



# D & T



## EYFS

Through continuous provision Children in Reception will:

### Communication and Language:

- \*Develop language and create own narratives using small world toys
- \*Talk about their own mark-making, drawing, painting and other creative tasks
- \*Develop their listening skills
- \*Play, share and perform a wide variety of music and songs from different cultures and historical periods
- \*Notice features in the natural world - define colours, shapes, textures and smells in their own words
- \*Discuss what they see

### Personal, Social and Emotional Development:

- \*Develop a 'can-do' attitude
- \*To explore and show feelings through art
- \*Opportunities to work collaboratively with others
- \*Become resilient learners

### Physical Development:

- \*Develop their fine-motor skills so that they can use a range of tools competently and safely
- \*Handle a pencil effectively
- \*Develop independence

### Literacy:

- \*Use different mark-making tools with confidence

### Mathematics

### Understanding the World:

### Expressive Arts and Design

- \*Use a range of tools and be able to use tools with care and precision
- \*Explore different materials freely, to develop their own ideas
- \*Join different materials and explore different textures
- \*Explore colour and colour mixing
- \*Explore different artists - Wassily Kandinsky, Vincent Van Gogh
- \*Show different emotions in their drawings and paintings
- \*Draw with increasing complexity and detail
- \*Use drawing to represent ideas like movement or loud noises
- \*Explore, use and refine a variety of artistic effects to express their ideas and feelings
- \*Return to and build on previous learning, refining ideas and developing their ability to represent them
- \*Create collaboratively, sharing ideas, resources and skills
- \*Watch and talk about dance and performance art, expressing their feelings and responses
- \*Listen carefully, move to and talk about music, expressing their feelings and responses
- \*Sing songs
- \*Develop storylines in their play

Continuous provision areas and activities that support learning and skill development that relate to this subject are:

### Writing area:

- \*Explore different mark-making tools

### Small World area:

- \*Play alongside others in creating imaginative and complex small worlds

### Reading area:

- \*Explore 'feely books' and talk about different textures
- \*Listen to stories about artists

### Creative area:

- \*Use oil pastels and other media
- \*Still life drawings of plants
- \*Recreate pictures from around the world
- \*Painting
- \*Using different materials to create collages
- \*Use malleable materials to create own models, people, animals
- \*Junk modelling and using natural materials

