

**Design and Technology
Curriculum**

Communication

Collaboration

Curiosity

**Turnham
ACADEMY**



■ STEP First
■ STEP Up

■ STEP Way
■ STEP Ahead

Part of the STEP Academy Trust
turnhamacademy.org

KEY SKILLS AND TECHNIQUES

Drawing and Mark Making	Working with Colour	Textile and Collage	Sculpture and Form	Printing	Pattern
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Art Overview -Turnham

AUTUMN TERM	SPRING TERM	SUMMER TERM
Nursery		
<ul style="list-style-type: none"> Explore different materials freely, to develop their ideas about how to use them and what to make. <ul style="list-style-type: none"> Develop their own ideas and then decide which materials to use to express them. <ul style="list-style-type: none"> Join different materials and explore different textures. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. <ul style="list-style-type: none"> Explore different materials freely, to develop their ideas about how to use them and what to make <ul style="list-style-type: none"> Develop their own ideas and then decide which materials to use to express them. <ul style="list-style-type: none"> Join different materials and explore different textures. 		
Reception		
<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. <ul style="list-style-type: none"> Create collaboratively, sharing ideas, resources and skills. 		
Year 1		
<p>ANIMAL CUSHIONS Discovery – Geography (Where in the world?) History (toys through time)</p> <ul style="list-style-type: none"> Model ideas by exploring materials, components and construction kits and by making templates and mock-ups Know that a 3-D textiles product can be assembled from two identical fabric shapes Know simple technical vocabulary for the projects they are undertaking measure, mark out, cut and shape materials and components including paper, card, textiles, plastic assemble, join and combine materials and components <p>Make simple judgements of how the product met their design ideas</p>	<p>ANIMAL CUSHIONS Discovery – Geography (Where in the world?) History (toys through time)</p> <ul style="list-style-type: none"> Model ideas by exploring materials, components and construction kits and by making templates and mock-ups Know that a 3-D textiles product can be assembled from two identical fabric shapes Know simple technical vocabulary for the projects they are undertaking measure, mark out, cut and shape materials and components including paper, card, textiles, plastic assemble, join and combine materials and components <p>Make simple judgements of how the product met their design ideas</p>	<p>ANIMAL CUSHIONS Discovery – Geography (Where in the world?) History (toys through time)</p> <ul style="list-style-type: none"> Model ideas by exploring materials, components and construction kits and by making templates and mock-ups Know that a 3-D textiles product can be assembled from two identical fabric shapes Know simple technical vocabulary for the projects they are undertaking measure, mark out, cut and shape materials and components including paper, card, textiles, plastic assemble, join and combine materials and components <p>Make simple judgements of how the product met their design ideas</p>

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Year 2

<p align="center">MAKING A HAND PUPPET</p> <p>Discovery – Geography (Let’s Explore London) History (Great Fire of London/ The Plague)</p> <ul style="list-style-type: none"> Model ideas by exploring materials, components and construction kits and by making templates and mock-ups Know that a 3-D textiles product can be assembled from two identical fabric shapes Know simple technical vocabulary for the projects they are undertaking measure, mark out, cut and shape materials and components including paper, card, textiles, plastic <p>assemble, join and combine materials and components</p>	<p align="center">MOVING VEHICLES</p> <p>Discovery – Science (Materials and their Properties)</p> <p>History - (Significant figures: Samuel Pepys, Mary Seacole, Florence Nightingale, Ibn Buttata,)</p> <ul style="list-style-type: none"> Identify the materials used to make the product Explain why their product is suitable for the intended user Choose materials to use based on suitability of their properties Join, assemble and combine materials and components Suggest how their product could be improved 	<p align="center">NORTH AFRICAN FLATBREAD AND SALAD</p> <p>Discovery – Science (Living things and their habitats/ Plants) Geography (Seas and Coasts)</p> <ul style="list-style-type: none"> Understand that food comes from plants or animals Understand that food has to be farmed, caught, or grown Sort foods into the 5 groups using The Eatwell Plate Identify that people should eat at least 5 portions of fruit and vegetables a day Prepare simple dishes hygienically and safely without a heat source <p>Use cooking techniques such as: cutting, peeling and grating</p>
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AUTUMN TERM

SPRING TERM

SUMMER TERM

Year 3

<p align="center">SCONES</p> <p>Discovery – Geography (Where does our food come from?)</p> <p>History (The Stone Age to the Iron Age)</p> <ul style="list-style-type: none"> Understand which foods are reared, caught, or grown and that this happens in the UK and across the globe Understand that recipes can be changed by adding or taking away ingredients Understand that the seasons can affect food produce Sort foods into the 5 groups using The Eatwell Plate and identify that this makes up a healthy diet Identify that food and drink are needed to provide energy for a healthy and active lifestyle Know that people should eat at least 5 portions of fruit and vegetables a day Prepare simple foods hygienically and safely 	<p align="center">SCONES</p> <p>Discovery – Geography (Where does our food come from?)</p> <p>History (The Stone Age to the Iron Age)</p> <ul style="list-style-type: none"> Understand which foods are reared, caught, or grown and that this happens in the UK and across the globe Understand that recipes can be changed by adding or taking away ingredients Understand that the seasons can affect food produce Sort foods into the 5 groups using The Eatwell Plate and identify that this makes up a healthy diet Identify that food and drink are needed to provide energy for a healthy and active lifestyle Know that people should eat at least 5 portions of fruit and vegetables a day Prepare simple foods hygienically and safely 	<p align="center">SCONES</p> <p>Discovery – Geography (Where does our food come from?)</p> <p>History (The Stone Age to the Iron Age)</p> <ul style="list-style-type: none"> Understand which foods are reared, caught, or grown and that this happens in the UK and across the globe Understand that recipes can be changed by adding or taking away ingredients Understand that the seasons can affect food produce Sort foods into the 5 groups using The Eatwell Plate and identify that this makes up a healthy diet Identify that food and drink are needed to provide energy for a healthy and active lifestyle Know that people should eat at least 5 portions of fruit and vegetables a day Prepare simple foods hygienically and safely
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Year 4

