designs.</p> <p>Testing and modifying the outcome, suggesting improvements.</p> <p>Understanding the purpose of exploded-diagrams through the eyes of a designer and their client.</p>				
Key Vocab		Design, evaluate, saw, jig, canvas, frame, butt join, clamp and reinforce.	Running stitch, over stitch, thread, cotton, needle, material, design and evaluate.	Eatwell plate, balanced diet, protein, carbohydrates, fats and oils, fruits and vegetables, dairy, healthy, unhealthy, bridge technique, cut, slice, peel, chop, cook, grate, knife, blend.		



Marlborough St Mary's subject 'at a glance' overview

4		<p>Structure: Pavilions K4 Designing a stable pavilion structure that is aesthetically pleasing and selecting materials to create a desired effect.</p> <p>Building frame structures designed to support weight.</p> <p>Creating a range of different shaped frame structures. Making a variety of free-standing frame structures of different shapes and sizes.</p> <p>Selecting appropriate materials to build a strong structure and for the cladding.</p> <p>Reinforcing corners to strengthen a structure.</p> <p>Creating a design in accordance with a plan.</p>	<p>Raiders and Traders - Sewing an Anglo Saxon style coin pouch</p> <p>To use research and context to create a design for a purpose (holding coins securely).</p> <p>To understand the process of dyeing fabric throughout history.</p> <p>To sew using a backstitch.</p> <p>To sew a seam</p> <p>To design and sew an Anglo Saxon design with back stitch.</p>		<p>Making damper bread</p> <p>To understand the history of damper bread.</p> <p>To understand how wheat is turned into flour.</p> <p>To mix ingredients and roll dough in readiness for cooking.</p> <p>To cook safely using a new/unfamiliar method – cooking over an open fire.</p> <p>To evaluate their own cooking process and product.</p>	
---	--	--	---	--	--	--



Marlborough St Mary's subject 'at a glance' overview

		Learning to create different textural effects with materials.	To evaluate their design and their making process.			
Key Vocab						
5	<p>Mechanical systems: pop-up book K5</p> <p>Create a functional four-page pop-up storybook design, using lever, sliders, layers and spacers to create paper-based mechanisms. (Kapow S of W)</p>	<p>Cooking and nutrition: Developing a recipe. K5 (Spaghetti Bolognese)</p> <p>Explaining the farm-to-fork process.</p> <p>Researching existing recipes.</p> <p>Suggesting alternative ingredients.</p> <p>Analysing nutritional content.</p> <p>Writing an alternative recipe.</p> <p>Understanding cross-contamination.</p> <p>Using preparation skills.</p>	<p>Structures: Bridges K5</p> <p>Test and analyse various types of bridge to determine their strength and stability.</p> <p>Explore material properties and sources, before marking, sawing and assembling a wooden truss bridge.</p>			



Marlborough St Mary's subject 'at a glance' overview

		Designing a jar label. Making a developed recipe.				
Key Vocab	Lever, sliders, layers and spacers	Savoury, sweet, dough, bake				Beam, arch, truss, load
6	<p>Make do and mend a WW2 children's toy – sewing.</p> <p>1. To generate innovative ideas for the make do and mend design brief, drawing on research.</p> <p>2. To accurately measure, mark out, cut and shape fabric and components for the make-do and mend toy.</p> <p>3a. To accurately assemble, join and combine materials and components with stitching techniques.</p>	N/A	N/A	<p>Future Earth – designing an eco-friendly house – CAD and prototyping.</p> <p>1. To carry out research using web-based resources to determine the most sustainable resources for an eco-house design.</p> <p>2. To use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate design ideas for an eco-house.</p> <p>3. To use computer-aided design to develop and produce clear design ideas for an eco-house.</p>	<p>Ancient Egyptians – woodwork. Design and make a lever and pulley system to retrieve water from the river Nile.</p> <p>1. To generate innovative ideas for the design brief, selecting tools and equipment suitable for the task.</p> <p>2. Assemble, join and combine materials and components with some accuracy.</p> <p>3. Demonstrate resourcefulness when tackling practical problems.</p>	N/A



Marlborough St Mary's subject 'at a glance' overview

	<p>3b. To accurately apply a range of finishing techniques such as stitches, buttons and stuffing.</p> <p>4. Demonstrate resourcefulness when tackling practical problems</p> <p>5. Make design decisions, taking account of constraints such as time, resources and cost</p> <p>6. To evaluate their ideas and products against their original design specification</p>			<p>4. Produce appropriate lists of tools, equipment and materials that they need</p> <p>5. Generate innovative ideas, drawing on research</p> <p>6. Share and clarify ideas through discussion with their group.</p>	<p>4. Formulate step-by-step plans as a guide to making</p> <p>5. Accurately measure, mark out, cut and shape materials and components</p> <p>6. Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make</p>	
Key Vocab	Stich, sew, stuff				Lever, winch, pulley	

Key objectives are assessed at the end of each term.

Key objectives can be assessed in a number of ways including; Mind maps, brainstorms, low-stakes quizzes and pupil voice.

Subject leaders will quality assure these judgements in term 6 by pupil voice, testing knowledge of the Key Objectives from the whole year.



Marlborough St Mary's subject 'at a glance' overview

Subject leaders will also moderate judgements at one other point in the year. For DT, this moderation takes place in term 2.