### Outside area:

Explore and observe the environment - draw what they can see

Autumn 1

Baseline/Settling  
in/Travel

Autumn 2

Toys

Spring 1

Dinosaurs

Spring 2

Family/Animals

Summer 1

Space

Summer 2

Sea



	<p>*To explore making marks with different media</p> <p>*To create closed shapes and continuous lines and begin to use these shapes to represent objects</p> <p>*To draw with increasing complexity and detail</p> <p>*To use drawing to represent ideas like movement or loud noises</p> <p>*To show different emotions in drawings and paintings</p> <p>*To be able to explore mixing colours</p> <p>*To learn about the work of Wassily Kandinsky</p> <p>*To be able to identify different colours</p> <p>*To experiment with texture</p> <p>*To be able to create simple representations of objects</p> <p><b>-Drawing with different mark-making tools</b> <b>-Creating faces</b> <b>-Identifying colours</b> <b>-Marble picture-mixing colours</b> <b>-Wassily Kandinsky</b> <b>-Moldable soap sculptures</b> <b>-Drawing different ways of travelling</b> <b>-Making marks with shaving foam</b></p>	<p>*To begin to be interested and describe the texture of things</p> <p>*To be able to choose appropriate paint colours</p> <p>*To be able to choose particular colours to use for a purpose</p> <p>*To be able to use simple tools, e.g. paintbrushes effectively</p> <p>*To be able to explore malleable materials</p> <p>*To explore sculpting</p> <p>*To be able to select self-chosen resources for a project</p> <p>*To be able to manipulate materials to achieve a planned effect</p> <p>*To be able to use simple tools and techniques competently and appropriate, e.g. scissors</p> <p>*To be able to play cooperatively as part of a group to develop and act out a narrative</p> <p>*To listen to different types of Christmas music</p> <p><b>-Remembrance Day and poppy painting/craft work - Playdough models</b> <b>-Creating a bear</b> <b>-Designing and icing</b></p>	<p>*To choose particular colours for spurpose</p> <p>*To safely use tools and experiment with texture</p> <p>*To explore different media</p> <p>*To be able to introduce a storyline or narrative into their play</p> <p>*To work collaboratively with others</p> <p>*To understand that different media can be combined to create new effects</p> <p>*To create movement in response to music</p> <p>*To explore colour and how colours can be changed</p> <p>*To sing songs and make music</p> <p>*To be able to use simple tools appropriately</p> <p><b>-Dinosaur collage</b> <b>-Dinosaur models</b> <b>-Creating a new dinosaur land</b> <b>-Painting dinosaurs</b> <b>-Dinosaur swamp</b> <b>-Making a dinosaur head</b> <b>-Creating new colours</b> <b>-Making music and dance</b></p>	<p>*To experiment with colour</p> <p>*To develop ideas by selecting materials</p> <p>*To be able to select appropriate resources and adapt work where necessary</p> <p>*To be able to select tools and techniques needed to shape, assemble and join materials they are using</p> <p>*To understand that different media can be combined to create new effects</p> <p>*To make decisions about how media and materials can be combined</p> <p>*To choose particular colours for a purpose</p> <p>*To be able to introduce a storyline or narrative into their play</p> <p>*To work collaboratively with others to introduce a storyline or narrative into their play</p> <p>To create movement in response to music</p> <p>To represent their own ideas through role-play</p> <p>*To represent their own ideas through dance</p> <p>*To be able to talk about ideas that have led them to make designs and images</p> <p>*To be able to talk about their work and the work of others</p> <p>*To be able to represent ideas and thoughts through music</p> <p>*To be able to make own</p>	<p>*To be able to sing a few familiar songs</p> <p>*To explore the different sounds of instruments</p> <p>*To represent art through feelings and stories</p> <p>*To construct with a purpose in mind, using a variety of resources</p> <p>*To be able to select tools and techniques needed to shape, assemble and join materials they are using</p> <p>*To be able to use tools effectively</p> <p>*To be able to use simple tools safely</p> <p>*To explore different media and materials</p> <p>*To manipulate materials to have a planned effect</p> <p>*To experiment with colour and design</p> <p>*To be able to express ideas through dance</p> <p>*To explore a variety of materials</p> <p>*To be able to use tools safely</p> <p>*To experiment with texture</p> <p><b>-Twinkle Twinkle Little Star</b></p>	<p>*To be able to identify and choose colours for a purpose</p> <p>*To be able to represent feelings through art</p> <p>*To be able to represent ideas through stories</p> <p>*To select appropriate colours to use for a purpose</p> <p>*To represent ideas and feelings through art</p> <p>*To choose resources for a purpose</p> <p>*To select resources independently for a task</p> <p>*To explore malleable materials</p> <p>*To be able to represent thoughts and ideas through sculpting</p> <p>*To show ideas through art</p> <p>*To play alongside other children who are engaged in the same theme</p> <p>*To show feelings through music and art</p> <p>*To be able to select appropriate colours</p> <p>*To be able to represent ideas through design</p> <p>*To return to and build on previous learning, refine ideas and develop their ability to represent them</p> <p><b>-Painting pine-cones</b> <b>-Designing a heart</b></p>
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	<div><div>-Finger painting- Autumn trees</div><div>-Remembrance Day and</div></div>	<div>biscuits -Advent wreath</div>		<div>marks *To be able to talk about features</div>	<div>-Playdough stars</div> <div>-Musical instruments</div>	<div>-Children make up and write</div>
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	poppy painting/craft work -Playdough models -Creating a bear -Designing and icing biscuits -Advent wreath -Role-playing the Nativity story	-Role-playing the Nativity story		of their work  -Creative 2D art -Role-play families -Dancing and sequences -Owl babies collages -Butterfly dance-life cycles -Designing Minibeast pebbles -Paper plate minibeasts -Butterfly symmetry -Minibeast craft -Animal mask -Split pin chick in an egg -Animal collage -Animal patterns	-Space rocket -Design and create controls for a class rocket -Designing a moon buggy -Painting planets -Paper plates planets -Foil stars -Star biscuits -Chalk moon phases -Model aliens -Sensory activities -Marble effects -Paper-maiche -Collages	their own story -Malleable sea creatures -Sand models -Pointillism -Bubble painting -Whale music art -Oil pastel fish -Rainbow fish
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SUBJECT: D&T	1	2	3
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<p>Year 1</p>	<p><b><u>Moving Pictures – SPRING 1</u></b></p> <p>This ‘Moving Traditional Tale Pictures’ unit gives children opportunities to develop their understanding of mechanisms. Children listen to and role play different Traditional Tales and then learn how sections of the stories can be made into a moving picture. Following instructions on how to make different types of mechanisms, such as levers, wheels and sliders, gives children experience and information to draw on when developing their own ideas. They sketch a design based on their ideas and then create their moving picture centred on the story of ‘The Three Billy Goats Gruff.’ Children evaluate their finished product.</p> <p><b><u>Content:</u></b></p> <ul style="list-style-type: none"> <li>● Explore an existing product. Evaluate how well a product works. Answer in detail a range of questions about an existing product to help explore and evaluate it.</li> <li>● Draw a simple design. Draw a simple design and add annotations. Add detail and annotations to a design to show how different components move.</li> <li>● Make a picture which has at least one moving mechanism. Make a picture which aims to have two moving mechanisms. Make a picture which uses a slider, wheel and lever mechanism to make it move.</li> <li>● Start to understand what design criteria is used for. Evaluate what they did well on their product.</li> <li>● Use design criteria to help guide the making and evaluation process. Incorporate the main features of design criteria into their product and evaluate their product in detail against design criteria.</li> </ul> <p><b><u>Skills: Design</u></b></p> <ul style="list-style-type: none"> <li>● use their knowledge of existing products and their own experience to help generate their ideas;</li> <li>● design products that have a purpose and are aimed at an intended user;</li> <li>● explain how their products will look and work through talking and simple annotated drawings;</li> <li>● understand and follow simple design criteria;</li> </ul>	<p><b><u>Eat more fruit and vegetables – SUMMER 1</u></b></p> <p>This unit will teach children about peeling, zesting, cutting safely and applying these skills when preparing healthy dishes. Children will learn key information about healthy eating and where their food comes from. They will gain some practical ideas about ingredients that can be combined to make interesting and healthy salads.</p> <p><b><u>Content:</u></b></p> <ul style="list-style-type: none"> <li>● To discuss and make lists of as many fruits and vegetables as they can. They will pick their favourite and then find out the most popular in class, presenting this data in a pictogram.</li> <li>● to look closely at a variety of different fruits and vegetables. They will use their senses to describe the different features of the fruits and vegetables as well as their sense of taste. The children will also discuss safety and hygiene in relation to food.</li> <li>● discuss and think about food preparation. They will be practising using different tools safely, and using the appropriate language associated with food preparation.</li> <li>● to look at variety of different foods and the importance of eating more fruit and vegetables than certain other groups of foods. They will be challenged to design some new recipes only using fruits and vegetables, making sure they are colourful, tasty and healthy.</li> <li>● to recap and evaluate all they have learnt about fruits and vegetables. They will be recreating their recipe designs making sure they are being safe and hygienic.</li> </ul> <p><b><u>Skills: Make</u></b></p> <ul style="list-style-type: none"> <li>● with support, follow a simple plan or recipe;</li> <li>● begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer; learn to use hand tools and kitchen equipment safely and appropriately and learn to follow hygiene procedures;</li> <li>● assemble, join and combine materials, components or ingredients;</li> <li>● cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups;</li> </ul>	<p><b><u>Fabric Bunting- SUMMER 2</u></b></p> <p>This Fabric Bunting unit will teach children about working with fabric. It starts with children evaluating a range of existing bunting with a theme around counting. Children are then set a design criteria. They will learn how to use a graphics program to create a design and template for their bunting. Working with felt, children will cut out a bunting shape and use a simple running stitch. Children will be given the chance to explore different fabrics that they could use to enhance their designs. Using techniques such as sewing, stapling and gluing, children will decorate their felt flag. Finally, children will evaluate their product.</p> <p><b><u>Content:</u></b></p> <ul style="list-style-type: none"> <li>● Judge existing products on a simple scale. Say what they like and dislike about the design of existing products. Suggest improvements to existing products.</li> <li>● Use a graphics program to create a simple design. Use a graphics program to repeat and fill images to create an appealing design. Experiment with images and layout using a computer generated design.</li> <li>● Work with support to cut out a fabric shape. Demonstrate some accuracy when cutting around a fabric shape. Precisely cut around a fabric shape.</li> <li>● Start to demonstrate how to create a basic stitch. Create a seam using a running stitch. Use smaller stitches to create a tighter seam.</li> <li>● Decorate a piece of fabric. Choose appropriate fabric to add decoration. Carefully select fabrics to add decoration.</li> </ul> <p><b><u>Skills: Design</u></b></p> <ul style="list-style-type: none"> <li>● design models using simple computing software;</li> <li>● plan and test ideas using templates and mock-ups;</li> <li>● work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment.</li> </ul> <p><b><u>Skills: Make</u></b></p> <ul style="list-style-type: none"> <li>● select from a range of materials, textiles and components according to their characteristics;</li> </ul>
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	<ul style="list-style-type: none"> <li>work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment.</li> </ul> <p><b><u>Skills: Make</u></b></p> <ul style="list-style-type: none"> <li>with support, follow a simple plan or recipe;</li> <li>begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer;</li> <li>select from a range of materials, textiles and components according to their characteristics;</li> <li>Practical skills and techniques</li> <li>use a range of materials and components, including textiles and food ingredients;</li> <li>assemble, join and combine materials, components or ingredients;</li> </ul> <p><b><u>Skills: Evaluate</u></b></p> <ul style="list-style-type: none"> <li>explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations;</li> <li>explain positives and things to improve for existing products;</li> <li>talk about their design ideas and what they are making;</li> <li>as they work, start to identify strengths and possible changes they might make to refine their existing design;</li> <li>evaluate their products and ideas against their simple design criteria;</li> </ul> <p><b><u>Skills: Technical Knowledge</u></b></p> <ul style="list-style-type: none"> <li>talk about and start to understand the simple working characteristics of materials and components;</li> <li>explore and create products using mechanisms, such as levers, sliders and wheels.</li> </ul>	<p><b><u>Skills: Evaluate</u></b></p> <ul style="list-style-type: none"> <li>explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations;</li> <li>explain positives and things to improve for existing products;</li> </ul> <p><b><u>Skills: Cooking and Nutrition</u></b></p> <ul style="list-style-type: none"> <li>explain where in the world different foods originate from;</li> <li>understand that all food comes from plants or animals;</li> <li>understand that food has to be farmed, grown elsewhere (e.g. home) or caught;</li> <li>name and sort foods into the five groups in the Eatwell Guide;</li> <li>understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why;</li> <li>use what they know about the Eatwell Guide to design and prepare dishes.</li> </ul>	<ul style="list-style-type: none"> <li>learn to use hand tools and kitchen equipment safely and appropriately and learn to follow hygiene procedures;</li> <li>cut, shape and score materials with some accuracy;</li> <li>demonstrate how to cut, shape and join fabric to make a simple product;</li> <li>use a basic running stitch;</li> </ul> <p><b><u>Skills: Evaluate</u></b></p> <ul style="list-style-type: none"> <li>explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations;</li> <li>explain positives and things to improve for existing products;</li> <li>talk about their design ideas and what they are making;</li> <li>as they work, start to identify strengths and possible changes they might make to refine their existing design;</li> <li>evaluate their products and ideas against their simple design criteria;</li> </ul> <p><b><u>Skills: Technical Knowledge</u></b></p> <ul style="list-style-type: none"> <li>talk about and start to understand the simple</li> </ul>
Key Vocabulary	<p>Moving, picture, book, story, traditional tale, lever, slider, pivot, wheel, push, pull, direction, up, down, left, right, evaluate, product.</p> <p>Moving, mechanism, slider, evaluate, assemble, fix.</p>	<p>Fruit, vegetable, plant, root, cauliflower, cabbage, strawberries, beetroot, onions, apples, plums, broad beans, blackberries, rhubarb, marrow, gooseberries, celery, lettuce, carrots, tomatoes, radishes, runner beans, turnips, potatoes.</p>	<p>Evaluate, product, bunting, existing. Design, program, graphics, computer. Template, felt, trace, accurately, skill. Needle, thread, running stitch, seam, starting off, finishing off. Materials, fabrics, join, select, properties.</p>



