



## Farnborough Grange Nursery and Infant School – Curriculum Overview

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
<b>Nursery</b>	<b>Marvellous Me</b> What makes me special?	<b>Seasons</b> What can you see?	<b>Our Wonderful World</b> What can we grow?	<b>Ticket to Ride!</b> How can we get there?	<b>Fun at the farm</b> What can we find out about the farm?
	<b>Textiles: Make a picture frame for a portrait of themselves (Textiles)</b>	<b>Structures/mechanisms: Make a simple pop-up Christmas card for a family member</b>	<b>Food: Make a fruit salad using fruits which grow in our gardens</b>	<b>Structures: Make a vehicle (Junk modelling)</b>	<b>Nutrition: Make a bird feeder for the birds in the garden (Fat balls)</b>

Skills	Design	Design	Design	Design	Design
	<p>Birth – 3 years</p> <p>Use their imagination as they consider what they can do with different materials.</p>	<p>Birth – 3 years</p> <p>Use their imagination as they consider what they can do with different materials.</p>	<p>Birth – 3 years</p> <p>Use their imagination as they consider what they can do with different materials.</p>	<p>Birth – 3 years</p> <p>Use their imagination as they consider what they can do with different materials.</p>	<p>Birth – 3 years</p> <p>Use their imagination as they consider what they can do with different materials.</p>
	<p>3-4 years</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p>	<p>3-4 years</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p>	<p>3-4 years</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p>	<p>3-4 years</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p>	<p>3-4 years</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p>
	<p>Develop their own ideas and then decide which materials to use to express them.</p>	<p>Develop their own ideas and then decide which materials to use to express them.</p>	<p>Develop their own ideas and then decide which materials to use to express them.</p>	<p>Develop their own ideas and then decide which materials to use to express them.</p>	<p>Develop their own ideas and then decide which materials to use to express them.</p>
	<p><b>Make</b></p> <p>0-3:</p> <p>Explore different materials, using all their senses to investigate them.</p>	<p><b>Make</b></p> <p>0-3:</p> <p>Explore different materials, using all their senses to investigate them.</p>	<p><b>Make</b></p> <p>0-3:</p> <p>Explore different materials, using all their senses to investigate them.</p>	<p><b>Make</b></p> <p>0-3:</p> <p>Explore different materials, using all their senses to investigate them.</p>	<p><b>Make</b></p> <p>0-3:</p> <p>Explore different materials, using all their senses to investigate them.</p>
	<p>Manipulate and play with different materials</p>	<p>0-3:</p> <p>Explore different materials, using all their senses to investigate them.</p>	<p>Manipulate and play with different materials</p>	<p>Manipulate and play with different materials</p>	<p>Manipulate and play with different materials</p>
	<p>3-4:</p>	<p>3-4:</p>	<p>3-4:</p>	<p>3-4:</p>	<p>3-4:</p>

	<p>Join different materials and explore different textures.</p> <p>0-3: To understand that fabrics are softer than solid materials</p> <p>3-4: To understand that different fabrics can feel different (different textures)</p> <p>To understand that fabrics can be lots of different colours and patterns</p> <p><b>Evaluate</b></p> <p>0-3: Use their imagination as they consider what they can do with different materials.</p> <p>3-4: Develop their own ideas and then decide which materials to use to express them.</p>	<p>Manipulate and play with different materials</p> <p>3-4: Join different materials and explore different textures.</p> <p>To explore different ways to join materials</p> <p><b>Evaluate</b></p> <p>0-3: Use their imagination as they consider what they can do with different materials.</p> <p>3-4: Develop their own ideas and then decide which</p>	<p>Join different materials and explore different textures.</p> <p>Use their imagination as they consider what they can do with different materials.</p> <p>3-4 years</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>To explore different textures</p> <p><b>Evaluate</b></p> <p>0-3: Use their imagination as they consider what they can do with different materials.</p>	<p>Join different materials and explore different textures.</p> <p><b>Evaluate</b></p> <p>0-3: Use their imagination as they consider what they can do with different materials.</p> <p>3-4: Develop their own ideas and then decide which materials to use to express them.</p>	<p>Join different materials and explore different textures.</p> <p><b>Evaluate</b></p> <p>0-3: Use their imagination as they consider what they can do with different materials.</p> <p>3-4: Develop their own ideas and then decide which materials to use to express them.</p>
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		materials to use to express them.	3-4: Develop their own ideas and then decide which materials to use to express them.		
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<b>Knowledge</b>	<p><b>Core:</b> Materials can be joined in different ways.</p> <p>Some materials are hard, some are soft.</p> <p><b>Hinterland:</b> To recognise the purpose of a picture frame</p>	<p><b>Core:</b> Materials can be joined in different ways</p> <p>Materials can be folded and manipulated to create a pop-up card</p> <p>Cards can be decorated in different ways.</p> <p><b>Hinterland:</b> To understand what a mechanism and how they work</p>	<p><b>Core:</b> Fruits grow on trees and plants.</p> <p>Knives can be used to cut fruit into smaller pieces</p> <p>We don't eat the whole fruit!</p> <p>Fruits have different textures and flavours.</p> <p><b>Hinterland:</b> Fruit is an important part of a healthy, balanced diet.</p>	<p><b>Core:</b> Different shapes can create different parts of a model</p> <p><b>Hinterland:</b> To understand and use their prior knowledge of joining techniques to join materials.</p>	<p><b>Core:</b> Birds eat seeds and nuts.</p> <p>The fat setting will hold the seeds and nuts together</p> <p>The string means the feeder can be hung from a tree.</p> <p><b>Hinterland:</b> To understand why birds eat seeds, nuts and fat.</p>
<b>Key vocabulary</b>	<i>fabric, different, colours, textures, softer, rougher</i>	<i>glue, cut, join, decorate, fold</i>	<i>cut, fruit, textures, taste, sweet, sour,</i>	<i>glue, cut, join, decorate, fold, tape</i>	<i>seeds, fat, nuts, string, set, hang</i>