<p align="center">MONEY CONTAINERS</p> <p>Discovery – Geography (Our European Neighbours)</p> <p>History (Ancient Greece)</p> <ul style="list-style-type: none"> Know that materials have both functional properties and aesthetic qualities To know how to sew on a button To use applique To know the names of different types of stitch <p>To undo stitching where necessary</p>	<p align="center">MAKE A TORCH</p> <p>Discovery – Science (States of Matter/ Electricity)</p> <p>History (London through time: Londinium and beyond)</p> <ul style="list-style-type: none"> Evaluate the product on design and use Generate realistic ideas that meet needs of user and take into account availability of resources Order the main stages of making Choose suitable tools for making whilst explaining why they should be used Use design criteria whilst making Use design criteria to evaluate product – identifying both strengths and areas for development 	<p align="center">BREADS FROM AROUND THE WORLD</p> <p>Discovery – Science (Living things and their habitats/ Animals including humans)</p> <p>Geography (Coming to England: A study of the Windrush and migration)</p> <ul style="list-style-type: none"> Understand which foods are reared, caught, or grown and that this happens in the UK and across the globe Understand that recipes can be changed by adding or taking away ingredients Understand that the seasons can affect food produce Sort foods into the 5 groups using The Eatwell Plate and identify that this makes up a healthy diet Identify that food and drink are needed to provide energy for a healthy and active lifestyle Know that people should eat at least 5 portions of fruit and vegetables a day Prepare simple foody hygienically and safely
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AUTUMN TERM	SPRING TERM	SUMMER TERM
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Year 5

<p align="center">ST LUCIA CAKE</p> <p>Discovery – Geography (London to Lagos, A City Comparison)</p> <p>History (Ancient Benin)</p> <ul style="list-style-type: none"> Understand which foods are reared, caught, or grown and that this happens in the UK and across the globe Understand that the seasons can affect food produce Understand that sometimes raw ingredients need to be processed before they can be used in cooking (eg. De-feathering a chicken) Understand that recipes can be adapted to change the appearance, taste and aroma of a dish Sort foods into the 5 groups using The Eatwell Plate and identify that this makes up a healthy diet <p>Identify that food and drink provide certain nutritional and health benefits which support a healthy lifestyle</p>	<p align="center">WIND BUGGIES</p> <p>Discovery – Science (Light and Forces)</p> <p>History (A History of Protest)</p> <ul style="list-style-type: none"> Identify what the product has been made from and how environmentally friendly the materials are Generate innovative ideas that meet needs of user and take into account availability of resources Create pattern pieces and prototypes Demonstrate problem solving skills when encountering a mistake or practical problem Use design criteria to evaluate product – identifying both strengths and areas for development 	<p align="center">MAKE A BAG</p> <p>Discovery – Science (Animals including humans/ Earth and Space)</p> <p>Geography (Volcanoes, mountains, earthquakes: The Himalayas)</p> <ul style="list-style-type: none"> use techniques that involve a number of steps Demonstrate resourcefulness Evaluate fabrics and consider how their properties will influence the overall performance Know the correct technical vocabulary for the projects they are undertaking Explain how their product impacts on the environment Use buttons, applique and stitching for decoration Know that different stitches have different purposes and strengths.
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Year 6

<p align="center">WHAT IS DIFFERENT ABOUT MEXICAN FOOD?</p> <p align="center">Discovery – Geography (The Americas)</p> <p align="center">History (Ancient Maya)</p> <ul style="list-style-type: none"> • Understand which foods are reared, caught, or grown and that this happens in the UK and across the globe • Understand that the seasons can affect food produce • Understand that sometimes raw ingredients need to be processed before they can be used in cooking (eg. De-feathering a chicken) • Understand that recipes can be adapted to change the appearance, taste and aroma of a dish • Prepare simple dishes hygienically and safely, where needed with a heat source • Use cooking techniques such as: chopping, peeling, grating slicing, mixing, spreading, kneading and baking 	<p align="center">ELECTRICAL GAME</p> <p align="center">Discovery – Science (Properties and Changes to Materials/ Electricity)</p> <p align="center">History (WW2/ The Blitz)</p> <ul style="list-style-type: none"> • Identify the cost to make the product and whether it has any other purposes eg. Leading innovation of the time, trend setting • Generate innovative ideas that meet needs of user • Represent ideas in diagrams, annotated sketches and computer based programmes (where appropriate) • Use finishing techniques that involve a number of steps, including skills learnt in Art accurately <p>Consider the views of others, including intended user, whilst evaluating product</p>	<p align="center">SELFIE PICTURE</p> <p align="center">Discovery – Science (Living things and their habitats/ evolution and inheritance)</p> <p align="center">Geography (Natural resources/ The water cycle)</p> <ul style="list-style-type: none"> • use techniques that involve a number of steps • Demonstrate resourcefulness • Know the correct technical vocabulary for the projects they are undertaking • Use buttons, applique and stitching for decoration • Use a variety of different stitches, understanding the differences in their appearance and purpose.
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