	<p>Moving, mechanism, lever, assemble, split pin, pivot.</p> <p>Traditional tale, moving, picture, mechanism, wheel, disc, assemble, reassemble, split pin, fixed, push, cut, draw.</p> <p>Traditional tale, moving, picture, mechanism, wheel, disc, assemble, reassemble, split pin, fixed, push, cut, draw.</p> <p>Design Criteria, evaluate, make, improve.</p>	<p>Evaluate, vegetable, root, salad, texture, smell, appearance, taste.</p> <p>Hygiene, blend, grate, mix, peel, chop, slice, The Bridge, The Claw, Fork Safe.</p> <p>Protein, vitamins, minerals, oily, salmon, mackerel, trout, tuna, shellfish.</p> <p>Hygiene, blend, grate, mix, zest, juice, chop, slice.</p> <p>Hygiene, peel, cut, fork safe, combine, fruit, recipe.</p>	<p>Join, glue, staple, sew.</p>
Year 2	<p><b><u>Our Fabric Faces – AUTUMN 1</u></b></p> <p>In this unit children will learn all about different fabrics. They will explore and become familiar with the names of different fabrics and learn how to choose and manipulate fabrics to create different effects; they will also learn how to join fabrics in a variety of ways. Running stitch will be introduced during this unit. Finally, children get the chance to apply all of these skills to help them create their own fabric face which they will evaluate.</p> <p><b><u>Content:</u></b></p> <ul style="list-style-type: none"> <li>● Create a template. Use a template to shape a piece of fabric.</li> <li>● Create a simple design to explain what they intend to do. Discuss their ideas as they develop and say what their design has to do to achieve the design criteria. Evaluate their own ideas and adapt their designs to make improvements.</li> <li>● Create a fabric face with support by joining pieces of fabric together and add features using appropriate materials and techniques. Create a fabric face that reflects their own face. Work independently to create their fabric faces using templates to mark out and using appropriate techniques to securely join fabric pieces they have selected.</li> <li>● Stitch two pieces of fabric together using a running stitch and add features using appropriate materials and joining techniques. Add features to their fabric face to represent particular characteristics.</li> <li>● Evaluate their product saying what they like and what they could improve. Evaluate how effective their product is in relation to simple design criteria.</li> </ul>	<p><b><u>Dips and Dippers – SPRING 2</u></b></p> <p>This Dips and Dippers unit will teach children about good food hygiene rules and using kitchen equipment to prepare food safely. Children will apply these skills when making and evaluating a healthy dip and dippers. The unit develops children's understanding of the eatwell plate and explains the importance of eating a healthy and varied diet.</p> <p><b><u>Content:</u></b></p> <ul style="list-style-type: none"> <li>● Explain ideas about how to eat a healthy and varied diet. Explain the food groups and know they have to eat a balance of foods to have a healthy and varied diet. Give specific names, such as protein, to the different groups they eat.</li> <li>● Give a simple evaluation of a product by explaining their likes and dislikes. Explore and evaluate existing products. Explore existing products and give evaluations that contain some detail.</li> <li>● Use kitchen equipment safely and prepare dishes.</li> <li>● Design a new product that is appealing to themselves and others. Design a new product that is appealing to themselves and other users based on a design criteria.</li> </ul> <p><b><u>Skills: Design</u></b></p> <ul style="list-style-type: none"> <li>● design products that have a purpose and are aimed at an intended user;</li> <li>● explain how their products will look and work through talking and simple annotated drawings;</li> <li>● understand and follow simple design criteria;</li> <li>● work in a range of relevant contexts, for</li> </ul>	<p><b><u>Pirate Paddy's packed lunch problems– SUMMER 2</u></b></p> <p>The Pirate Paddy's Packed Lunch Problems unit gives children the opportunity to develop their understanding of structures. The exploration of different types of lunch boxes gives children the experience and information to draw on when developing their own ideas. The children create their ideas following the design criteria, given at the beginning of the project, and go on to create models from reclaimed materials. Children gain a basic understanding about how structures can be made stronger, stiffer and more stable. At the end of the unit, children test their product and suggest further improvements.</p> <p><b><u>Content:</u></b></p> <ul style="list-style-type: none"> <li>● recognise the positives about an existing product and any problems; explore an existing product and describe its problems and positives; suggest improvements to existing products;</li> <li>● draw a simple design; draw a design and describe it; add details and special features to their designs e.g. compartments or built-in food storage and be able to say why they have included them;</li> <li>● with support, build a structure for their lunch box; build strong structures; use a basic understanding of structures to make their models stable and stiff; incorporate the main points listed in the design criteria to their lunch box;</li> <li>● test their own product. test their own product and suggest improvements. test their product, evaluate it and make any changes, showing significant improvements when it is retested.</li> </ul> <p><b><u>Skills: Design</u></b></p>