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Reception</b>	<p><b>My Place in the World</b> Where do I belong?</p>	<p><b>Let's Celebrate!</b> What do we celebrate?</p>	<p><b>Watch out!</b> What is at the end of a beanstalk?</p>	<p><b>Come Outside</b> What can we find in our local environment?</p>	<p><b>Fantastic Fairytales</b> What can we learn from stories?</p>	<p><b>Amazing Oceans</b> What is amazing about our oceans?</p>
	<b>Textile: Design and make a Superhero mask for a superhero</b>	<b>Structures: Design and make a Chinese Dragon puppet for a Chinese New Year Celebration</b>	<b>Food: Design and make a sandwich for a picnic</b>	<b>Structures/Mechanisms: Design and make a split pin egg Easter card for a family member or friend</b>	<b>Structures: Design and make a junk modelling castle for the King</b>	<b>Structures: Design and make a boat for a boat race</b>
<b>Skills</b>	<p><b>Design:</b> Explore different colours and textures.</p>	<p><b>Design:</b> Explore different colours and textures.</p>	<p><b>Design:</b> Develop their own ideas for their design</p>	<p><b>Design:</b> Explore different colours and textures.</p>	<p><b>Design:</b> Develop their own ideas for their design</p> <p>Understand how to create collaboratively,</p>	<p><b>Design:</b> Develop their own ideas for their design</p> <p>Understand how to create collaboratively,</p>

	Develop their own ideas for their design	Develop their own ideas for their design	Understand how to create collaboratively, sharing ideas, resources and skills	Develop their own ideas for their design	sharing ideas, resources and skills	sharing ideas, resources and skills
	Understand how to create collaboratively, sharing ideas, resources and skills	Understand how to create collaboratively, sharing ideas, resources and skills		Understand how to create collaboratively, sharing ideas, resources and skills	<b>Make:</b> To explore and understand how to join different materials effectively.	<b>Make:</b> To explore and understand how to join different materials effectively.
	<b>Make:</b> To explore different ways to effectively join materials e.g tape, glue, stapling (with adult supervision).	<b>Make:</b> To explore and understand how to join different materials effectively.	<b>Make:</b> Choose different types of ingredients e.g type of ingredients they will include	<b>Make:</b> To understand how to make a split pin mechanism.	Select suitable materials and tools to be able to create their design from the teacher selected range of items.	Select suitable materials and tools to be able to create their design from the teacher selected range of items.
	Join different materials with a range of different textures.	To know how to safely use a pair of scissors to cut out their design.	To use the correct tools to make their food item	To explore using different materials and using a split pin effectively to create a working mechanism.	Use tools, such as scissors, safely and with purpose.	Use tools, such as scissors, safely and with purpose.
	Select suitable materials and tools to be able to create their design from the teacher selected range of items.	Select suitable materials and tools to be able to create their design from the teacher selected range of items.	To follow teacher led instructions when making their food item.	To explore and understand how to join different materials effectively.	<b>Evaluate</b>	<b>Evaluate</b>
	Use tools, such as scissors, safely and with purpose.	Use tools, such as scissors, safely and with purpose.	<b>Evaluate</b> Explain what they have created.	To know how to safely use a pair of scissors.	Explain what they have created.	Explain what they have created.
	<b>Evaluate</b>	<b>Evaluate</b>		Select suitable materials and tools to be able to create their design from the teacher selected range of items.		

