



Sea Mills Primary School - Engineers year overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
YR	Enquiries change yearly based on cohort interest. *Expressive Arts & Design Objectives to cover D.T building blocks*					
Y1	What is my hat made of? <i>Use a range of tools to cut, join and combine materials</i> <i>Create simple designs for a product</i>		How do I move around? <i>Make split pin models – use pictures and words to describe what she/he wants to do.</i> <i>Ask questions about existing products and those he/she has made.</i>		What grows in Sea Mills? <i>Talk about what I eat and begin to discuss healthy foods.</i> <i>Use tools to prepare food. Share where food comes from and give examples of where it is grown.</i>	How could we play in different ways? <i>Ask questions about products – build structures, exploring how they can be made stronger.</i>
Y2	What could my classroom be made of? <i>Design a classroom based on design criteria and evaluate this – measure, mark out, cut and shape materials using tools.</i>		How can we live a healthy life? <i>Understand the need for a variety of food in my diet and use a wider range of cookery techniques to prepare soup safely.</i>			
Y3	Where does the darkness come from? <i>Design and make a functional shadow puppet: create designs for this using annotated sketches, safely measuring, cutting and joining with accuracy,</i>			What is the difference between surviving and being healthy? <i>Talk about different food groups, naming them and understanding how food is grown, farmed or caught. Use variety of ingredients to</i>	<i>How can you feel the force?</i> <i>Use tools to plan and make a magnetic game, analysing and strengthening frames, using linkages and levers.</i>	



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				prepare and combine ingredients safely (cook off)		
Y4				<i>Why are more people becoming vegetarian? Understand what makes a healthy, balanced diet and seasonality. Read and follow recipes to prepare a simple meal (cook off)</i>	<i>What should you flush down the loo? Design a functional and appealing product – consider and improve the product, exploring ways to strengthen and improve.</i>	<i>What is creativity? Create designs using exploded diagrams – use techniques which ensure cutting, shaping and joining.</i>
Y5	<i>How can science help the homeless? Make shelters – focusing on doing market research to inform designs, creating prototypes, making precise measurements. Build more complex 3D structures, strengthening techniques to make them more stable.</i>		<i>What do forces do? Design and construction of two experiments (paper aeroplanes and parachute egg drop) and an evaluation of this experiment.</i>			<i>How are you helping to save the planet? Understand main food groups and how a variety of ingredients are grown (cook off)</i>
Y6	<i>Who were the greatest engineers? Use materials (i.e. Spaghetti) to make a</i>		<i>Where does your food come from? Confidently plan a healthy meals, using</i>			



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<i>bridge – use technical knowledge accurate skills to problem solve, strengthen, stiffen and reinforce structures. Research and create a presentation on a famous engineer.</i>		<i>information on food labels to inform choices. Research, plan, prepare and cook a savoury dish.</i>			
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- *All classes will have be given a focused food type to make during D.T week each year – this is to be decided as a staff from September 2023.
- *Chartwells cook off to happen yearly to ensure that food objectives are being covered – Focus on KS2.
- *Padlet of D.T photos to be made to allow bank of evidence across year groups.