	<p><b><u>Skills: Design</u></b></p> <ul style="list-style-type: none"> <li>● explain how their products will look and work through talking and simple annotated drawings;</li> <li>● plan and test ideas using templates and mock-ups;</li> <li>● understand and follow simple design criteria;</li> </ul> <p><b><u>Skills: Make</u></b></p> <ul style="list-style-type: none"> <li>● begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer;</li> <li>● select from a range of materials, textiles and components according to their characteristics;</li> <li>● learn to use hand tools and kitchen equipment safely and appropriately and learn to follow hygiene procedures;</li> <li>● cut, shape and score materials with some accuracy;</li> <li>● assemble, join and combine materials, components or ingredients;</li> <li>● demonstrate how to cut, shape and join fabric to make a simple product;</li> <li>● manipulate fabrics in simple ways to create the desired effect;</li> <li>● use a basic running stitch;</li> </ul> <p><b><u>Skills: Evaluate</u></b></p> <ul style="list-style-type: none"> <li>● explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations;</li> <li>● explain positives and things to improve for existing products;</li> <li>● explore what materials products are made from;</li> <li>● evaluate their products and ideas against their simple design criteria;</li> </ul> <p><b><u>Skills: Technical Knowledge</u></b></p> <ul style="list-style-type: none"> <li>● talk about and start to understand the simple working characteristics of materials and components;</li> </ul>	<p>example imaginary, story-based, home, school and the wider environment.</p> <p><b><u>Skills: Make</u></b></p> <ul style="list-style-type: none"> <li>● with support, follow a simple plan or recipe;</li> <li>● begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer;</li> <li>● select from a range of materials, textiles and components according to their characteristics;</li> <li>● learn to use hand tools and kitchen equipment safely and appropriately and learn to follow hygiene procedures;</li> <li>● use a range of materials and components, including textiles and food ingredients;</li> <li>● assemble, join and combine materials, components or ingredients;</li> <li>● cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups;</li> </ul> <p><b><u>Skills: Evaluate</u></b></p> <ul style="list-style-type: none"> <li>● explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations;</li> <li>● explain positives and things to improve for existing products;</li> <li>● talk about their design ideas and what they are making;</li> <li>● as they work, start to identify strengths and possible changes they might make to refine their existing design;</li> <li>● evaluate their products and ideas against their simple design criteria;</li> </ul> <p><b><u>Skills: Cooking and Nutrition</u></b></p> <ul style="list-style-type: none"> <li>● explain where in the world different foods originate from;</li> <li>● name and sort foods into the five groups in the Eatwell Guide;</li> <li>● understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why;</li> <li>● use what they know about the Eatwell Guide to design and prepare dishes.</li> </ul>	<ul style="list-style-type: none"> <li>● use their knowledge of existing products and their own experience to help generate their ideas;</li> <li>● design products that have a purpose and are aimed at an intended user;</li> <li>● understand and follow simple design criteria;</li> <li>● work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment.</li> </ul> <p><b><u>Skills: Make</u></b></p> <ul style="list-style-type: none"> <li>● begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer;</li> <li>● select from a range of materials, textiles and components according to their characteristics;</li> <li>● learn to use hand tools and kitchen equipment safely and appropriately and learn to follow hygiene procedures;</li> <li>● assemble, join and combine materials, components or ingredients;</li> <li>● begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations.</li> </ul> <p><b><u>Skills: Evaluate</u></b></p> <ul style="list-style-type: none"> <li>● explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations;</li> <li>● explain positives and things to improve for existing products;</li> <li>● explore what materials products are made from;</li> <li>● as they work, start to identify strengths and possible changes they might make to refine their existing design;</li> <li>● evaluate their products and ideas against their simple design criteria;</li> <li>● start to understand that the iterative process sometimes involves repeating different stages of the process.</li> </ul> <p><b><u>Skills: Technical Knowledge</u></b></p> <ul style="list-style-type: none"> <li>● build simple structures, exploring how they can be made stronger, stiffer and more</li> </ul>
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			<div>stable;</div> <ul style="list-style-type: none"><li>● talk about and start to understand the simple working characteristics of materials and components;</li></ul>
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Key Vocabulary	<p>Explore, fabric, textile, lace, felt, corduroy, jean, satin, silk, cotton, velvet, velour, ribbon, wool, fur.</p> <p>Explore, textiles, evaluate, hessian.</p> <p>Join, fabric, attach.</p> <p>Template, cut, line, shape, oval, round, square, heart, tone.</p> <p>Design, criteria, textiles, materials, tools, annotated drawing, evaluate.</p> <p>Design, criteria, textiles, materials, tools, join, cut, evaluate.</p>	<p>Ingredients, dips, evaluate, senses, taste, texture, smell, appearance.</p> <p>Ingredients, dips, evaluate, senses, taste, texture, smell, appearance.</p> <p>Protein, dairy, fruit, vegetables, carbohydrate, balanced, diet, varied.</p> <p>Hygiene, blend, grate, crush, mix, peel, chop, slice, layered, marbled, The Bridge, The Claw.</p> <p>Context, ingredients, equipment, method, design.</p> <p>Evaluate, design criteria, plan.</p>	<p>Evaluate, product, existing.</p> <p>Evaluate, product, existing, disassemble.</p> <p>Materials, waterproof, strong, protect, reclaimed.</p> <p>Select, tools, equipment, safety, area, join, tape, glue, structure, hinges.</p> <p>Select, tools, equipment, safety, area, join, tape, glue, structure, hinges.</p> <p>Retest, evaluate, improvements, appealing.</p>
Year 3	<p><b><u>The Great bread bake off – AUTUMN 2</u></b></p> <p>This Great Bread Bake Off unit will teach children about working with food. Children will gain an insight into the history of bread production, then investigate and evaluate existing bread products. They will create design criteria which will be referred to when designing, making and evaluating their own bread product. Children use a range of skills and techniques using simple kitchen tools and measuring equipment, they will learn how to knead dough correctly and the technique of proving bread.</p> <p><b><u>Content:</u></b></p> <ul style="list-style-type: none"> <li>● Design and make a bread product with support and guidance.</li> <li>● Explain why choices were made after discussion with the teacher.Explain why they have chosen certain foods and processes and link them to their design criteria.</li> <li>● Have demonstrated some skills when making the product.</li> <li>● Use their experiences of food ingredients and cooking methods to help generate ideas.</li> <li>● Produce an order of work which includes an annotated diagram and chosen equipment appropriately.</li> <li>● Make and evaluate their bread product against objective design criteria.</li> <li>● Use findings from their investigative work to draw up a design specification for a new bread product.</li> </ul>	<p><b><u>Mechanical Posters – SPRING 2</u></b></p> <p>This ‘Mechanical Posters’ unit gives children opportunities to develop their understanding of mechanical systems. Following instructions on how to make different types of lever and linkage mechanisms gives children experience and information to draw on when developing their own ideas. They sketch a design based on their ideas, make a prototype, and then create their ‘Lever and Linkage Poster’ using the context of recycling. Finally, children will evaluate their finished product.</p> <p><b><u>Content:</u></b></p> <ul style="list-style-type: none"> <li>● Explore mechanical systems.Explore how mechanical systems work.Answer in detail a range of questions about mechanical systems, identifying the input and output.</li> <li>● Draw a simple annotated design.Draw a design which uses annotations to add some detail.Add detailed annotations to a design to show how different components move.</li> <li>● Start to generate ideas for design criteria.Develop design criteria to inform the design of innovative products aimed at a particular audience.Base design criteria around the needs of the design brief.</li> <li>● Make a prototype and finished poster which has at least one lever/ linkage mechanism.Make a prototype and well finished poster which aims to have two lever/linkage mechanisms.Make a prototype and well-finished poster which uses up to three lever/linkage mechanisms.</li> </ul>	<p><b><u>Battery Operated Lights – SUMMER 1</u></b></p> <p>This ‘Battery Operated Lights’ unit gives children opportunities to enhance their knowledge and understanding of electrical systems. In this unit children will develop understanding about series and parallel circuits and different types switches. They will then be given the chance to apply their knowledge about electric circuits in a purposeful way by designing and making a battery operated light which will be controlled by a homemade switch. Children will decide upon the design criteria for the light by considering who will use it, where it will be used and what for. Finally, children will complete a detailed evaluation of their final product.</p> <p><b><u>Content:</u></b></p> <ul style="list-style-type: none"> <li>● Explain how technology has helped shape the world we live in.Name some key events and individuals that have helped shape the world of lighting.Use the creative ideas of others to help inspire their own innovative design ideas.</li> <li>● Explore and make a series and parallel circuit and follow instructions to make a switch.Explore and make a series and parallel circuit, diagnosing faults when necessary, and follow instructions to make a selection of different switches.Design and make their own switch.</li> <li>● Draw a simple annotated design.Draw a design which uses annotations to add some detail.Draw a cross sectional diagram to show the working</li> </ul>