	Explain what they have created.	Explain what they have created.		<b>Evaluate</b>  Explain what they have created.		
<b>Knowledge</b>	<p><b>Core:</b> Material can be joined in a variety of ways e.g. glue, tape, stapling.</p> <p>Fabrics come in different colour and textures.</p> <p><b>Hinterland:</b> To recognise what a superhero is and why they wear masks</p>	<p><b>Core:</b> Paper can be folded to make a concertina.</p> <p>Materials can be joined in different ways.</p> <p>Different tools have different purposes.</p> <p><b>Hinterland:</b> To understand why we celebrate Chinese New Year and the symbolism of dragons.</p>	<p><b>Core:</b> Sandwiches can have a variety of feelings.</p> <p>Knives must be used safely + how to use a knife.</p> <p><b>Hinterland:</b> To understand which foods are healthy and talk about the different factors which support an overall healthy diet</p>	<p><b>Core:</b> Split pins can be used to create moving mechanisms.</p> <p><b>Hinterland:</b> To understand why we use mechanisms.</p>	<p><b>Core:</b> Recycled materials can be used to make something else.</p> <p>Different materials will need to be joined in different ways.</p> <p><b>Hinterland:</b> To understand what a castle is and how it links to the story of Jack and the Beanstalk</p>	<p><b>Core:</b> Shape can affect the speed at which a boat can travel through water.</p> <p>Different materials will need to be joined in different ways.</p> <p><b>Hinterland:</b> To understand why objects float</p>
<b>Key vocabulary</b>	<i>glue, cut, stick, tape, colour, joining, fabric</i>	<i>cut, stick, card, materials, fold, textures, construct, stronger,</i>	<i>bread, jam, butter, cut, slice, spread</i>	<i>mechanism, split pin, cut, stick, card, materials, fold, textures, construct, stronger,</i>	<i>cut, stick, card, materials, textures, construct, stronger,</i>	<i>cut, stick, card, materials, fold, textures, construct, stronger, measure</i>

<b>Year 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Summer 1</b>
	<b>The Great Outdoors</b>	<b>Terrific Tales</b>	<b>King of the Castle</b>

	<b>FOOD:</b> Design and make a chocolate and fruit cupcake for a tea party	<b>TEXTILES:</b> Design and make a puppet for a puppet show	<b>STRUCTURES:</b> Design and make a picture with a moving part for a class book.
<b>Skills</b>	<p><b>Design:</b></p> <p>Develop ideas through observing and researching existing products</p> <p>Design appealing food product based on simple given design criteria.</p> <p>Generate initial ideas and design criteria through investigating a variety of fruit and vegetables.</p> <p>Communicate these ideas through talk and drawings.</p> <p><b>Make:</b></p> <p>Make their design using suitable tools, materials and techniques explaining the choices they have made.</p> <p>Select and use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.</p> <p>Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.</p> <p>Successfully mix the ingredients and prepare for cooking.</p>	<p><b>Design:</b></p> <p>Develop design ideas, communicating these verbally and through pictures.</p> <p>Develop ideas through observing and researching existing products</p> <p><b>Make:</b></p> <p>Make their design using suitable tools, materials and techniques explaining the choices they have made.</p> <p>With help measure, mark, cut and shape a range of materials.</p> <p>Assemble, join and combine materials and components together using a variety of temporary methods.</p> <p>Use simple finishing techniques to improve the appearance of their product.</p> <p><b>Evaluate:</b></p>	<p><b>Design:</b></p> <p>Develop design ideas, communicating these verbally and through pictures.</p> <p>Develop ideas through observing and researching existing products</p> <p><b>Make:</b></p> <p>Understand and use lever and linkage mechanisms.</p> <p>Understand that different mechanisms produce different types of movement.</p> <p>Use technical vocabulary relevant to the project.</p> <p><b>Evaluate:</b></p> <p>Evaluate their product, identifying strengths and possible changes they might make.</p>



	<p><b>Evaluate:</b></p> <p>Evaluate ideas and finished products against given design criteria.</p>	<p>Evaluate their product, identifying strengths and possible changes they might make.</p>	
<b>Knowledge</b>	<p><b>Core:</b> Understand where a range of fruit and vegetables come from.</p> <p>Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of the Eat Well plate.</p> <p>Know and use technical vocabulary relevant to the project.</p> <p><b>Hinterland:</b> Chocolate is made from cocoa beans.</p>	<p><b>Core:</b> Template are used to create puppets.</p> <p>Materials can be joined together using different materials.</p> <p>Know and use technical vocabulary relevant to the project.</p> <p><b>Hinterland:</b> Knowledge of fairy tales being used.</p>	<p><b>Core:</b> Different levers and sliders can make pictures move in different ways.</p> <p><b>Hinterland:</b> Moving pictures can help to bring a story alive.</p>
<b>Key vocabulary</b>	<i>healthy eating, fruit, five a day, chocolate, cocoa, slice, cut, mix, squeeze, grate</i>	<i>materials, design, tools, scissors, template, glue, staple, cut</i>	<i>design, levers, sliders, rotate, push, split pin, fix,</i>

