



South Gosforth First School

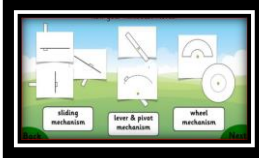



DT – Whole School Overview

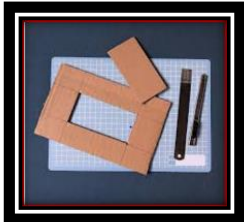








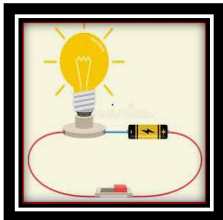
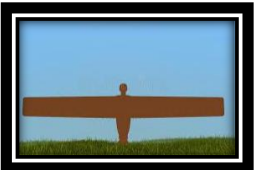


**DT checked again new topics Dec 21**

<u>Year Group</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Summer 1</u>
<u>Reception</u>	<b>Little Red Hen Farmyard Structures  Bread Making</b>	<b>Week of Magic: Making Junk Fairy Castles  Christmas Decorations</b>	<b>Pirate Telescopes  Salt dough Dinosaur Fossils</b>	<b>Junk Model Boats and Aquariums</b>
	<b>Play Projects – weekly sessions where children plan, design and make their own models using a range of junk materials.</b>  <b>Cooking – weekly cooking sessions where the children begin to learn where food comes from and the need for a healthy diet.</b>			
<b>History, Science Geography Topics  <u>Year 1</u></b>	<b>Geography: What is our address?  Materials: Why aren't umbrellas made of paper?  Seasonal Changes: How do our seasons change (part 1)?</b>	<b>History: Are our toys better than our Grandparents' toys?  Materials: Why are umbrellas made of paper(contd.)?  Seasonal Changes: How do our seasons change (part 2)?</b>	<b>Geography: The four countries of the UK - Where is my geographical location?  Seasonal Changes: How do our seasons change (part 3)?  Plants: Are all plants the same?</b>	<b>What had to happen to allow Neil Armstrong to walk on the moon?  Seasonal Changes: How do our seasons change (part 4)?  Animals Including Humans: How am I different to other animals?</b>

	<p><b>Constructing with Textiles</b> <b><u>Puppets.</u></b></p>  <p><i>Term:</i> Autumn</p> <p><i>D&amp;T Focus:</i> Construction with Textiles</p> <p><i>Topic Link:</i> English - Traditional tales</p>	<p><b>Construction Including Structures, Mechanisms and Control Technology.</b></p> <p><b><u>Paper Toy Illusion</u></b></p>  <p><i>Term:</i> Autumn 2</p> <p><i>D&amp;T Focus:</i> Construction (cutting and joining skills)</p> <p><i>Topic Link:</i> History: Toys</p>	<p><b>Food and Drink Technology.</b> <b><u>Healthy Sandwiches.</u></b></p>  <p><i>Term:</i> Spring 1</p> <p><i>D&amp;T Focus:</i> Food (Preparation and hygiene, preparing ingredients, chopping, peeling, grating, slicing and mixing)</p> <p><i>Topic Link:</i> Season plants</p>	<p><b>Construction Including Structures, Mechanisms and Control Technology.</b></p> <p><b><u>Moving Space Pictures</u></b></p>  <p><i>Term:</i> Summer 1</p> <p><i>D&amp;T Focus:</i> Mechanisms and Mechanical systems (levers, pivots, wheel mechanisms)</p> <p><i>Topic Link:</i> Space (Neil Armstrong)</p>
<b><u>Year 2</u></b>	<p><b><u>Autumn 1</u></b></p> <p><b>What is it like to live beside the Seaside?</b></p> <p><b><i>Living Things and their Habitats:</i></b> <b>Why do different animals live in different places?</b></p>	<p><b><u>Autumn 2</u></b></p> <p><b>How did the Great Fires change daily lives in England?</b></p> <p><b><i>Living Things and their Habitats:</i></b> <b>Why do different animals live in different places?</b></p>	<p><b><u>Spring 2</u></b></p> <p><b>Why do people explore our Earth?</b></p> <p><b><i>Animals Including Humans:</i></b> Do living things change or stay the same?</p>	<p><b><u>Summer 1</u></b></p> <p><b>How did Grace Darling and Florence Nightingale change their world?</b></p> <p><b><i>Plants:</i></b> What should I do to grow a healthy plant?</p>