	<ul style="list-style-type: none"> <li>● Draw on their understanding of the characteristics and properties of foods to select appropriate ingredients.</li> <li>● Work accurately to make bread products that match the sensory properties required;</li> <li>● have implemented improvements as the design developed.</li> <li>● Evaluate how successful their product is with reference to their original design criteria.</li> </ul> <p><b>Skills: Design</b></p> <ul style="list-style-type: none"> <li>● use annotated sketches and cross-sectional drawings to develop and communicate their ideas;</li> <li>● when designing, explore different initial ideas before coming up with a final design;</li> <li>● develop and follow simple design criteria;</li> <li>● work in a broader range of relevant contexts, for example entertainment, the home, school, leisure, food industry and the wider environment.</li> </ul> <p><b>Skills: Make</b></p> <ul style="list-style-type: none"> <li>● with growing confidence, carefully select from a range of tools and equipment, explaining their choices;</li> <li>● learn to use a range of tools and equipment safely, appropriately and accurately and learn to follow hygiene procedures;</li> <li>● cut, shape and score materials with some degree of accuracy;</li> </ul> <p><b>Skills: Evaluate</b></p> <ul style="list-style-type: none"> <li>● explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet the intended purpose;</li> <li>● explore what materials/ingredients products are made from and suggest reasons for this;</li> <li>● consider their design criteria as they make progress and are willing to alter their plans, sometimes considering the views of others if this helps them to improve their product;</li> <li>● evaluate their product against their original design criteria;</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluate what they did well on their product and things they could improve. Use design criteria to help guide the evaluation process. Evaluate their product in detail against design criteria.</li> </ul> <p><b>Skills: Design</b></p> <ul style="list-style-type: none"> <li>● identify the design features of their products that will appeal to intended customers;</li> <li>● use their knowledge of a broad range of existing products to help generate their ideas;</li> <li>● explain how particular parts of their products work;</li> <li>● use annotated sketches and cross-sectional drawings to develop and communicate their ideas;</li> <li>● when planning, start to explain their choice of materials and components including function and aesthetics;</li> <li>● test ideas out through using prototypes;</li> <li>● develop and follow simple design criteria;</li> <li>● work in a broader range of relevant contexts, for example entertainment, the home, school, leisure, food industry and the wider environment.</li> </ul> <p><b>Skills: Make</b></p> <ul style="list-style-type: none"> <li>● with growing confidence, carefully select from a range of tools and equipment, explaining their choices;</li> <li>● select from a range of materials and components according to their functional properties and aesthetic qualities;</li> <li>● learn to use a range of tools and equipment safely, appropriately and accurately and learn to follow hygiene procedures;</li> <li>● use a wider range of materials and components, including construction materials and kits, textiles and mechanical and electrical components;</li> <li>● cut, shape and score materials with some degree of accuracy;</li> <li>● assemble, join and combine material and components with some degree of accuracy;</li> <li>● begin to select and use different and appropriate finishing techniques to improve the appearance of a product such as hemming, tie-dye, fabric paints and digital</li> </ul>	<p>electrical components of a product.</p> <ul style="list-style-type: none"> <li>● Write their own simple design criteria. Develop design criteria to inform the design of innovative products considering the purpose and target group/individual.</li> <li>● Make a product which contains a working circuit to light a bulb. Make a well finished product considering the aesthetic and functional qualities. Carefully select materials and finishing techniques to ensure a high quality finish. Base design criteria around the needs of the design brief and prioritise the specifications.</li> <li>● Use a series of given questions to evaluate their product. Use design criteria to help develop their own questions and use the answers to help guide the evaluation process. Evaluate their product in detail against the design criteria.</li> </ul> <p><b>Skills: Design</b></p> <ul style="list-style-type: none"> <li>● design innovative and appealing products that have a clear purpose and are aimed at a specific user;</li> <li>● use annotated sketches and cross-sectional drawings to develop and communicate their ideas;</li> <li>● develop and follow simple design criteria;</li> <li>● work in a broader range of relevant contexts, for example entertainment, the home, school, leisure, food industry and the wider environment.</li> </ul> <p><b>Skills: Make</b></p> <ul style="list-style-type: none"> <li>● with growing confidence, carefully select from a range of tools and equipment, explaining their choices;</li> <li>● select from a range of materials and components according to their functional properties and aesthetic qualities;</li> <li>● learn to use a range of tools and equipment safely, appropriately and accurately and learn to follow hygiene procedures;</li> <li>● use a wider range of materials and components, including construction materials and kits, textiles and mechanical and electrical components;</li> <li>● join textiles with an appropriate sewing technique;</li> <li>● begin to select and use different and</li> </ul>
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	<p><b><u>Skills: Cooking and Nutrition</u></b></p> <ul style="list-style-type: none"> <li>● understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically;</li> <li>● use a range of techniques such as mashing, whisking, crushing, grating, cutting, kneading and baking;</li> <li>● measure and weigh ingredients to the nearest gram and millilitre;</li> <li>● start to independently follow a recipe;</li> </ul>	<p>graphics.</p> <p><b><u>Skills: Evaluate</u></b></p> <ul style="list-style-type: none"> <li>● explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet the intended purpose;</li> <li>● consider their design criteria as they make progress and are willing to alter their plans, sometimes considering the views of others if this helps them to improve their product;</li> <li>● evaluate their product against their original design criteria;</li> </ul> <p><b><u>Skills: Technical Knowledge</u></b></p> <ul style="list-style-type: none"> <li>● understand and demonstrate how mechanical and electrical systems have an input and output process;</li> <li>● explain how mechanical systems such as levers and linkages create movement;</li> <li>● use mechanical systems in their products.</li> </ul>	<p>appropriate finishing techniques to improve the appearance of a product such as hemming, tie-dye, fabric paints and digital graphics.</p> <p><b><u>Skills: Evaluate</u></b></p> <ul style="list-style-type: none"> <li>● evaluate their product against their original design criteria;</li> <li>● evaluate the key events, including technological developments, and designs of individuals in design and technology that have helped shape the world.</li> </ul> <p><b><u>Skills: Technical Knowledge</u></b></p> <ul style="list-style-type: none"> <li>● understand that materials have both functional properties and aesthetic qualities;</li> <li>● make and represent simple electrical circuits, such as a series and parallel, and components to create functional products;</li> </ul>
Key Vocabulary	<p>Pioneer, design, brand, industry. Product, market research. texture, appearance, flavour. Product, market research, design criteria, shape, knot. Design criteria, original. Design criteria, annotated. Ingredients, yeast, knead, dough, rise.</p>	<p>Design brief, recycle, mechanism, mechanical system, moving, lever, linkage, design brief, pivot, input, output. Mechanism, lever, linkage, design brief, generate, loose/fixed pivot, guide/bridge, system, input, output. Mechanism, lever, linkage, design brief, annotated sketch, generate, design criteria, adapt. High-quality, finish, techniques, select, accuracy, tools, equipment, materials, components, replicate. Evaluate, improve, function, lever, linkage, input, output, design criteria.</p>	<p>STEM, science, design and technology, engineering, mathematics, chronological, events, individuals, changing, inventors. Mains, battery, operated, energy, electricity, conductor, insulator, connect, series, fault, parallel, circuit, components, symbol, electrical systems, design brief. Mains, battery, operated, energy, path, current, electricity, conductor, insulator, switch, turn switch, micro switch, connect, circuit, components. Design criteria, specification, prioritise, decoration, shape, materials, annotate, sketch, cross-sectional, original, innovative, purpose. Select, materials, components, switch, make. Functional, aesthetic, finished, quality, assemble, evaluate, specification, design criteria.</p>