Year 2	Autumn 1	Spring 2	Summer 2
	Let's all go on Safari!	Welcome aboard the Titanic	Inspirational women
	<b>STRUCTURE:</b> Design and make a safari buggy for Sunny the Meerkat.	<b>FOOD:</b> Design and make a bread roll for a passenger on the Titanic	<b>TEXTILES:</b> Design and make a sash for a Year 2 fashion show
<b>Skills</b>	<b>Design:</b>	<b>Design:</b>	<b>Design:</b>

	<p>Develop design ideas, considering a target group, communicating these through labelled diagrams.</p> <p>Develop ideas through observing and researching existing products.</p> <p>Identify simple design criteria, which they should adhere to.</p> <p><b>Make:</b> Begin to independently select tools and materials, using technical vocabulary to name and describe them.</p> <p>Measure, cut and score with some accuracy.</p> <p>Use tools safely and appropriately.</p> <p>Assemble, join and combine materials.</p> <p>Choose appropriate finishing techniques.</p> <p>Explore and use wheels, axles and axle holders.</p> <p>Be able to distinguish between fixed and freely moving axles.</p> <p>Know and use technical vocabulary relevant to the project.</p> <p><b>Evaluate</b></p> <p>Evaluate against their design criteria, identifying strengths and improvements as well as how well it worked.</p>	<p>Develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose.</p> <p>Communicate these ideas through talk and labelled diagrams.</p> <p>Develop design ideas, considering a target group, communicating these through labelled diagrams.</p> <p>Develop ideas through observing and researching existing products.</p> <p><b>Make:</b> Begin to independently select tools and materials, using technical vocabulary to name and describe them.</p> <p>Select and use simple utensils and equipment to e.g. weigh and mix</p> <p>Assemble, join and combine materials.</p> <p>Choose appropriate finishing techniques.</p> <p>Select from a range of ingredients according to their characteristics e.g. texture and taste to create a chosen product.</p> <p><b>Evaluate</b></p> <p>Evaluate against their design criteria, identifying strengths and improvements as well as how well it worked.</p>	<p>Develop design ideas, considering a target group, communicating these through labelled diagrams.</p> <p>Develop ideas through observing and researching existing products.</p> <p>Identify simple design criteria, which they should adhere to.</p> <p><b>Make:</b> Begin to independently select tools and materials, using technical vocabulary to name and describe them.</p> <p>Measure, cut and score with some accuracy.</p> <p>Use tools safely and appropriately.</p> <p>Assemble, join and combine materials.</p> <p>Choose appropriate finishing techniques.</p> <p><b>Evaluate</b></p> <p>Evaluate against their design criteria, identifying strengths and improvements as well as how well it worked.</p>
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<b>Knowledge</b>	<p><b>Core:</b> Explore and use wheels, axles and axle holders.</p> <p>Be able to distinguish between fixed and freely moving axles.</p> <p>Know and use technical vocabulary relevant to the project.</p> <p><b>Hinterland:</b> To understand how wheels and axels help objects to move and talk about where we might see them.</p>	<p><b>Core:</b> Know how to use appropriate equipment and utensils to prepare and combine food.</p> <p>Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.</p> <p>Know and use relevant technical vocabulary appropriately.</p> <p><b>Hinterland:</b> To understand the different foods and ingredients which would have been used depending on the different classes.</p>	<p><b>Core:</b> Understand how simple textile products are made, using a template to create two identical shapes.</p> <p>Understand how to join fabrics using different techniques (running stitch/over stitch)</p> <p>Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins and ribbons</p> <p>Know and use technical vocabulary relevant to the project.</p> <p><b>Hinterland:</b> To understand who Greta Thunberg is and the reasons that recycling and reusing is important for our planet.</p>
<b>Key vocabulary</b>	<i>card, paper, wood, join, cut, wheels, axels, buggy, tools, performance, movement</i>	<i>bread, baking, mix, knead, flour, smell, taste, utensils, product, appealing, ingredients</i>	<i>marking out, cutting, joining, recycling, finishing, gluing, stitching, design</i>