Powerstock CE VE Primary School DT Year A/B Curriculum Cycle

Year A	
BURTON (EYFS, Y1, Y2)	**FOCUS: Developing design and making skills.**
Key Topics: ○ **Textiles:** Simple sewing projects (e.g., making a fabric puppet). ○ **Construction:** Building with various materials (e.g., using LEGO, recycled materials). ○ **Food Technology:** Basic cooking skills (e.g., making fruit kebabs).	
Skills Development: ○ Identifying and using different materials. ○ Basic sewing techniques (threading a needle, simple stitches). ○ Safety in the kitchen.	
COGDEN (Y3, Y4)	**FOCUS: Exploring materials and basic construction.**
Key Topics: ○ **Mechanical Systems:** Simple levers and linkages (e.g., designing a moving model). ○ **Textiles:** Creating a simple bag or cushion. ○ **Food Technology:** Healthy eating and basic recipe creation (e.g., making sandwiches or salads).	
Skills Development: ○ Designing with a purpose (drawing and labelling designs). ○ Constructing with precision (measuring and cutting). ○ Understanding healthy food choices.	
SEATOWN (Y5, Y6)	**FOCUS: Advanced design processes and sustainability.**
Key Topics: ○ **Electrical Systems:** Introduction to simple circuits (e.g., creating a light-up greeting card). ○ **Textiles:** Designing and making a wearable item. ○ **Food Technology:** Exploring world cuisines and creating a dish.	
Skills Development: ○ Applying the design process (research, design, make, evaluate). ○ Advanced sewing techniques (e.g., machine sewing). ○ Understanding nutritional values and food sourcing.	

Year B	
BURTON (EYFS, Y1, Y2)	**FOCUS: Creative expression and imaginative projects.**
Key Topics: ○ **Sculpture:** Building 3D models using clay or cardboard. ○ **Simple Electronics:** Introduction to circuits using battery-powered components (e.g., making a light-up card). ○ **Food Technology:** Creating simple no-cook recipes (e.g., making fruit salad).	
Skills Development: ○ Experimenting with different shapes and forms. ○ Basic understanding of how simple circuits work. ○ Collaborating to create group projects.	
COGDEN (Y3, Y4)	**FOCUS: Real-world applications and problem-solving.**
Key Topics: ○ **Structures:** Designing and building bridges using straws or sticks. ○ **Textiles:** Creating a themed textile product (e.g., a t-shirt design). ○ **Food Technology:** Investigating local foods and making a dish using seasonal ingredients.	
Skills Development: ○ Analysing design problems and coming up with solutions. ○ Understanding properties of materials (strength, flexibility). ○ Practicing food preparation and presentation skills.	
SEATOWN (Y5, Y6)	**FOCUS: Entrepreneurial projects and sustainability.**
Key Topics: ○ **Product Design:** Creating a prototype of a product that solves a problem (e.g., eco-friendly packaging). ○ **Digital Technology:** Using software to design products (e.g., CAD software for 3D modelling). ○ **Food Technology:** Understanding food science and creating a dish with a scientific approach (e.g., baking).	
Skills Development: ○ Evaluating existing products and understanding market needs. ○ Using technology in design processes. ○ Exploring food science concepts (e.g., chemical reactions in cooking).	

Assessment and Evaluation

- **Ongoing Assessments:** Regular formative assessments through observation, peer feedback, and self-assessment.
- **End-of-Cycle Projects:** Each class will present a project at the end of the cycle, showcasing their learning and skills. This can be a school exhibition or a themed showcase.

Cross-Curricular Links

- **Maths:** Measuring and calculating dimensions.
- **Science:** Understanding materials and their properties.
- **Art:** Incorporating design elements into projects.

Resources Needed

- Basic tools (scissors, glue, tape).
- A variety of materials (textiles, cardboard, electronic components).
- Access to kitchen facilities for food technology projects.
- Digital tools (if applicable) for design and modelling.

This curriculum structure provides a balanced approach to DT, catering to the diverse needs and abilities of the mixed-age classes while adhering to the National Curriculum requirements.