	<p><b>Construction Including Structures, Mechanisms and Control Technology.</b></p> <p><b>Moving Models.</b></p>  <p><b>Term:</b> Autumn 1</p> <p><b>D&amp;T Focus:</b> Mechanisms and Mechanical Systems</p> <p><b>Topic Link:</b> History and Science topics</p>	<p><b>Construction Including Structures, Mechanisms and Control Technology.</b></p> <p><b>Great Fire of London Fire Engines.</b></p>  <p><b>Term:</b> Autumn 2</p> <p><b>D&amp;T Focus:</b> Construction (Using Wheels and axels and different joining techniques)</p> <p><b>Topic Link:</b> How did the Great Fires change daily lives in England?</p>	<p><b>Constructing with Textiles.</b></p> <p><b>Puppets</b></p>  <p><b>Term:</b> Spring 2</p> <p><b>D&amp;T Focus:</b> Construction with Textiles</p> <p><b>Topic Link:</b> Living things</p>	<p><b>Food and Drink Technology.</b></p> <p><b>Design a Vegetarian Meal.</b></p>  <p><b>Term:</b> Summer 1</p> <p><b>D&amp;T Focus:</b> Food (Preparing ingredients. Chopping peeling, grating, slicing and mixing)</p> <p><b>Topic Link:</b> Plants.</p>
<b>Year 3</b>	<p><u><b>Autumn 2</b></u></p> <p><b>Geography:</b> Tourism – Why should you visit Newcastle?</p> <p><b>Science:</b> Forces and Magnets</p>	<p><u><b>Spring 2</b></u></p> <p><b>Geography:</b> Europe study – Why are the Alps awesome?</p> <p><b>Science:</b> Animals including Humans Do all animals have skeletons?</p>	<p><u><b>Summer 1</b></u></p> <p><b>History:</b> How vicious were the Vikings?</p> <p><b>Science:</b> Plants</p>	<p><u><b>Summer 2</b></u></p> <p><b>Geography:</b> Mountains, Volcanoes and Earthquakes - What is the Pacific Ring of Fire?</p> <p><b>Science:</b> Rocks. What is beneath our feet?</p>

	<p><b>Construction Including Structures, Mechanisms and Control Technology.</b></p> <p><i>The City' Photograph Frame.</i></p>   <p><b>Term:</b> Autumn 2</p> <p><b>D&amp;T Focus:</b> Construction. (strengthening materials to make stable structures)</p> <p><b>Topic Link:</b> Geography: Tourism and Art work on 'The City' by F. Ledger</p>	<p><b>Construction Including Structures, Mechanisms and Control Technology.</b></p> <p><b>Pneumatic Mini Beasts.</b></p>   <p><b>Term:</b> Spring 2</p> <p><b>DT Focus:</b> Mechanisms and Mechanical systems</p> <p><b>Topic Link:</b> Science: Animals including Humans.</p>	<p><b>Food and Drink Technology.</b></p> <p><b>Seasonal Food</b></p>  <p><b>Term:</b> Summer 1</p> <p><b>D&amp;T Focus:</b> Food Technology</p> <p><b>Topic Link:</b> Science: Plants</p>	<p><b>Constructing with Textiles.</b></p> <p><b>Pencil Cases</b></p>  <p><b>Term:</b> Summer 2</p> <p><b>D&amp;T Focus:</b> Textiles <b>Topic Link:</b> Stand alone</p>
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Year 4	Autumn 1	Autumn 2	Summer 1	Summer 2
	<p><b>History:</b> How successful was the Roman invasion of Britain?</p> <p><b>Science:</b> Where does a puddle go? States of Matter.</p>	<p><b>History:</b> Why did people choose to settle in the North East of England?</p> <p><b>Science:</b> What makes a lightbulb illuminate?</p>	<p><b>How did daily life change over the life of Queen Victoria?</b></p> <p><b>Science:</b> How can sound travel through different objects?</p>	<p><b>Geography:</b> What will our climate look like in 5 years?</p> <p><b>Science:</b> What do our bodies do with the food we eat?</p>
	<p>Constructing with Textiles</p> <p><b>Roman Money Containers</b></p>  <p><b>Term:</b> Autumn 1</p> <p><b>D&amp;T Focus:</b> Textiles</p> <p><b>Topic Link:</b> History: How successful was the Roman invasion of Britain?</p>	<p>Construction (circuit and conductors)</p> <p>Light-up Newcastle Landmark.</p>   <p><b>Term:</b> Autumn 2</p> <p><b>D&amp;T Focus:</b> Construction (circuits and conductors)</p> <p><b>Topic Link:</b> Science: What makes a lightbulb illuminate? Geography: Why</p>	<p>Stable Structure:</p> <p>Big Ben, a Victorian landmark</p>  <p><b>Term:</b> Summer 1</p> <p><b>D&amp;T Focus:</b> Construction: Stable structures</p> <p><b>Topic Link:</b> History How did Life change over the life of Queen Victoria ?.</p>	<p>Food and Drink Technology</p> <p><i>Designing a healthy Meal</i></p>  <p><b>Term:</b> Summer 2</p> <p><b>D&amp;T Focus:</b> Food</p> <p><b>Topic Link:</b> Science: What do our bodies do with the food we eat?</p>

		did people settle in Newcastle?		
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Each project, regardless of focus, can follow a simple process in design. The design process never ends and, in theory the project should inform new designs that improve upon the made products.