<p>Year 4</p>	<p><b><u>Let's go fly a kite – AUTUMN 1</u></b></p> <p>This Let's Go Fly a Kite unit gives children opportunities to develop their understanding of frame structures and how they can be strengthened and stiffened. Children will discover information about a key event involving a kite that helped shape the world. Children will gain knowledge and understanding about the parts and shapes of kites. This will help them when designing and making their own kites. Finally, children will test and evaluate their kites against design criteria they have created.</p> <p><b><u>Content:</u></b></p> <ul style="list-style-type: none"> <li>● Explain how Homan Walsh used a kite to help build the Niagara Falls Bridge.Explain how a small event led to a larger significant event in Design and Technology which helped shape the world.Explain how different events involving kites in design and technology have helped shape the world.</li> <li>● Use research into the shape and parts of kites to develop simple design criteria. Use research to create ideas and refine them to develop design criteria.Use research to help prioritise ideas to create detailed design criteria.</li> <li>● Build simple frame structures.Build and join strong frame structures and stiffen materials.Use a variety of materials and joining methods to strengthen and stiffen more complex structures.</li> <li>● Apply their understanding of where and how kites need stiffening.Apply a detailed understanding of how to strengthen and stiffen e.g. that the central area of a kite needs stronger strengthening and the outside edges need lighter stiffening.</li> </ul> <p><b><u>Skills: Design</u></b></p> <ul style="list-style-type: none"> <li>● identify the design features of their products that will appeal to intended customers;</li> <li>● use their knowledge of a broad range of existing products to help generate their ideas;</li> <li>● use annotated sketches and cross-sectional drawings to develop and communicate their ideas;</li> <li>● develop and follow simple design criteria;</li> </ul>	<p><b><u>Sandwich snacks – SPRING 2</u></b></p> <p>This unit provides an opportunity for children to learn about the nutritional content of a variety of sandwiches and fillings, and consider how grouping food can help us plan for a healthy diet. Children will discuss the process of creating and following a recipe, evaluating their own process as well as their finished product.</p> <p><b><u>Content:</u></b></p> <ul style="list-style-type: none"> <li>● To learn that food can be divided into different groups and that sandwiches can form part of a healthy diet.</li> <li>● To taste a variety of different breads and sandwiches and examine flavours and textures.</li> <li>● To design and plan a sandwich for a particular purpose.</li> <li>● To be able to create a healthy sandwich.</li> <li>● To be able to evaluate a finished product.</li> </ul> <p><b><u>Skills: Make</u></b></p> <ul style="list-style-type: none"> <li>● with growing confidence, carefully select from a range of tools and equipment, explaining their choices;</li> <li>● learn to use a range of tools and equipment safely, appropriately and accurately and learn to follow hygiene procedures;</li> </ul> <p><b><u>Skills: Cooking and Nutrition</u></b></p> <ul style="list-style-type: none"> <li>● start to know when, where and how food is grown in the UK, Europe and the wider world;</li> <li>● understand how to prepare dishes safely and hygienically;</li> <li>● use a range of techniques such as grating,slicing and cutting,</li> <li>● explain that a healthy diet is made up of a variety and balance of different food and drink, as represented in the Eatwell Guide and be able to apply these principles</li> <li>● when planning and cooking dishes;</li> <li>● understand that to be active and healthy, nutritious food and drink are needed to provide energy for the body;</li> <li>● prepare ingredients using appropriate cooking utensils;</li> <li>● start to independently follow a recipe;</li> </ul>	<p><b><u>Juggling balls – SUMMER 2</u></b></p> <p>This Juggling Balls unit will teach your class how to make juggling balls. They will start by exploring and evaluating different juggling balls. Children are then given a design brief, asking them to design and make a circus themed juggling ball. A hemming and overcast stitch will be introduced during this unit. Children will learn about decoration techniques; getting the chance to use tie-dye and fabric paints. Finally, when they have completed the making of their juggling ball, children will evaluate their product against design criteria.</p> <p><b><u>Content:</u></b></p> <ul style="list-style-type: none"> <li>● Investigate a range of existing products.Analyse and test a range of existing products.Explain how analysis of products has influenced their design making decisions.</li> <li>● Develop a design based around a design criteria.Develop a design aimed at particular individuals or groups.Evaluate and refine their own ideas against a design criteria, considering the views of others.</li> <li>● Use appropriate techniques to decorate fabric.Explain why different fabric decoration techniques have been chosen.Identify different techniques used for the decoration of fabrics and explain why they would, or would not be appropriate to use to decorate their juggling balls.</li> <li>● With support create a hem using a running stitch and join fabrics using an overcast stitch.With some independence, use a running stitch and an overcast stitch explaining why these methods are suitable for the task.Name and understand the use of different stitches.</li> </ul> <p><b><u>Skills: Design</u></b></p> <ul style="list-style-type: none"> <li>● identify the design features of their products that will appeal to intended customers;</li> <li>● use their knowledge of a broad range of existing products to help generate their ideas;</li> </ul>
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	<p><b><u>Skills: Make</u></b></p> <ul style="list-style-type: none"> <li>• with growing confidence, carefully select from a range of tools and equipment, explaining their choices;</li> <li>• select from a range of materials and components according to their functional properties and aesthetic qualities;</li> <li>• learn to use a range of tools and equipment safely, appropriately and accurately and learn to follow hygiene procedures;</li> <li>• use a wider range of materials and components, including construction materials and kits, textiles and mechanical and electrical components;</li> <li>• with growing independence, measure and mark out to the nearest cm and millimetre;</li> <li>• cut, shape and score materials with some degree of accuracy;</li> <li>• assemble, join and combine material and components with some degree of accuracy;</li> <li>• begin to select and use different and appropriate finishing techniques to improve the appearance of a product such as hemming, tie-dye, fabric paints and digital graphics.</li> </ul> <p><b><u>Skills: Evaluate</u></b></p> <ul style="list-style-type: none"> <li>• explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet the intended purpose;</li> <li>• explore what materials/ingredients products are made from and suggest reasons for this;</li> <li>• consider their design criteria as they make progress and are willing to alter their plans, sometimes considering the views of others if this helps them to improve their product;</li> <li>• evaluate their product against their original design criteria;</li> <li>• evaluate the key events, including technological developments, and designs of individuals in design and technology that have helped shape the world.</li> </ul> <p><b><u>Skills: Technical Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• understand that materials have both functional properties and aesthetic qualities;</li> <li>• apply their understanding of how to</li> </ul>	<ul style="list-style-type: none"> <li>• start to understand seasonality.</li> </ul>	<ul style="list-style-type: none"> <li>• design innovative and appealing products that have a clear purpose and are aimed at a specific user;</li> <li>• when designing, explore different initial ideas before coming up with a final design;</li> <li>• test ideas out through using prototypes;</li> <li>• work in a broader range of relevant contexts, for example entertainment, the home, school, leisure, food industry and the wider environment.</li> </ul> <p><b><u>Skills: Make</u></b></p> <ul style="list-style-type: none"> <li>• with growing confidence, carefully select from a range of tools and equipment, explaining their choices;</li> <li>• learn to use a range of tools and equipment safely, appropriately and accurately and learn to follow hygiene procedures;</li> <li>• use a wider range of materials and components, including construction materials and kits, textiles and mechanical and electrical components;</li> <li>• select from a range of materials and components according to their functional properties and aesthetic qualities;</li> <li>• join textiles with an appropriate sewing technique;</li> <li>• begin to select and use different and appropriate finishing techniques to improve the appearance of a product such as hemming, tie-dye, fabric paints and digital graphics.</li> </ul> <p><b><u>Skills: Evaluate</u></b></p> <ul style="list-style-type: none"> <li>• consider their design criteria as they make progress and are willing to alter their plans, sometimes considering the views of others if this helps them to improve their product;</li> <li>• evaluate their product against their original design criteria;</li> </ul>
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	strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products;		
Key Vocabulary	<b>Key events, design and technology, ideas, kite.</b> <b>Parts, function, bridle, line, tow point, keel, sail, spars, tail.</b> <b>Kite, shape, delta, diamond, rokkaku, sled.</b> <b>Design criteria, prioritise, decoration, shape, materials.</b> <b>Structure, frame, strength, stiffen.</b> <b>Bridle, line, tail, design criteria, test, evaluate.</b>	<b>sandwich,healthiest, survey, unbalanced,flavours, textures, granary, naan, pitta, baguette,food pyramid,</b>	<b>Explore, textiles, evaluate, interpret, product, analysis, star profile, user, and design, brief.</b> <b>Design criteria, annotate.</b> <b>Tie-dye, technique, decorate, annotate.</b> <b>Cut, shape, functional, hem, template, stitch.</b> <b>Decorate, functional, technique, quality.Shape, join, overcast stitch, aesthetic, evaluate, test.</b>

