



## DESIGN & TECHNOLOGY

### SUBJECT NARRATIVE (September '23)

Design and Technology	
Cooking and Nutrition	
Art	

#### Key Stage 1: Year 1/2 (Cycle A)

**Topic:** How Have Homes Changed?

**Key Themes:** Pattern, line Printing technique Artist: William Morris

**Topic:** Once Upon A Time

**Key Themes:** Textiles: Making fairytale felt puppets, simple measuring and sewing using basic stitch. Thinking about why we use different materials.

**Topic:** Frozen

**Key Themes:** Cold colours Penguin painting

**Topic:** How does your garden grow?

**Key Themes:** Drawing: Form and space Observational drawing and sketching Artist: Van Gogh (pointillism link)

**Topic:** Nature Detectives

**Key Themes:** Observe and sketch minibeasts in local environment and from photos, design a brand new-minibeast, sculpt minibeast using clay and tools, paint and gloss final piece

**Topic:** I do like to be beside the seaside

**Key Themes:** Cooking: Design, make and evaluate a healthy sandwich

#### Key Stage 1: Year 1/2 (Cycle B)

**Topic:** Superheroes!

**Key Themes:** Design a 'new superhero' mask, considering colour and shapes, produce mask with care, evaluate final product. Birthday cards for Owlets.

**Topic:** Space

**Key Themes:** Colour: Pastels Backgrounds e.g. planets

**Topic:** Weather

**Key Themes:** Colour and line: Artist comparison - Renoir and Turner

**Topic:** Fighting Fit

**Key Themes:** Cooking. Design and make pizzas, make bread pizza dough, add toppings and cook. Evaluate and taste final pizza.

**Topic:** Blue Planet

**Key Themes:** Weaving

**Topic:** Go Wild (Africa)

**Key Themes:** Design a safari vehicle Focused Practical Tasks - combining wheels and axles to make a chassis, construct vehicle body using recycled materials, evaluate final safari vehicle

#### Lower Key Stage 2: Year 3/4 (Cycle A)

**Topic:** Stone Age Bone Age

**Key Themes:** Study examples of moving parts models eg human skeletons. Create own models using split pins and mechanisms. Extend to woolly mammoths, constructing models from milk bottles with parts that move. Apply knowledge of how to stiffen and strengthen and reinforce the model as it develops. Consider the views of others to improve their work.

**Nutritious food:** Design and cook high nutrition snack (science link). Evaluate against sc.

**Topic:** Norwich Through The Ages

**Key Themes:** Norwich Snapdragon. Make a snapdragon with moving parts. Based on original Norwich snapdragon, children are encouraged to explore and test out a range of junk modelling materials when developing their design. They generate a success criterion to evaluate against, and draw on a range of taught techniques to construct the model, including the use of simple hinges and pivots. Apply knowledge of how to stiffen and strengthen and reinforce the model as it develops. They also consider the views of others to improve their work.

**Topic:** Volcanoes & Earthquakes

**Key Themes:** Children make model volcanoes using papier mache style techniques with crumpled up newspaper and other junk modelling materials. They design to a set of success criterion, and test out the different materials in the development process. They use bicarbonate of soda for the lava, but have to design how this can be successfully incorporated into the design—for example using a jam jar. They test out how well the eruption works, and consider the quantities required to produce an effective eruption. Apply knowledge of how to stiffen and strengthen and reinforce the model as it develops. They also consider the views of others to improve their work.

#### Lower Key Stage 2: Year 3/4 (Cycle B)

**Topic:** Ancient Egypt

**Key Themes:** From study of mummification, design criterion for a successful mummified cat. Evaluate different tools and materials to use in construction. Evaluate the results, comparing to knowledge of originals. Apply knowledge of how to stiffen and strengthen and reinforce the model as it develops. Evaluate outcome against original success criterion Consider the views of others to improve their work.

**Topic:** Around the World in 80 Days

**Key Themes:** Making hot air balloons. Study science of how a hot air balloon works. Learn about famous inventors in this technology. Develop a set of design criterion for a successful hot air balloon. Evaluate different materials that could be used for the different parts of the balloon, and construct some simple tests of their suitability. Design their own balloon, working collaboratively with a peer to evaluate. Construct balloon from the selected materials and test it. Evaluate outcome against original success criterion and consider the views of others to improve their work.

**Asian food:** tasting a range of dishes and cooking own simple starter. Evaluate against sc.

**Topic:** The Power of Monarchs: Henry VIII

**Key Themes:** Look at examples of Tudor portraits. Learn techniques for drawing faces in proportion. Make the Tudor Rose from different materials. Make knot gardens and link to symmetry.

**Topic:** The Power of Monarchs: Victoria

**Key Themes:** Look at silhouette portraits of Victoria, and link to knowledge of light and shadow. Find out how original silhouettes would have been made. Create own example using different materials.

#### Upper Key Stage 2: Year 5/6 (Cycle A)

**Topic:** Let There Be Dragons!

**Baking bread:** tasting a range of breads, making loaves, (white/wholemeal) healthy pizzas, sticky sweet buns and flavoured breads own designs. Making mince pies (traditional British).

**Pop-ups:** learning a range of pop-up techniques, creating their own pop-up dragon page for the class book (linked to Dragonology topic). Make pop-up Christmas cards.

**Topic:** Magnificent Mayans/Romans

**Key Themes:** Mosaics: Linked to both the Mayan and Roman History topics. Children research a range of mosaic techniques, including: Roman, Mayan and modern in their sketchbook books. Several designs are completed in their sketchbooks, before creating their favourite in tiles on a terracotta saucer base.

**Topic:** Water!

**Self Portraits:** Children research artists portraits including -Morten Lonvig. They use a photo of themselves to draw outline and zone different areas of tone on faces. Colour the zones of tone on the their portraits (Morten Lonvig).

**Bake Off:** class cooking competition - children organise and bake their own choice of a starter, main or dessert.

#### Year 5/6 (Cycle B) (including Team Turbo F1 Challenge project in summer term!)

**Topic:** Technological World

**Cooking through the UK decades:** Coronation Chicken, Spaghetti Bolognese, Upside Down Cake et al

**Light-up Christmas cards:** Designing a Christmas card (art links) with a working LED bulb incorporated into the design. Circuit diagrams are used to plan the actual circuit (Science).

**Topic:** Natural World

**Key Themes:** Water colours painting based on the book Animalium. This topic is linked to their Science (classification). Children practice drawing and water colour painting in the style of Animalium. They combine their paintings to their Science based writing to create a page which is included in a whole class Animalium book.

**Topic:** All Things Greek

**T-shirt design:** Linked to Olympic logos and how they change over the years. The children create and design their own logos. Their final designs are painted onto t-shirts. **STEM:** Researching and making bridges using a range materials for a class competition, including pulleys and levers for raising and lowering bridges.

**Bake Off:** class cooking competition - children organise and bake their own choice of a starter, main or dessert.

#### We believe these skills are important for life because:

- We want children to have a combination of practical skills and understanding so that they are able to design, make and evaluate products and perhaps be future innovators
- We want children to have an awareness of social and environmental issues about sustainability of products in the future and become informed consumers
- We want children to be able to apply the principles of nutrition with the skills to cook a balanced meal and carry these ideas and skills through into adulthood