Design and



## Technology Individuality

Each individual or group should have a different outcome to others in the class. The design brief or task should be not be too confining for children, but should be an opportunity to extend their ideas. They can then design freely using the new skills they have acquired. They can then make individual products or items that can be reflected upon and evaluated. One way of achieving this is to expand the title of the project or make it a question. For example, instead of teddy bears, where everyone would create a bear, it could be cuddly animals. The children are much freer to be creative. Children should be encouraged to experiment with their designs and when making their product, should not be afraid to make mistakes and adapt their design as they go.



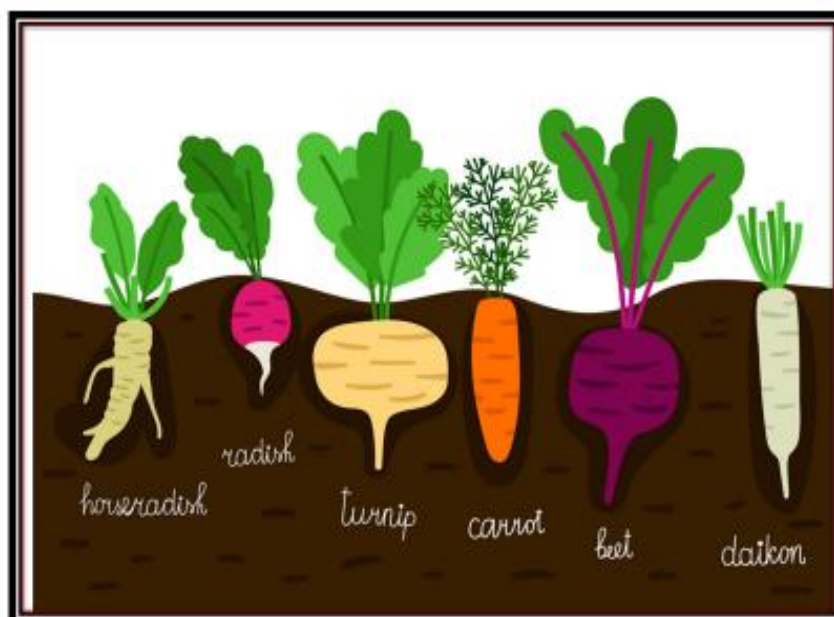
## Design and Technology Project Books





Every child should have their own DT Project book to record the designing processes of the product they undertake. Sketches, photographs, activity and design sheets should all be included in the book under the termly project title. Evaluation sheets should also be included in the DT Project book.








DESIGN &  
TECHNOLOGY

## Growing and Planting



January	February	March	April	May	June	July	August	September	October	November	December				
	Reception : Carrots														
	Year 1 :Radishes														
					Year 2 : Peas										
			Year 3 : Potatoes												
	Year 4 : Broccoli														

<i><b>Year Group</b></i>	<i><b>Vegetable</b></i>	<i><b>Picture</b></i>	<i><b>Sow/Plant</b></i>	<i><b>Harvest</b></i>
<i><b>Reception</b></i>	<i><b>Carrots</b></i>		<i>March</i>	<i>July</i>
<i><b>Year One</b></i>	<i><b>Radishes</b></i>		<i>April</i>	<i>June</i>
<i><b>Year Two</b></i>	<i><b>Peas</b></i>		<i>May/June</i>	<i>September</i>
<i><b>Year Three</b></i>	<i><b>Potatoes</b></i>		<i>March/April</i>	<i>July</i>
<i><b>Year Four</b></i>	<i><b>Broccoli</b></i>		<i>May/June</i>	<i>September/ October</i>



## ***Four Year Crop Rotation***



### **Bed One**

Peas  
Carrots  
Broccoli  
Potatoes  
Radishes

### **Bed Two**

Carrots  
Broccoli  
Peas  
Radishes  
Potatoes

### **Bed Three**

Radishes  
Potatoes  
Carrots  
Broccoli  
Peas

### **Bed Four**

Peas  
Carrots  
Broccoli  
Potatoes  
Radishes