<p>Year 5</p>	<p><b><u>Programming adventures – AUTUMN 2</u></b></p> <p>Children will apply their understanding of computing to program a floor robot. They will explore a range of adventure maps and use these to create original designs. As a group, they will research how floor robots move along different types of materials and use this knowledge to create obstacles squares. Children will use appropriate joining methods to make a scale adventure map. They will test and evaluate the effectiveness of another group’s obstacle squares.</p> <p><b><u>Content:</u></b></p> <ul style="list-style-type: none"> <li>● Apply their understanding of computing to program, monitor and control their products by understanding what floor robots are, how they are programmed and controlled.</li> <li>● Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams prototypes, pattern pieces and computer-aided by designing an adventure map.</li> <li>● Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups by exploring how different materials affect the movement and control of floor robots.</li> <li>● Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups by planning an adventure map.</li> <li>● Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities by creating an adventure map using materials selected for their properties.</li> <li>● Apply their understanding of computing to program, monitor and control their products by programming and monitoring floor robots on finalised adventure map.</li> </ul> <p><b><u>Skills: Design</u></b></p> <ul style="list-style-type: none"> <li>● use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>● generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b><u>Skills: Make</u></b></p> <ul style="list-style-type: none"> <li>● select from and use a wider range of tools and</li> </ul>	<p><b><u>Benin - African Instruments- SPRING 1</u></b></p> <p><b><u>Content:</u></b></p> <ul style="list-style-type: none"> <li>● To investigate and analyse African musical instruments.</li> <li>● To explore kalimbas, howthey work and how they can be recreated.</li> <li>● To select suitable tools and materials to create a kalimba.</li> <li>● To investigate and design a strengthened body of an African percussion instrument.</li> <li>● To create an African-inspired percussion instrument.</li> <li>● To use our products in a performance and evaluate their effectiveness.</li> </ul> <p><b><u>Skills: Design</u></b></p> <ul style="list-style-type: none"> <li>● identify the design features of their products that will appeal to intended customers;</li> <li>● use their knowledge of a broad range of existing products to help generate their ideas;</li> <li>● use annotated sketches and cross-sectional drawings to develop and communicate their ideas;</li> <li>● develop and follow simple design criteria;</li> </ul> <p><b><u>Skills: Make</u></b></p> <ul style="list-style-type: none"> <li>● with growing confidence, carefully select from a range of tools and equipment, explaining their choices;</li> <li>● select from a range of materials and components according to their functional properties and aesthetic qualities;</li> <li>● learn to use a range of tools and equipment safely, appropriately and accurately and learn to follow hygiene procedures;</li> <li>● use a wider range of materials and components, including construction materials and kits, textiles and mechanical and electrical components;</li> <li>● with growing independence, measure and mark out to the nearest cm and millimetre;</li> <li>● cut, shape and score materials with some degree of accuracy;</li> <li>● assemble, join and combine material and components with some degree of accuracy;</li> <li>● begin to select and use different and appropriate finishing techniques to improve the appearance of a product such as</li> </ul>	<p><b><u>Global Food – SUMMER 1</u></b></p> <p>This Global Food unit will give your children the chance to discover the exciting and diverse choice of food available around the world. The first part of the unit provides an opportunity for children to learn where in the world a variety of ingredients flourish. They will then build on their understanding of the eatwell plate, placing different ingredients into the correct food groups. This will develop a deeper understanding that although food can be extremely varied, it still comes under the same basic food groups. Children will then have the chance to learn some basic and advanced cooking techniques, they will apply these skills when making some traditional dishes from different countries.</p> <p><b><u>Content:</u></b></p> <ul style="list-style-type: none"> <li>● Name some varied ingredients and say which part of the world they come from.</li> <li>● Explain the different food groups on the eatwell plate.</li> <li>● Follow a simple recipe.</li> <li>● Use some basic food skills, such as grating and chopping, which enable them to prepare a variety of simple savoury dishes.</li> <li>● Explain how eating different ingredients helps to give us a healthy and varied diet and understand the benefits of this.</li> <li>● Explain nutritional similarities between different types of food eaten around the world and say why this is important.</li> <li>● Accurately follow a recipe.</li> <li>● Use a wide variety of basic food skills such as peeling, juicing and dicing and some advanced skills such as baking, which enable them to prepare some more complex savoury dishes.</li> <li>● Say how an ingredient from a different part of the world might be prepared and used.</li> <li>● Think about some varied foods they eat/know and place them into the correct food group on the eatwell plate.</li> <li>● Understand the importance of correct storage and heating of rice using knowledge of spores, bacteria and how these cause food poisoning.</li> <li>● Work independently to accurately follow a recipe.</li> </ul>
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	equipment to perform practical tasks accurately	<p>hemming, tie-dye, fabric paints and digital graphics.</p> <p><b><u>Skills: Evaluate</u></b></p> <ul style="list-style-type: none"> <li>● explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet the intended purpose;</li> <li>● explore what materials/ingredients products are made from and suggest reasons for this;</li> <li>● consider their design criteria as they make progress and are willing to alter their plans, sometimes considering the views of others if this helps them to improve their product;</li> <li>● evaluate their product against their original design criteria;</li> <li>● evaluate the key events, including technological developments, and designs of individuals in design and technology that have helped shape the world.</li> </ul> <p><b><u>Skills: Technical Knowledge</u></b></p> <ul style="list-style-type: none"> <li>● understand that materials have both functional properties and aesthetic qualities;</li> <li>● apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products;</li> </ul>	<ul style="list-style-type: none"> <li>● Use a wide range of advanced cooking techniques such as checking that food is cooked correctly and adjusting temperatures on the hob and oven which allow them to prepare a variety of complex savoury dishes.</li> </ul> <p><b><u>Skills: Make</u></b></p> <ul style="list-style-type: none"> <li>● learn to use a range of tools and equipment safely and appropriately and learn to follow hygiene procedures;</li> </ul> <p><b><u>Skills: Cooking and Nutrition</u></b></p> <ul style="list-style-type: none"> <li>● know, explain and give examples of food that is grown (such as pears, wheat and potatoes), reared (such as poultry and cattle) and caught (such as fish) in the UK, Europe and the wider world;</li> <li>● understand about seasonality, how this may affect the food availability and plan recipes according to seasonality;</li> <li>● demonstrate how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source;</li> <li>● demonstrate how to use a range of cooking techniques, such as griddling, grilling, frying and boiling;</li> <li>● explain that foods contain different substances, such as protein, that are needed for health and be able to apply these principles when planning and preparing dishes;</li> <li>● measure accurately and calculate ratios of ingredients to scale up or down from a recipe;</li> <li>● independently follow a recipe.</li> </ul>
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Key Vocabulary	programme, monitor, control, floor robot, generate, devop, model, diagram, prototype, function, appealing, components,	instrument, sound, pitch, percussion, Africa, culture, society, genre, life, movement, rhythm, vocal, complex polyrhythmic patterns, djembe (jem-bay) drum, shekere (shay-ker-ay), caxixis (ka-shee-shee), vuvuzela (voo-voo-zay-luh), kalimba,	Ingredient, climate, taste, prepare, sensory, world, global, flourish. Diet, food groups, eatwell plate, protein, dairy, carbohydrates, starchy fruit, fat, vegetables. Mexican, skills, techniques, basic, fry, grate, dice, chop, slice, hygiene, salsa, guacamole, quesadillas. Rice, boil, hob, heat source, recipe, staple, eatwell plate, storage, handling, nutritional, benefits and measure.

