

Nelson Academy DT Curriculum Overview 2025/26

	Autumn Term	Spring Term	Summer Term
Reception	See EYFS Overview	See EYFS Overview	See EYFS Overview
Year 1	<p>Textiles – ‘Animal Sock Puppets’ (Templates and Joining techniques)</p> <p>Cross curricular link – Animals and their needs (Science)</p>	<p>Mechanisms – ‘Fairytale’ (Creating a moving picture)</p> <p>Cross curricular link to English.</p>	<p>Food Technology – ‘Dips and Vegetables’ (Seasonal produce, preparing fruit and vegetables)</p> <p>Cross curricular link – Plants (Science)</p>
Year 2	<p>Mechanisms – ‘Moving Vehicle’ (wheels and axel)</p> <p>Cross curricular link – Forces (Science)</p>	<p>Food Technology - ‘Pizzas’ (preparing fruit and vegetables)</p> <p>Cross curricular link – Romans (History) and Italy</p>	<p>Textiles – ‘Sealife textiles’ (printing and weaving – joining techniques)</p> <p>Cross curricular link – Living things and their environment (Science), shape (Art)</p>
Year 3	<p>Food Technology – ‘Greek Mezze’ (Preparing dips, pitta bread and Kofta. Weighing and combining ingredients)</p> <p>Cross curricular link – Ancient Greece (History)</p>	<p>Mechanisms – ‘Pop-up Book’ (levers and linkages)</p> <p>Cross curricular link to English and levers and pulleys (Science).</p>	<p>Textiles - ‘Cushions’ (batik or tie dye to create textile pattern/ design, Applique and sewing)</p> <p>Cross curricular link – Art, Asia (Geography)</p>
Year 4	<p>Mechanisms – ‘Pneumatics’ (Mechanical systems)</p>	<p>Textiles – ‘Plague Pouches’ (Needlework/ cross stitch/weaving)</p> <p>Cross curricular link – The Plague (History)</p>	<p>Food Technology – ‘Ratatouille and Couscous’ (Preparing fruit and vegetables. Weighing and combining ingredients)</p> <p>Cross curricular link – Mediterranean Climate (Geography)</p>
Year 5	<p>DT DMEA Chair Models</p>	<p>Food Technology – ‘Cornbread’ (sampling food from different cultures, designing alternative)</p> <p>Cross curricular link – Cuisine of the 13 Colonies (History)</p>	<p>Textiles – ‘Collage Masks’ (batik)</p>

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Year 6	Textiles – 'Upcycling Fashion'	Food Technology - 'Honey Cake' (sampling food from different cultures, designing alternative, seasonality) Cross curricular link – Pollination and Bees (Science)	Mechanisms – 'Cams Toys' (Mechanical systems) Cross curricular link – Ismail al-Jazari Muslim inventor (RE), Baghdad
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By the end of Key Stage 1, pupils will:	By the end of Key Stage 2, pupils will:
<ul style="list-style-type: none"> • Know how to peel, grate and/or chop. • Be able to cut food under supervision. • Try existing smoothie/fruit salad/salad • Rate fruits /veg and dips • Be able to prepare fruits and vegetables: peeling, chopping or slicing to make a product e.g. smoothie/fruit salad/jelly/crudités • Give opinions. Some will compare these and discuss similarities and differences. • Have used this stimuli to inspire their own work either in the style of, using the subject matter of or as a response to the pieces. • Use a Glue Gun and large sewing needles. • Know how to use templates and joining techniques: clothes for peg doll/ puppet • Make a picture/card with a slider/lever. • Know how to make a vehicle with an axel and wheels which can turn. • Know how to create Freestanding structures: tower/building 	<ul style="list-style-type: none"> • handle scissors, craft knives and lino cutting tools safely and use them to cut with developing accuracy and control. • Have created print using collagraph, lino and monoprint techniques. • Combine textile pieces by collaging and create pictures and patterns using a range of stitches and materials. • Build on knowledge of a range of artists – both past and present day –comparing and commenting on style, subject and technique used. • have used this to inspire their own work either in the style of, using the subject matter of or as a response to the pieces. • Sample foods from different cultures: e.g. sauces, breads, snacks. • Food - Celebrating culture and seasonality. • After trying existing product, design alternate. Write ingredients list, prepare and cook/ bake their own version. • Be able to evaluate their own product against their original design. • Give peers constructive feedback.

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- As part of 'Take one Picture' in Art, be introduced to at least one picture of a design from the UK and one from another culture.
- Be able to evaluate their own product against their original design.

- Use DMEA sheet to assess their own design/ product. Suggest ways they would modify it next time.
- Assess existing products in writing. Suggest ways it could be improved/ adapted.