<p>Year 6</p>	<p><b><u>Marbulous Structures – AUTUMN 2</u></b></p> <p>This Marbulous Structures unit gives children opportunities to develop their understanding of more complex free standing structures and how they can be strengthened and reinforced. Children will gain knowledge and understanding about how to join and shape materials. Children will then apply these skills, using an iterative design process, to create their marble runs. Finally, children will test and evaluate their marble runs against design criteria.</p> <p><b><u>Content:</u></b></p> <ul style="list-style-type: none"> <li>● Explore existing free standing structures and explain what gives them strength, reinforcement and stability.</li> <li>● Select tools and equipment to join card together.</li> <li>● Design and build a simple marble run.</li> <li>● Improve their work.</li> <li>● Apply their understanding of free standing structures to help build them.</li> <li>● Use a wider range of tools and equipment to perform practical tasks accurately.</li> <li>● Use appropriate cutting and shaping techniques that include cuts within the perimeter of the material such as slots.</li> <li>● Select appropriate joining techniques.</li> <li>● Design and build a marble run which incorporates some varied bends.</li> <li>● Consider the aesthetics when building a marble run.</li> <li>● Consider the views of others to improve their work. Build tall free standing structures that are strong and stable.</li> <li>● Cut materials with accuracy and precision and refine the finish with appropriate tools such as a craft knife.</li> <li>● Pay close attention to aesthetics when creating joins.</li> <li>● Demonstrate a clear ability to be creative and imaginative with their ideas when</li> </ul>	<p><b><u>Super Seasonal Cooking – SUMMER 1</u></b></p> <p>This ‘Super Seasonal Cooking’ unit of work children will be taught about the importance of buying seasonal food. The first part of the unit provides an opportunity for children to learn where, when and how a variety of ingredients are grown, reared, caught and processed. Children will then have the chance to sample some spring seasonal food before designing their own balanced seasonal meal. They will learn how to cook with the seasonal ingredients following their own recipes and using a wide range of preparation and cooking techniques. Finally, children will evaluate their product against their design criteria. Children will learn appropriate hygiene rules for handling meat and fish and safe preparation skills.</p> <p><b><u>Content:</u></b></p> <ul style="list-style-type: none"> <li>● Understand what seasonality means.</li> <li>● Name some foods which are grown, reared, caught and processed.</li> <li>● Design simple seasonal recipes.</li> <li>● Prepare a range of ingredients hygienically.</li> <li>● Prepare, assemble/cook ingredients.</li> <li>● Know when different fruit and vegetables are in season in the United Kingdom.</li> <li>● Explain where and how a variety of ingredients are grown, reared, caught and processed.</li> <li>● Generate a range of ideas for balanced seasonal recipes.</li> <li>● Prepare ingredients hygienically and understand how to store and handle meat and fish correctly.</li> <li>● Use a wide range of preparation and cooking techniques.</li> <li>● Describe when most foods are in season in the United Kingdom including fruit, vegetables, meat and fish.</li> <li>● Know where and how ingredients are grown, reared, caught and processed and that some regions of the UK specialise in specific ingredients.</li> </ul>	<p><b><u>Felt Phone Cases – SUMMER 2</u></b></p> <p>This Felt Phone Cases unit will teach children about how to write their own design criteria. They will design products with the user in mind thinking about aesthetics and functionality. Annotated designs will be used to communicate ideas as well as step by step plans. Children will learn how to make a paper template and how to sew a running stitch, backstitch, whip stitch and blanket stitch. Finally, when they have made their felt phone case, children will learn how to write a detailed evaluation.</p> <p><b><u>Content:</u></b></p> <ul style="list-style-type: none"> <li>● Develop their own design criteria.</li> <li>● Use backstitch.</li> <li>● Create simple patterns.</li> <li>● Aim the design criteria at a target market.</li> <li>● Use at least two different types of stitches.</li> <li>● Create an accurate paper template.</li> <li>● Measure and mark a sewing and cutting line.</li> <li>● Prioritise the most important points from the design criteria.</li> <li>● Use a combination of different stitches.</li> <li>● Create accurate paper templates for both the phone case and decoration.</li> <li>● Demonstrate precision when measuring and cutting.</li> </ul> <p><b><u>Skills: Design</u></b></p> <ul style="list-style-type: none"> <li>● use research to inform and develop detailed design criteria to inform the design of innovative, functional and appealing products that are fit for purpose and aimed at a target market;</li> <li>● design products that have a clear purpose and indicate the design features of their products that will appeal to the intended user;</li> <li>● use annotated sketches, cross-sectional drawings and exploded diagrams (possibly including computer-aided design) to</li> </ul>
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	<p>designing and building a marble run.</p> <ul style="list-style-type: none"> <li>Improve their work to ensure it has a high quality finish.</li> </ul> <p><b><u>Skills: Make</u></b></p> <ul style="list-style-type: none"> <li>with growing confidence, select from a wide range of tools and equipment, explaining their choices;</li> <li>select from a range of materials and components according to their functional properties and aesthetic qualities;</li> <li>learn to use a range of tools and equipment safely and appropriately and learn to follow hygiene procedures;</li> <li>use a full range of materials and components, including construction materials and kits, textiles, and mechanical components;</li> <li>cut a range of materials with precision and accuracy;</li> <li>shape and score materials with precision and accuracy;</li> <li>assemble, join and combine materials and components with accuracy;</li> </ul> <p><b><u>Skills: Evaluate</u></b></p> <ul style="list-style-type: none"> <li>complete detailed competitor analysis of other products on the market;</li> <li>critically evaluate the quality of design, manufacture and fitness for purpose of products as they design and make;</li> <li>evaluate their ideas and products against the original design criteria, making changes as needed.</li> </ul> <p><b><u>Skills: Technical Knowledge</u></b></p> <ul style="list-style-type: none"> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products;</li> </ul>	<ul style="list-style-type: none"> <li>Create, evaluate and refine seasonal recipes which include a balance of ingredients.</li> <li>Understand the importance of correct storage and handling of meat and fish using knowledge of cross contamination and bacteria.</li> <li>Use and evaluate a wide range of preparation and cooking techniques including adjusting: cooking times, ingredients, methods and temperatures.</li> </ul> <p><b><u>Skills: Design</u></b></p> <ul style="list-style-type: none"> <li>use annotated sketches, cross-sectional drawings and exploded diagrams (possibly including computer-aided design) to develop and communicate their ideas;</li> </ul> <p><b><u>Skills: Make</u></b></p> <ul style="list-style-type: none"> <li>learn to use a range of tools and equipment safely and appropriately and learn to follow hygiene procedures;</li> </ul> <p><b><u>Skills: Evaluate</u></b></p> <ul style="list-style-type: none"> <li>evaluate their ideas and products against the original design criteria, making changes as needed.</li> </ul> <p><b><u>Skills: Cooking and Nutrition</u></b></p> <ul style="list-style-type: none"> <li>know, explain and give examples of food that is grown (such as pears, wheat and potatoes), reared (such as poultry and cattle) and caught (such as fish) in the UK, Europe and the wider world;</li> <li>understand about seasonality, how this may affect the food availability and plan recipes according to seasonality;</li> <li>understand that food is processed into ingredients that can be eaten or used in cooking;</li> <li>demonstrate how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source;</li> <li>demonstrate how to use a range of cooking techniques, such as griddling, grilling, frying and boiling;</li> <li>explain that foods contain different substances, such as protein, that are needed</li> </ul>	<p>develop and communicate their ideas;</p> <ul style="list-style-type: none"> <li>generate a range of design ideas and clearly communicate final designs;</li> </ul> <p><b><u>Skills: Make</u></b></p> <ul style="list-style-type: none"> <li>independently plan by suggesting what to do next;</li> <li>select from a range of materials and components according to their functional properties and aesthetic qualities;</li> <li>create step-by-step plans as a guide to making;</li> <li>learn to use a range of tools and equipment safely and appropriately and learn to follow hygiene procedures;</li> <li>independently take exact measurements and mark out, to within 1 millimetre;</li> <li>shape and score materials with precision and accuracy;</li> <li>demonstrate how to measure, make a seam allowance, tape, pin, cut, shape and join fabric with precision to make a more complex product;</li> <li>join textiles using a greater variety of stitches, such as backstitch, whip stitch, blanket stitch;</li> </ul> <p><b><u>Skills: Evaluate</u></b></p> <ul style="list-style-type: none"> <li>critically evaluate the quality of design, manufacture and fitness for purpose of products as they design and make;</li> <li>evaluate their ideas and products against the original design criteria, making changes as needed.</li> </ul>
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		<p>for health and be able to apply these principles when planning and preparing dishes;</p> <ul style="list-style-type: none"><li>● adapt and refine recipes by adding or substituting one or more ingredients to change the appearance, taste, texture and aroma;</li><li>● alter methods, cooking times and/or temperatures;</li><li>● measure accurately and calculate ratios of ingredients to scale up or down from a recipe;</li></ul>	
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Key Vocabulary	<p>Free standing, structure, support, stiffen, sturdy, stable, reposition, strengthen, reinforce.</p> <p>Accurate, join, shape, cut aesthetics, tools, equipment, functional.</p> <p>Bend, skills, tools, equipment, cut, shape, join.</p> <p>Existing, product.Aesthetic, functional, iterative process.Aesthetic, functional, iterative process.</p>	<p>Seasonality, spring, summer, autumn, winter, imported, ripe, sustainable.</p> <p>Seasonal, reared, caught, processed.Seasonal, reared, caught, processed.Balanced, protein, eatwell plate.Blanch, fry, grill, griddle, chop, slice, peel, grate.</p>	<p>Key/New Words: Preparation: Design criteria, aesthetics, functional, specification.</p> <p>Key/New Words: Preparation: Design criteria, aesthetics, functional, specification.</p> <p>Pattern, template, precisely, accurately, scale, measurements, millimetre, centimetre.</p> <p>Prototype, whipstitch, backstitch, running stitch, blanket stitch.</p> <p>Plan, fastenings, decoration, felt, design process.</p> <p>Fastenings, decoration, felt, design criteria, evaluate.</p>
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